

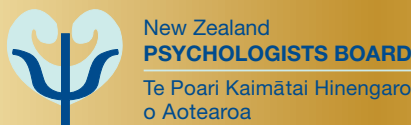


New Zealand Psychological Society Jubilee Conference

5-8 September 2018

Owen G Glenn Building, The University of Auckland

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Conference Organisation

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

Thanks go to:

**Jade le Grice & Angela Arnold-Saritepe,
Scientific Programme Conveners**

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Thank you also to all presenters

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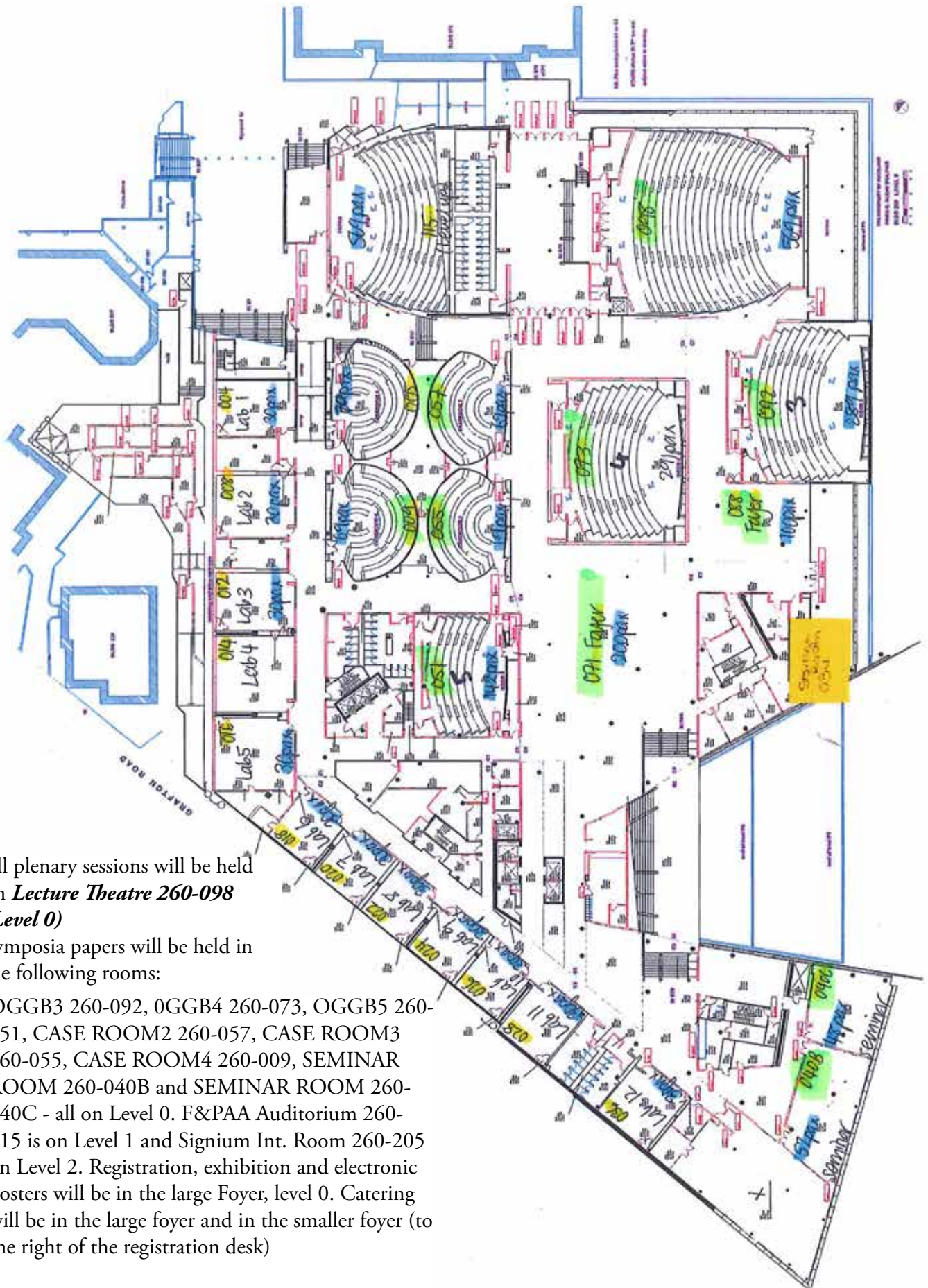
Satchel Insert:

NZCER
Department of Corrections
George Guthrie, Massey University
Geneva

We would like to thank the **Department of Corrections**, 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.

Floor Plan, Owen G Glenn Building, Level 0



All plenary sessions will be held in **Lecture Theatre 260-098 (Level 0)**

Symposia papers will be held in the following rooms:

OGGB3 260-092, OGGB4 260-073, OGGB5 260-051, CASE ROOM2 260-057, CASE ROOM3 260-055, CASE ROOM4 260-009, SEMINAR ROOM 260-040B and SEMINAR ROOM 260-040C - all on Level 0. F&PAA Auditorium 260-115 is on Level 1 and Signium Int. Room 260-205 on Level 2. Registration, exhibition and electronic posters will be in the large Foyer, level 0. Catering will be in the large foyer and in the smaller foyer (to the right of the registration desk)

General Information for Delegates

Venue

Owen G Glenn Building, The University of Auckland, Auckland

Registration

The registration desk opens at 8.00am Thursday 6 September and is located on level 0.

Location of programme activities

All plenary sessions will be held in **Lecture Theatre 260-098 (Level 0)**

Symposia papers will be held in the following rooms:

OGGB3 260-092, OGGB4 260-073, OGGB5 260-051, CASE ROOM2 260-057, CASE ROOM3 260-055, CASE ROOM4 260-009, SEMINAR ROOM 260-040B and SEMINAR ROOM 260-040C - all on level 0. F&PAA Auditorium 260-115 is on Level 1 and SIGNIUM INT. ROOM 260-205 on Level 2.

Workshops will be held on Wednesday 5 September 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
- (the conference dinner is included in full conference registration- not day registration)
- 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. Student assistants, NZPsS staff and catering staff have been instructed to ask to see your name badge if it's not visible. Your name badge will indicate that you have registered for the conference. Please remember to bring it with you on each day you are registered for.

AGMs - Friday 7 September

The NZPsS AGM will be held in CASE ROOM 2 260-057 at 4.30pm

Institute of Educational and Developmental Psychology AGM will be held in CASE ROOM3 260-055 at 8.30am

Institute of Criminal Justice and Forensic Psychology AGM will be held in CASE ROOM1 260-005

Institute of Counselling Psychology AGM will be held in SEMINAR ROOM 260-040C at 8.30am

Institute of Clinical Psychology AGM will be held in the F&PAA Auditorium on level 1 at 8.30am

Institute of Organisational Psychology AGM will be held in CASE ROOM4 260-009 at 8.30am

Institute of Community Psychology Aotearoa and Institute of Health Psychology AGMs will be held offsite.

NZPsS Awards - to be held Friday 7 September in Lecture Theatre 260-098 at 12.00pm

Changes to the programme

Any changes to the programme will be announced to delegates by notifications via the app *Attendify* and displayed on notice boards located in the registration and exhibition area.

Catering

Morning and afternoon tea and lunch will be served in the foyers (there is an additional catering station in the small foyer). 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 and keep speakers to their allotted time. 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 in silent mode during all sessions and social functions.

General Information for Delegates

Conference app & Internet Access - The conference app is Attendify

There is Wifi available during conference hours

Instructions for Wi-Fi:

- Select the wireless: UoA-Guest-WiFi
- Enter the username: psychology2018@aotearoa.com
- Enter the password: 69b8fOc4

Please use #2018JubileeConference when you post in Facebook or tweet about the conference.

Health, Safety & Housekeeping

Please see page 88 for details or the app.



JUBILEE Events

We look forward to seeing you at the following Jubilee events

Student Breakfast

Thursday 6 September 7.30am

To be held in the Foyer on Level 1 of the OGGB

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

International Roundtable- Equity: Making Psychology Available for Everyone

Thursday 6 September 5.30pm

(in Lecture Theatre 260-098)

Representatives from the British Psychological Society, the Australian Psychological Society and New Zealand Psychological Society

Whakawhanaungatanga - Conference Welcome Function

Thursday 6 September 6.10pm

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.

Jubilee Events

NZPsS History Display

Posters(in both Foyer 077 and 081)

Multi-media show

*Two screens (in both Foyer 077 and 081)
Videoclips from past presidents to current students*

Electronic Posters

Three touch screens in Foyer

NZPsS Awards

Friday 7 September 12.00pm

Plenary lecture theatre 260-098

Celebrating the recipients of the prestigious awards.

Past Presidents and Current Students Debate

Friday 7 September 12.15pm

Plenary lecture theatre 260-098

In this debate three students will be arguing FOR the need to hold on to the psychology of our elders in order to go into the future and three past presidents will argue AGAINST stating that as social scientists we must we must let go of our old psychological theories so we can move into the future.

Society Women working for change

Friday 7 September 3.05pm

in the small foyer 260-088

Society Women working for change – the first twenty years.

Conference Gala Dinner

Friday 7 September 7.30pm

Crowne Plaza Hotel, 128 Albert Street

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

Tickets \$90.00 available from the registration desk.

NZPsS Annual Conference

**Come and join us
in Rotorua
27-30 August 2019**



Keynote Speakers - all in Lecture Theatre 260-098

Patrick McGorry



Professor Patrick D. McGorry AO, MBBS, MD, PhD, FRCP, FRANZCP, is Executive

Director of Orygen Youth Health Research Centre and Professor of Youth Mental Health at the Centre for Youth Mental Health, University of Melbourne. He is also a founding board member of the National Youth Mental Health Foundation.

Professor

McGorry is a world-leading researcher in the area of early psychosis and youth mental health and his innovative research has played an integral role in the development of safe, effective treatments for young people with emerging mental disorders, notably the psychotic and severe mood disorders. Professor McGorry

has published over 400 papers and book chapters and has edited five books. He is a Fellow of the Academy of the Social Sciences in Australia and has been the recipient of numerous awards, including the NAMI Scientific Research Award in 2013, Australian of the Year in 2010, Victorian Australian of the Year in 2009, the Castilla Del Pino Award in recognition of his significant contribution to the field of psychiatry in Spanish-speaking countries in 2009, the Australian Government Centenary Medal in 2003, and the Founders' Medal of the Australian Society for Psychiatric Research in 2001.

Keynote: Early Intervention and Youth Mental Health: Youth Mental Health Reform: The Best Buy in Healthcare

Thursday 6 September 11.00am

Early Intervention and youth mental health reform and investment are an increasing focus for transformational change in mental health care worldwide. Mental health professionals should consider grasping the leadership opportunities that beckon and form a new pathway for a still tenuous subspeciality to become stronger and more sustainable within psychiatry and health care.

Mental and substance use disorders are among the leading health and social issues facing society, and now represent the greatest threat from non-communicable diseases (NCD) to prosperity, predicted by the World Economic Forum to reduce global GDP by over \$16 trillion by 2030. This is not only due to their prevalence but critically to their timing in the life cycle. They are by far the key health issue for young people in the teenage years and early twenties, and if they persist, they constrain, distress and disable for decades. Epidemiological data indicate that 75% of people suffering from an adult-type psychiatric disorder have an age of onset by 24 years of age, with the onset for most of these disorders – notably psychotic, mood, personality, eating and substance use disorders– mainly falling into a relatively discrete time band from the early teens up until the mid 20s, reaching a peak in the early twenties. While we have been preoccupied with health spending at the other end of the lifespan, young people who are on the threshold of the peak productive years of life, have the greatest capacity to benefit from stepwise evidence-based treatments and better health care delivery. A substantial proportion of young people are being neglected and consigned to the “NEET” scrapheap with disastrous human and economic consequences.

In recent years, a worldwide focus on the early stages of schizophrenia and other psychotic disorders has improved the prospects for understanding these complex illnesses and improving their short term and longer term outcomes. This reform paradigm has also illustrated how a clinical staging model may assist in interpreting and utilising biological data and refining diagnosis and treatment selection. There are crucial lessons for research and treatment, particularly in the fields of mood and substance use disorders. Furthermore, the critical developmental needs of adolescents and emerging adults are poorly met by existing conceptual approaches and service models. The paediatric-adult structure of general health care, adopted with little reflection by psychiatry, turns out to be a poor fit for mental health care since the age pattern of morbidity of the latter is the inverse of the former. Youth culture demands that young people are offered a different style and content of service provision in order to engage with and benefit from interventions. In Australia a new system of enhanced primary care, headspace, has been developed for 12 – 25 year olds spanning the divide between traditional child services and adult services. This is

Keynote Speakers

now operating in 110 communities in Australia and provides services for over 100,000 young people. Access has been greatly improved especially for some traditionally hard to engage subgroups. Outcomes include reduced distress, better functional outcomes and reduced self harm. Similar programs are in place in Ireland, Canada, Israel, France, the UK, the Netherlands and Denmark, and are under development in the USA.

The need for international structural reform and an innovative research agenda represents one of our greatest opportunities and challenges in the field of psychiatry and a huge opportunity for child and adolescent psychiatry which has an opportunity to “come out of its shell” and enter the vanguard of mental health reform. This focus is gaining momentum in an increasing number of countries and has the potential to spread across the world as a dynamic health reform front.

Anthony Grant



Professor Anthony Grant is globally recognised as a key pioneer of Coaching Psychology and evidence-based approaches to coaching. Anthony left school at the age of fifteen with no qualifications and trained as a carpenter. Embarking on a second career in direct sales he began tertiary studies in 1993 as a mature age student, commencing a third career in psychology his 40's. He holds a BA (Hons), an MA in Behavioural Science and a PhD on Coaching Psychology. In January 2000 Anthony established the world's first Coaching Psychology Unit at Sydney University where he is the Director of the Coaching Psychology Unit. He has over 100 coaching-related publications and over 5000 hours of coaching experience as well as extensive organisational consulting experience on leadership and coaching issues. He is a Visiting Professor at Oxford Brookes University and Henley Business School and an

Associate Fellow at the Säid School of Business, Oxford University. In 2007 Anthony was awarded the British Psychological Society Award for outstanding professional and scientific contribution to Coaching Psychology. In 2009 he was awarded the “Vision of Excellence Award” from the Institute of Coaching at Harvard for his pioneering work in helping to develop a scientific foundation to coaching. He was a 2014 Scientist in Residence for the ABC - the Australian National Broadcaster and in 2016 was awarded the Australian Psychological Society “Workplace Excellence Award for Coaching and Leadership”. In 2017 he received the “Contribution to Coaching Award” from Reading University's Henley Business School.

*Keynote: What is Coaching Psychology? Who are we? Where are we?
Where are we going?*

Thursday 6 September 2.05pm

In this invited keynote address Professor Anthony Grant discusses the emergence of Coaching Psychology, firstly as a specific psychological practice, and secondly as an evidence-based discipline of behavioural science. In doing so he explores what distinguishes Coaching Psychology from other domain-specific psychological practices, and from coaches who utilise non-psychological coaching approaches. He discusses the nature of evidence-based coaching and addresses potentially controversial issues such as “aspirationally-evidence-based” neuro-coaching. A key theme of the keynote is how coaching-specific research from the behavioural sciences can inform coaching practice and why coaching-specific research and Coaching Psychology are vital if the coaching industry is to continue to grow and to truly fulfil its potential.

Keynote Speakers

Siautu Alefaio



Dr Siautu Alefaio (Samoan lineage from the villages of Matautu-Tai, Sasina, Manunu ma Fagamalo) is a Senior Lecturer at the School of Psychology Massey University and International Fellow of the Humanitarian Innovation Initiative (HI2) – Watson Institute, Brown University. Trained in Educational psychology Siautu is an experienced psychologist practitioner of 18 years and is the first woman of Samoan and Pacific descent to become an Educational psychologist. She has worked across various applied psychology contexts in education, health, social services, community, family violence, forensic rehabilitation and disaster humanitarian response in Aotearoa, New Zealand, Australia and the Pacific.

Her research expertise draws on extensive applied psychology experiences to develop a NIU (New Indigenous Understandings) psychological research platform for re-informing psychology theory and practice. More recently Siautu founded New IndigenoUs-innovation of Pacific Humanitarians (NIUPacH), a virtual research collective based in School of Psychology Massey University focused on improving the effectiveness and accountability of disaster preparedness, risk resilience and management, humanitarian response, and post-emergency reconstruction within Oceania. Siautu's work pioneers a new way forward in psychology that encompasses experiences, values and beliefs of Oceania.

Keynote: Psychology at the Margins

Friday 7 September 9.30am

Pacific peoples in Aotearoa, New Zealand are the largest Pacific diaspora in the world. Auckland often described as the Polynesian capital of the world, hosts the largest Polynesian festival in the world – 'Polyfest'. For the first time ever in New Zealand's history it now has the most Polynesian cabinet leading the nation in a labour-coalition government. Aotearoa, New Zealand is part of a wider Oceanic eco-system, yet to date in psychology there remains little to no representation of Pacific-indigenous knowledges within the teaching and understanding of psychology. Understanding that traditional psychology does not inevitably reflect indigenous cultures has been well documented. The acknowledgement by APA (American Psychological Association) of a rapidly changing knowledge base calls into question the current state of psychology as it is understood and taught in Aotearoa, New Zealand. It raises tensions not easily resolved especially for a discipline that by its own admission is philosophically divided.

The recent government tour through the Pacific called its mission a "reset". Through this wayfinding journey of psychology at the margins, I present the time has come for a reset of psychology's mission in the Pacific. One that draws on Pacific-indigenous knowledges for resetting the foundations, so that our practitioners and students are better equipped for the new wave of generations washed ashore in the lands of psychology.

Tania Cargo



Tania Cargo (Ngāti Maru, Ngāti Manu, Ngāpuhi) is a Clinical Psychologist who has worked in the Māori child and adolescent mental health setting for the last two decades. Her strong kaupapa Māori stance, developed under the korowai of the International Research Institute for Māori and Indigenous Education (IRI) in 1998. In 2000 she became a senior lecturer in Psychological Medicine, specialising in Māori child and adolescent mental health and CBT. Later she trained further in Infant & Perinatal mental health with a focus on family behavioural interventions, becoming the National trainer for Parent-Child Interaction Therapy (PCIT) in 2016. Tania was the CBT advisor on the SPARX and MATCH studies and

continues to deliver Skate Into Skills CBT workshops to mental health clinicians throughout Aotearoa. Currently completing her PhD "Parent Whispering" looking at the applicability of Parent-Child Interaction Therapy

Keynote Speakers

(PCIT) for whānau Māori who have survived multiple challenges, she advocates for bicultural early interventions and kaupapa hauora approaches. More recently her research interests include kaupapa Māori and bicultural innovation in digital resources for youth well-being. As part of the E Tipu E Rea: National Science Challenge, she has advocated for Kaupapa Māori alongside bicultural Healthy Approaches to Behavioural Intervention Technology Systems (HABITs).

Keynote: “Spiralling In and Out” Te Tōrino Haere Whakamua, Whakamuri

Friday 7 September 2.00pm

I will talk frankly about my own journey as a Māori psychologist, the spiralling in and out of Te Ao Māori and Te Ao Pakeha. I will also continue this theme through to my PhD, the journey of supporting whānau who have survived multiple challenges to become the type of parents they want to be, to have the type of relationship they want to have with their young tamariki while rediscovering their power as parents to transform their whānau. You will hear from Māori mothers, who were part of my PhD open trial and see some of their experiences of spiralling in and out of relationship with their tamariki. Of the dilemma of delivering a non-indigenous parenting model to Māori and what needs to happen to ensure Māori feel empowered as Māori during this process.

Philippa Howden-Chapman



Philippa Howden-Chapman, professor of public health at the University of Otago, Wellington, is the director of He Kainga Oranga/ Housing and Health Research Programme and the NZ Centre for Sustainable Cities. Her team's randomised community trials, in partnership with local communities, provide evidence to inform housing, health, safety and energy policy. Their work focuses on reducing inequalities in the determinants of health and they have received a number of awards including the Prime Minister's Science Team Prize. She is currently the chair of the WHO Housing and Health International Guideline Development Group, the ICSU Scientific Committee on Urban Health and Wellbeing and was a member of the NZ Minister of Housing and Urban Development's Independent Housing Stocktake Group.

Keynote: As safe as houses

Saturday 8 September 9.30am

New Zealand is a signatory to Universal Declaration of Human Rights 1948, which promotes the right to a standard of living - including housing - adequate for everybody's health and well-being. There is strong research evidence for the importance of living in affordable, secure, warm, dry, safe housing in neighbourhoods, which provide easy access to walking, cycling and public transport, for health and well-being. He Kainga Oranga/ Housing and Health Research Programme is working with community, local and central government partners to build such communities.

Keynote Speakers

Margaret Dudley



Dr Margret Dudley, Te Rarawa, Te Aupōuri me Ngāti Kahu is a Clinical Psychologist who has had a long-standing interest in neuropsychology. She worked in community health settings and private practice for 18 years conducting neuropsychological assessments for both paediatric and adult clients. In 2015, Margaret completed 4 years of postdoctoral research at Taupua Waiora Centre for Māori Health Research, Auckland University of Technology. Her research focussed on the cultural bias in neuropsychology and its implications for Māori. Margaret is a Principal Investigator for Brain Research New Zealand. Her current research is in the area of dementia and Māori. She is leading a large project exploring dementia from a Māori world

view as well as developing Māori-friendly tools for detecting dementia. She is also a leading researcher in a New Zealand prevalence study of dementia. Since 2016 Margaret has been a lecturer on the Doctorate of Clinical Psychology programme at the University of Auckland

Keynote: “But you never asked me anything I know!” How can we improve current neuropsychological practices when evaluating Māori?

Saturday 8 September 12.00pm

The number of Māori who experience traumatic brain injury and/or stroke or suffer from dementia is high relative to the total population. Neuropsychological assessments that evaluate these conditions are conducted on a regular basis throughout Aotearoa however, cultural bias in cognitive testing has been well established in the international literature and reiterated in studies conducted with Māori participants.

Culture is central to good health and wellbeing, yet current protocols and processes that accompany the administration of neuropsychological assessments are devoid of any knowledge from te Ao Māori. It is argued, that this absence of Māori content disadvantages many Māori. In a study of 16 Māori who reported on their experience of neuropsychological assessment, *Cultural Invisibility* was a theme that emerged as a major critique of their experience.

The absence of culturally appropriate assessment tools and protocols is rightly, becoming less tolerated by minority cultures. As tangata whenua, Māori have a right under the Treaty of Waitangi to access culturally fair and safe health services as detailed in the Health and Disabilities Services Act. It is incumbent on assessors/clinicians to provide a service that is scientifically robust in every aspect including cultural relevance.

This presentation will discuss the scientific validity of neuropsychological assessment when applied to Māori and provide some suggestions on how to improve its relevance and effectiveness when applied to Māori.

John Sommers-Flanagan



John Sommers-Flanagan is a clinical psychologist and Professor of Counselor Education at the University of Montana. He is author or coauthor of over 60 professional publications and eight books. His books, co-written with his wife Rita, include *Tough Kids, Cool Counseling* (2nd ed., 2007), *How to Listen so Parents will Talk and Talk so Parents will Listen* (2011), *Clinical Interviewing* (6th ed., 2017), and *Counseling and Psychotherapy Theories in Context and Practice* (3rd ed., 2018). Dr. Sommers-Flanagan has been publishing articles, book chapters, and videos on suicide since 1995 and is a sought out keynote speaker and professional workshop trainer in the areas of (a) counseling youth, (b) working with parents, and (c) suicide assessment/intervention. He is also co-host of the *Practically Perfect Parenting Podcast*.

Guest Speakers

Keynote: A Strengths-Based Approach to Suicide Assessment and Intervention

Saturday 8 September 2.00pm

Working with suicidal patients is a highly stressful clinical task. As soon as your patient mentions suicide, a cascade of negative personal and professional thoughts and emotions often follow. In this keynote speech, a strength-based approach to suicide assessment and intervention is described, along with positive case examples. Knowing how to implement a strength-based suicide assessment approach can facilitate professional competence and calm clinician anxiety.

Guest Speakers



Andre McLachlan - Whai Tikanga: Values based practice, Thursday 6th, 12.05pm

This workshop introduces participants to the the Whai Tikanga Values card sort (WT-VCS). The WT-VCS is aligned with the basic tenants of a Values Card Sort (VCS) as used within Motivational Interviewing. However, the WT-VCS incorporates traditional Māori values and whakatauki (Māori proverbs) and links to further activities associated with Te Whare Tapa Wha. This approach assists practitioners to engage with Māori at a meaningful level, and to develop discrepancy between what is important to the individual and their whānau - and problematic behaviour such as violence and substance use. The Whai Tikanga Values

card sort (WT-VCS) leads onto a range of other activities aligned with Maori models of health such as Te Whare Tapa Wha. These include the Whai Tikanga Pleasant Events Schedule and Korurangi (form of a socio-gram). These will be introduced at the end of the workshop.

Andre McLachlan is a Clinical Psychologist based in the Waikato. He is of Ngāti Apa and Muaupoko descent. Andre is currently practising with Forensic Mental Health; and teaching Mental Health and Addictions across programs at WINTEC. He has been a panel member on the United Nations Office on Drugs and Crime (UNODC) and Te Aranga Mai Māori Health Professional/Clinical Development Reference Group at Te Rau Matatini. He is passionate about creative and innovative approaches to working with whānau.



Dr Angela Arnold-Saritepe - Behaviour Analysis in Aotearoa, Thursday 6th, 12.05pm

The misconceptions that surround applied behaviour analysis (ABA) in Aotearoa a pervasive and likely stem from the early years where unqualified and unskilled practitioners marketed services under the umbrella of ABA. This is not dissimilar to the early years of psychology and other health related services yet it still plagues ABA in Aotearoa today. The pool of Board Certified Behaviour Analysts (BCBAs) in Aotearoa is small but growing rapidly and most are also registered as psychologists. You can find these 'behavioural psychologists' working across health, education and disability sectors with the most vulnerable populations (e.g., intellectual

disability, autism and other developmental disorders, brain injury, dementia, ADHD, conduct disorders, other childhood disorders, addiction, mental un-wellness, and those at risk of abuse and neglect).

This presentation aims to dispel the myths around behaviour analysis by outlining what it is, and what behaviour analysts do on a day to day basis, so we can establish a clear path forward for behavioural psychology in Aotearoa. There exists huge overlap between ABA and many areas of psychology, particularly educational, health and clinical psychology. You will find BCBA's working with; children with challenging behaviour in school, children dependent on tube feeding, children and adults with traumatic brain injury, children and adults with developmental disabilities, adolescents with drug and alcohol issues, and adults with dementia. You will also find behaviour analysts working with populations thought to be in the realm of the clinical psychologist where many third-generation behaviour therapies are used e.g., dialectical behaviour therapy for the treatment of borderline personality disorder and other severe problems, behavioural activation therapy for the treatment of depression and acceptance and commitment therapy for the treatment of depression, anxiety, and a variety of other quality of life concerns.

Guest Speakers

Dr Angela Arnold-Saritepe is a Board Certified Behaviour Analyst with nearly 30 years' experience working with children and young people in the disability and health sectors in New Zealand, Canada and the United States. Angela has worked in the Applied Behaviour Analysis Programme, School of Psychology, University of Auckland since 2005. She also consults with families, schools and other organisations to support children and young people with developmental disabilities. Angela has particular interests working with young people and their families to address challenging behaviour and promoting awareness of behaviour analysis in Aotearoa.



Liz Painter, 30 years of NZ Transplant Psychology. Te ako mai i nga wa o mua ki te haere whakamua, Thursday 6th, 12.05pm

The past 30 years have seen rapid advances in many medical treatments and complex surgical procedures, unimaginable decades ago. Alongside this has been the equally rapid advancement in the understanding of how psychological, behavioural and cultural factors contribute to physical health, illness, and healthcare. Psychologists in NZ Heart/Lung Transplant Service, during these 30 years, have seen over 1,000 patients supporting them and their whānau to adjust and make sense of their symptoms, illness, and transplant. Pertinent psychological issues will be described from research and clinical experience to increase the

capacity for psychologists to positively influence patients' futures, or anyone else going through challenging health issues. Issues will include: dispelling transplant myths, assessment of suitability, reducing distress, managing PTSD, dealing with post-transplant adherence, and enhancing positive life growth.

Liz Painter has been a clinical psychologist since the mid 70's and employed by ADHB for nearly 40 years in physical health/medical services with extensive experience in the delivery of psychological services in a variety of settings. These have included Child Development and Women's Health as well as her current specialist area with Heart and Lung Transplant and Cardiac patients. She is particularly interested in improving patient outcomes by building patient resilience, improving adherence to treatment regimens and addressing PTSD associated with critical health event trauma. As well as her clinical roles, she has previously been Physical Health Psychology Professional Leader at ADHB. She has held senior lecturer positions at the University of Auckland, both the Faculty of Education and Social Work and the School of Medicine. She continues to hold an Honorary Senior Lecturer position at the Medical School. She has provided training and supervision to many Psychologists, Medical, Nursing and Allied Health professionals. She has had many publications and is an invited speaker and presenter at many national and international conferences. Liz has served on many professional organisations with most recently being the NZ/Psychology representative on the working group of the International Society for Heart and Lung Transplantation to establish the recommendations for the psychosocial evaluation of adult cardiothoracic transplant candidates and candidates for long-term mechanical circulatory support. (published May 2018).



Wayne Cascio - Talent Analytics: Why Are We Not "There" Yet? Thursday 6th, 12.05pm

"Big Data" is a hot topic, as is "Talent Analytics", yet neither is used widely in HR. It is not a new dilemma as both "push" factors (lack of a workable conceptual model) and "pull factors (the capability, opportunity, and motivation of leaders outside of HR) explain the lack of use. This presentation will describe a conceptual model - "L-A-M-P" (Logic, Analytics, Measures, and Process), along with five conditions that will make analytics appealing to decision makers. They must be timely, useful, credible, focus on pivotal issues, and "tuned" to the contexts that decision-makers face.

Wayne F Cascio is a Distinguished University Professor at the University of Colorado, and he holds the Robert H. Reynolds Chair in Global Leadership at the University of Colorado Denver. He has served as chair of the Society for Human Resource Management Foundation and the Human Resources Division of the Academy of Management, president of the Society for Industrial and Organizational Psychology, and as a member of the Academy of Management's Board of Governors. He is a Fellow of the National Academy of Human Resources, the Academy of Management, the American Psychological Association, and the Australian Human Resources Institute. He has published more than 200 articles and book chapters, and 33 books, including *Managing Human Resources* (11th ed., forthcoming), *Short Introduction to Strategic Human Resource Management* (with John Boudreau, 2012), *Investing in People* (with John Boudreau and Alexis Fink, 3rd ed., forthcoming), and *Applied*

Guest Speakers

Psychology in Talent Management (with Herman Aguinis, 8th ed., in press).



Joana Kuntz- Navigating contradictions toward organisational development, Thursday 6th, 12.05pm

Staying ahead of the competition while maintaining a collaborative stance, aligning people to a common set of values while highlighting and capitalising on diversity, and holding a transformational perspective while striving for a sense of coherence and stability represent some of the key challenges in contemporary organisations. This session relies on current paradox research to argue that successfully navigating these challenges requires that organisations develop paradoxical thinking. Some of the main questions addressed in the session include: 1) what constitutes an organisational paradox?, 2) what is paradoxical thinking, and which intrapersonal, relational, and contextual factors shape it?, 3) how can organisations foster paradoxical thinking toward individual and organisational development? This presentation should appeal primarily to I/O practitioners and researchers, but may also be of interest to psychologists in other areas.

Joana Kuntz is a Senior Lecturer in Industrial and Organisational Psychology at the University of Canterbury (UC), where she teaches Leadership, Motivation, and Change Management courses in the Masters in Applied Psychology (APSY) professional program. Joana gained her PhD from the University of Tennessee, and worked on a number of projects as OD Consultant for organisations in Europe and the United States prior to moving to New Zealand in 2009. She is the co-founder of the Employee Resilience Research group, a team of UC-based researchers who work alongside government agencies and private corporations across sectors to facilitate the development of resilience capability. Her current research and consulting work also focuses on everyday organisational experiences among leaders, particularly in a context of change.



Tom Nicholson - What works in teaching reading and writing and how to provide research-based advice to teachers, Thursday 6th, 3.10pm

By Year 8, 25% of students still struggle with reading and 66% with writing. Teachers want to know which ways of teaching reading and writing will deliver the most impact and provide the most value for the time they spend. In recent years, an innovative way of finding what works best has been to carry out meta-analyses of intervention studies to summarise their average impact using effect size.

In this session we will talk about the myriad of approaches and strategies that are available and how well they work. This will provide psychologists with an opportunity to ensure that they are up to date with the latest literacy research and are well positioned to support teachers with evidence-based strategies and programme design. This will be an interactive workshop so discussion and questions are encouraged. Tom Nicholson taught in the Institute of Education at Massey University in Auckland until April this year. Most of Tom's research publications have focused on how to help students not responding to literacy instruction. A forthcoming publication with Sue Dymock is "Writing for impact: Teaching students to set goals, write with a plan, and enjoy writing." (NZCER Press).



Elizabeth Broadbent - The future of artificial intelligence and robotics in Health Psychology, Thursday 6th, 3.10pm

Advancements in technology offer opportunities for creating new kinds of psychological interventions and for widening the delivery of such interventions to a larger proportion of people in need. Three kinds of technology will be discussed in this presentation - artificial intelligence, big data analysis, and robotics. Artificial intelligence allows us to tailor and adapt interventions to the individual. Big data analysis offers the potential to find associations between behaviours and outcomes that offer new insights into psychology and health. Robotics and artificial agents offer the potential to provide physical support, social support, and chronic illness management. Research examples will be presented and the

future adoption of these technologies discussed.

Dr Elizabeth Broadbent is an Associate Professor in Health Psychology in the Faculty of Medical and Health

Guest Speakers

Sciences at the University of Auckland. Her research interests include how stress affects wound healing, illness perceptions, embodied cognition, and healthcare robots. Elizabeth is a Vice Chair of the multidisciplinary CARES robotics group at the University of Auckland, where she conducts research into how robots can help improve mental and physical health. Elizabeth spent 4 months as a visiting academic at the school of psychology at Harvard University and in the Program in Science, Technology, and Society at Massachusetts Institute of Technology in 2010. She obtained a Fulbright award to conduct further research on companion robots in Boston in 2017. She is an Associate Editor of the journal ACM Transactions on Human-Robot Interaction, and on the editorial boards of the British Journal of Health Psychology and of Psychology & Health.”



Rod Corban - The evolution of psychology in High Performance Sport, Friday 7th 9.30am

The use of psychology within a high performance sporting context has grown immensely over the past 5-10 years. There are numerous media releases about the importance of the mental aspect of performing across a number of our successful sporting campaigns from the All Blacks through to our highly successful Olympic and Paralympic campaigns. However, there has never been a formal pathway for psychologists to develop their competence in this area.

This talk will outline a bit of a story on my own development as a practitioner as a picture of the bad old days of sport psychology delivery through to the current pathway for individuals

wanting to develop competency in the area of performance psychology and the importance of peer supervision in the process of development. This session will also involve a panel discussion with three individuals who have come through different paths in their development as high performance psychology practitioners.

Rod Corban is a Senior psychologist within HPSNZ. He has worked in the high performance sport system since 2004 and has seen changes in how psychology is utilised in this context during this time. He has worked across a variety of sports and across multiple Olympic and Paralympic campaigns. Previously, in the UK, he developed the first named undergraduate degree in Sport Psychology validated by the BPS, and continues to be passionate about the training of psychologists wanting to work in a performance setting. He currently spends his time providing support to the NZ Paralympic programme and NZ Cricket as well as supervising a number of psychologists working in the high performance systems in NZ and overseas.



Maree Roche- Leadership, wellbeing and influence, Friday 7th 9.30am

Leadership is a demanding role. Leaders are expected to be a positive influence on employees, work to gain consensus and motivation for projects, and gain desirable outcomes, in an environment of reduced resourcing. Mounting evidence suggest that this pressured environment is impacting on leaders ability to psychologically cope, and the depleted leader is unable to engage in positive leadership behaviours at work (i.e. Byrne et al., 2014; Kouchaki & Desai, 2015). While increasingly pressured at work, paradoxically leaders are also one of the main influences of employee job satisfaction and wellbeing.

As such, this presentation examines the importance of leaders wellbeing; this not only supports leaders at work, but aids leaders ability to positively influence, support and enable positive employee and organisation outcomes. In this invited presentation, Maree will draw on three areas of research that investigate leaders wellbeing - Self Determination Theory, Psychological Capital and Mindfulness. All three areas offer unique insights into the development, and outcomes, of wellbeing. While research finds that each are salient personal psychological resources that facilitate the wellbeing of organisational leaders, this presentation focusses on how participants can use these resources as interventions, and the implications of this for leaders, employees and organisations.

Maree Roche is a Senior Lecturer in Industrial and Organisational Psychology at the University of Waikato. She lectures in Leading Change and Development and Advances in Organisational Psychology. She has a number of years consulting and research experience in the area of leadership, organisational development and positive organisational strategies. Her primary areas of research and consulting include positive leadership, positive organisational psychology and its relationship to organisational development and change.

Guest Speakers



Brad Norris - Engage the Un-engaged, Friday 7th 9.30am

Creating workplace wellbeing programmes that attract those employees that are already motivated by health improvement is easy. But are the employees that would benefit the most from a wellbeing programme participating in yours? Join us to find what we have learnt about tailoring programmes to engage the un-engaged!

Creating this change has been a central challenge to many of our clients' wellbeing and mental health initiatives. Central to a successful and inclusive wellbeing programme is the question 'how do we motivate those who are not motivated by 'health improvement'

to positively improve their health and wellbeing?' Better understanding the psychology of behaviour change, and learning how to engage this group, represents the greatest opportunity to influence organisational performance, safety and culture for our teams.

Come and learn:

Why wellbeing programmes do not typically engage those who would stand to benefit the most;

How to structure a behaviour change programme that is tailored to meet the needs of your organisation and to maximise overall engagement;

Understand why wellbeing programmes can be too focused on health and the affect that can have on your people and their willingness to participate.

Brad Norris is the Founder and Managing Director of Synergy Health, a business that over the last 18 years developed a strong reputation for delivering effective workplace wellbeing, safety and organisational development programmes to some of the largest and most successful workplaces in New Zealand and Australia. He has a Masters in Organisational Psychology, is a coffee lover and bike fanatic. Brad specialises in delivering presentations on the following topics:

Creating work environments to promote behaviour change.

Implementing strategic workplace wellbeing, safety and organisational development programmes;

Enhancing employee resilience;

Enhancing employee engagement;

Effectively managing change.



Jarrod Haar - What can we learn from Māori Leaders? Friday 7th, 11.00am

Leadership is such a heavily debated topic, with much research and many approaches. However, the majority (almost all!) is based on western leaders and western approaches. In response, there have been calls for further examination of leadership models, particularly indigenous leadership models. In some respects, this aligns with indigenous approaches providing unique insights. This presentation will respond to these calls and suggests Māori leaders' values add insights into enhancing our understanding of positive leadership.

Professor Haar will share details and results of three studies that establish and confirm the role of Māori values and their influence on leadership styles and follower outcomes.

Study one, based on kaupapa Māori research methods, is an exploratory 22-interview study of Māori leaders and identifies five values, (humility, altruism, long-term orientation, collectivism and cultural authenticity) as common to successful indigenous leaders. In study two, 249 employees rate their leaders on these five dimensions in relation to the positive leadership styles and exchange relationships. Structural equation modelling shows strong support for the distinct nature of the five values and their positive influence on leadership perceptions and quality exchange relationships (LMX). Study three, on 122 employees, reinforces the findings of study two—and demonstrates that LMX predicts job outcomes both indirectly and directly, with humility and collectivism also directly predicting outcomes. The findings suggest that indigenous leaders' values enhance perceptions and outcomes of leadership styles for employees. The implications for how adopting these styles in leader development and leader recruitment are addressed.

Dr Jarrod Haar (PhD) is of Ngati Maniapoto and Ngati Mahuta descent, and is a Professor of HRM in the Department of Management (Auckland University of Technology) and is the Deputy Director of the New Zealand Work Research Institute. Professor Haar has a broad research focus, exploring work-family issues including work-life balance; indigenous (Maori) cultural factors and their influence on employee and organizational outcomes; the relationships between leaders and followers; team composition and wellbeing,

Guest Speakers

and entrepreneurs. Professor Haar is ranked as a world class researcher; an award winning writer; and has been on important funded grants (Marsden, FRST) and is currently on a National Science Challenge (Science for Innovative Technology) and a Marsden Grant (Living Wage). He is a keen quantitative researcher and serves on numerous editorial board. He has over 330 refereed outputs including 78 journal articles. He is a Chartered Fellow of the Human Resource Institute of New Zealand; a Research Mentor of the Australia & New Zealand Academy of Management; and was the 2016 Winner of the HRINZ HR Researcher of the Year. He was recently appointed to the Marsden Fund Council, and is the new convenor of Economics and Human Behavioural Sciences panel.



David Holmes - Five Australias: Overcoming Pluralistic Ignorance in Climate Change Communication, Friday 7th 3.05pm

In the past decade, most surveys of Australian attitudes to climate change have returned a largely dichotomous picture, suggesting that Australians are divided by voting intention, cultural politics or literacy of climate change. However, a smaller number of academic studies of climate change in the Australian mind, suggest that perceptions, beliefs and knowledge of climate change are segmented into 'five Australias' (Hine et al 2013, Hine et al 2016, Morrison et al 2013). Climate policy and communication strategies that are based on this research are forced to concede that unified campaigns to engage Australians to respond to climate change require at least five different strategies and messages. However, across the five groupings of Alarmed, Concerned, Uncertain, Doubtful and Dismissive, there is also a substantial perception gap between what Australians believe about climate change and what they perceive others believe. Climate change psychologists, Janet Swim and Nathaniel Geiger, call this gap, 'pluralistic ignorance'. (Geiger and Swim 2016) This paper will explore where this perception gap comes from, why it is important to close it in order to address anthropogenic global warming, and the work of the Monash Climate Change Communication Research Hub in narrowing such a gap in Australia. David Holmes is Director of the Monash Climate Change Communication Research Hub and is lead author of the forthcoming book: Holmes D, Torok S and Garas B (2019) Media Storm: Climate Change Communication in Australia, London, Anthem Press. Contact details: david.holmes@monash.edu, Monash Climate Change Communication Research Hub, Email: Arts-MFJ-MCCCRH@monash.edu Profile: <http://artsonline.monash.edu.au/climate-change-communication/people/>



Jeanette Berman - Learning Intervention, Friday 7th 3.05pm

The ideas in this presentation are the outcome of reflecting on how decisions in educational casework are made. In this presentation I will outline some key ideas and frameworks that I believe can support psychologists in educational casework, including ways of thinking about how we work with inclusive classroom teachers so that educational casework and responsive teaching combine to provide the very best intervention for students. As well, we will think about how to make sure all our intervention is evidence informed, how our planning includes assessment to support each step of the intervention, how to select useful learning opportunities and teaching strategies and how to ensure consideration of both intervention and implementation factors when evaluating our work in educational casework. I hope you will take something useful away with you to build on your educational intervention processes.

Jeanette Berman, PhD, MNZPS, Associate Professor of Inclusive Education at the University of New England, comes from Anaiwan country in northern NSW in Australia. She is a teacher and registered psychologist with professional experience working in schools. Her interests are broad, involving child and adolescent development, sustainable learning, psychoeducational assessment, responsive classroom teaching, learning intervention for students with learning difficulties or disabilities, professional practice in school and educational psychology, and Indigenous educational psychology. Jeanette had the privilege of being Director of Educational Psychology at Massey University in Auckland for three years, preparing psychologists for educational practice and contributing to the renewal of the program to reflect contemporary bicultural perspectives on educational psychology. Jeanette's other academic roles have been concerned with inclusive teacher education at the Universities of Canberra and Melbourne and New England.

Guest Speakers



Andrew Day - The importance of the social climate to rehabilitation outcomes in forensic settings, Saturday 8th 11.00am

This presentation will discuss the ways in which the forensic environment might influence, and be influenced by, the delivery of offender rehabilitation services. It considers what are thought to be the key characteristics of a prison social climate, how prisoner perceptions of personal safety might impact on their rehabilitation, and some of the responsibilities that forensic psychologists have when they work in secure settings.

Andrew Day, MSc, D.Clin.Psy., is a Fellow of the Australian Psychological Society and Professor and Head of Research in the Indigenous Education and Research Centre at James Cook University in Queensland Australia. He is a registered clinical and forensic psychologist in Australia and has research interests in areas of offender rehabilitation, violent offenders and Indigenous justice. He is widely published, with his most recent book (*The Handbook of Correctional Psychology*, Wiley, in press), co-edited with Professors Devon Polaschek and Clive Hollin. Contact: E: andrew.day@jcu.edu.au



Catriona Davis-McCabe - Clinical practice with transgender and non-binary clients, Saturday 8th 11.00am

Transgender people identify as having an internal sense of gender that differs from their gender assigned at birth. Trans is an umbrella term that can include people who identify as: transgender, gender non-binary, genderqueer, sistergirl, brotherboy, gender variant and other identities. Catriona will provide an overview of current thinking in terms of language, the transition process, appropriate psychological interventions and clinical stumbling blocks. She will also discuss some recent research titled 'The lived experience

of trans people in Australia: transition and counselling psychology'.

Learning objectives:

Understand gender identity and the gender identity continuum

Understand the transition process

Tips for providing trans friendly psychological therapy

Dr Catriona Davis-McCabe is a Counselling Psychologist and National Chair of the Australian Psychological Society (APS) College of Counselling Psychologists. She is a Senior Lecturer at Curtin University, Western Australia, and is research active in the area of transgender issues, gender identity and gender diversity. Catriona has been in clinical practice for 15 years.



Debra Warner- His History, Her Story: Positive Approaches to Relationships and Male Survivor Trauma, Saturday 8th 3.05pm

Per the Center for Disease Control in 2013, one in seven men age 18+ in the U.S. has been the victim of severe physical violence by an intimate partner in his lifetime. One in 10 men has experienced sexual assault, physical violence, and/or stalking by an intimate partner and before the age of 16; 1 out of 6 boys have had a childhood history of sexual abuse or trauma. Only 3.9% of victims of sexual assault report the crime to the police. Male survivors are often not taken seriously by law enforcement or the legal community, thus discouraging many from seeking support following violence or trauma. These

negative life experiences can lead to a life of social withdrawal, poor relationships, and self-concept issues. Due to continuing, overwhelming community issues related to male survivors of trauma and violence, Dr. Warner will discuss this issue and interweave her life story of being married to a survivor of sexual abuse and provide case examples from the legal arena of correctional settings.

Dr. Warner is currently a Full Professor for the Los Angeles campus of The Chicago School of Professional Psychology's Psy.D. in Clinical Forensic Psychology. She has also served as Special Assistant to the Dean of Academic Affairs: Diversity and Community Engagement and Lead Faculty for the Forensic Psychology department for Los Angeles and Irvine. Some of her other professional assignments have included the Department of Homeland Security, Los Angeles Police Department, C.U.R.E.-A Better Los Angeles, the Department of Defense, the Department of Corrections and Regional Center. For these assignments she designed the program elements related to community gang intervention, mental health and evaluation. Moreover, she

Guest Speakers

served and clinical supervisor relating to human trafficking, trauma, PTSD and multicultural therapeutic techniques. Currently, her research focuses on diversity issues connected to forensic community mental health and male survivor trauma. She has focused her career on assisting survivors with emotional issues related to trauma violence and abuse. She currently is a peer reviewer on several academic journals and is part of the Medical Advisory Board for Quality Health. In 2015 she became a regular Tuesday night co-host of the weekly syndicated radio show Stop Child Abuse Now (SCAN) on Blog Talk Radio with Bill Murray. She served on the board of directors for The National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV) relating to public awareness and publicity. She has written a number of encyclopedia entries related to crime and justice for Sage publications (Encyclopedia of Transnational Crime and Justice and Encyclopedia of Criminal Justice Ethics). Her book about male survivor relationships with their significant others, “His History, Her Story” was released October 2017.

Opening Speaker, Thursday 6th 9.30am

Shaun Robinson, Chief Executive, The Mental Health Foundation

Mental Health and Wellbeing in Aotearoa NZ- A Way Forward



When considering how to support mental health and wellbeing we have to start with the fundamental question what is mental health? Two dimensional models based on concepts of illness are very limiting, don't reflect the reality of people lives individually or collectively and therefore do not lead to a viable way forward. Limitations in how mental health has been conceived have contributed to a cluster of interconnected problems: social stigma, poor service and policy design, under resourcing and lack of direction and leadership. These contribute to chronic gaps in support for people, frequent tragedies and missed opportunities. If we start to think of mental health as multi-dimensional, fundamentally impacted by social issues and interactions between people in communities and if we take a positive, asset approach to wellbeing a new approach opens up – on for which there are already examples of success and hope. I will talk to these ideas both as CE of the Mental Health Foundation and as a person with the experience of living with bi polar.

Sponsors



The Department of Corrections works to make New Zealand a better, safer place by protecting the public from those who can cause harm and reducing re-offending. Each week we manage around 10,000 people in prisons and 30,000 people in our communities. Our 8,000 staff are committed to supporting people in Corrections care to help them address their offending and gain skills that will help them lead a crime-free life.

Core to the work we do are our psychologists. This team conduct quality clinical risk assessments and deliver treatment to some of the most complex and challenging people inside and outside prison. They have a strong professional identity and have a wealth of knowledge to call upon from colleagues. Working in a team environment that is open and inclusive is one of the big reasons why our psychologists find the role so stimulating and rewarding.



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see their presentation abstract on page 70



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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

see their presentation abstract on page 78

Exhibitors



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Gains@Geneva wants our clients and their families to live their best life possible, whatever their psychological need. We will be there to help our clients cope with trauma, adjusting to physical injury, mental health difficulties, relationship difficulties, supervision, and training. Our clients are of all ages, cultures, and unique life circumstances, so we work closely with them to

deliver interventions that meet their specific needs. Our clients receive the strategies and tools they can use to 'help themselves' so they can enjoy what they love doing, keep well, and stay connected to their families and community. Gains@Geneva is a trusted name in Hawkes Bay, Gisborne, Manawatu, and the Wairarapa for providing the highest quality psychological support. We also employ a large team of allied health professionals who assist clients with their rehabilitation. Currently we are expanding our services across all regions of New Zealand. If you are interested in learning more about Gains@Geneva, or want to enquire about work with our teams across the North Island please contact: Cath Hunter, National Clinical Manager. cathh@gainsatgeneva.com, or phone 06 835 6631



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Conference Programme

Thursday 6 September

- 8.00am Registration Desk Opens
9.00am Welcome & Mihi Whakatau; in Lecture Theatre 260-098
Opening Address Shaun Robinson, Chief Executive, Mental Health Foundation
10.30am Morning Tea
11.00am **Keynote Speaker Patrick McGorry**: Early Intervention and Youth Mental Health: Youth Mental Health Reform: The Best Buy in Healthcare in Lecture Theatre 260-098

12.05-1.05pm

- Lecture Theatre 260-098 **Bicultural Initiatives**
Guest speaker Andre McLachlan: Whai Tikanga: Values based practice
Clinical Psychology
- F&PAA Auditorium 260-115 ICP Ethics Panel: Thinking ethically – Forecasting challenges and possibilities for the next 50 years - Jack Austin, Barry Smith, Fred Seymour
Behavioural
Guest speaker Angela Arnold Saritepe: Behaviour Analysis in Aotearoa
- OGGB4 260-073 **Family, Child and Youth Mental Health** Panel Discussion:
The state of family, child and youth mental health services - Associate Professor Ian Lambie, Dr Elizabeth du Preez, Tania Cargo, Dr Julia Ioane, James Boyd
OGGB3 260-092 **Health Psychology - symposium**
Guest speaker Liz Painter: 30 years of NZ Transplant Psychology. Te ako mai i nga wa o mua ki te haere whakamua
Clinical Psychology
- CASE ROOM2 260-057 12.05 Melissa Stephens - The Science of Q- Interactive: Equivalency Findings
12.25 Neville Blampied - Minding our ds and PSs: A brief review of some common and less common Effect Size measures
12.45 Oindrila Bhattacharya - The Operational Process of Nostalgia
IO Psychology
- CASE ROOM4 260-009 **Guest Speaker Wayne Cascio**: Talent Analytics: Why Are We Not “There” Yet?
SEMINAR ROOM 260-040B **Guest Speaker Joana Kuntz**: Navigating contradictions toward organisational development
Developmental/Educational Psychology
- SEMINAR ROOM 260-040C 12.05 Benita Stiles-Smith - Strengths and Difficulties in Classrooms: A Group Measure for Guiding Classroom Approach
12.25 Ruth Gammon - Increasing and ensuring fidelity in Wraparound programs
12.45 Zachary Beckstead - Culture, Identity and Self in a Globalized World
Clinical Psychology
- Signium Int. Room 260-205 Workshop: Jane Mary Castelfranc-Allen – Using the “Visual Communication Desensitization VCD” to interview and assist when trauma and language are barriers to giving information and evidence: A step-by-step workshop for Initial Assessors
- 1.05pm Lunch
2.05pm **Keynote Speaker Anthony Grant**: What is Coaching Psychology? Who are we? Where are we? Where are we going? in Lecture Theatre 260-098

Conference Programme

3.10-4.10pm

Lecture Theatre 260-098

Psychology and the Law - Symposium

1. Suzanne Blackwell - General Principles
2. Fred Seymour - Specialist Report Writers and the Family Court
3. Karmyn Billing & Ingalise Jensen - Psychologists Providing Reports for the Youth Court

Clinical Psychology

F&PAA Auditorium 260-115

3.10pm John Fitzgerald - What is an ethical practitioner?: Examining the personal constructs

Zealand

3.30pm Joshua Myers & Armon Tamatea - What do we expect of New clinical psychology trainees?

3.50pm Rebecca Lakadia - Faking it? Factors that impact clinician decisions about performance validity in ACC

OGGB4 260-073

Bicultural Initiatives

Workshop: Kirsty Agar-Jacomb & Pikihiua Pomare

Ideas on Navigating Gender AND Race in the Workplace: Intersectionality and Māori Women Leadership in the Workplace.

OGGB3 260-092

Child and Family Mental Health symposium: 1. "It has been life changing for our family": Parent-Child Interaction Therapy in the real world - Melanie Woodfield

2. Consequences of Maternal Drug Use on the Developing Child's Emotional Development - Trecia Wouldes

3. Evaluating the "Growing stronger together" activity book to assist children understand and cope with parental mental or physical illness - Ailke Botha

Educational Psychology

OGGB5 260-051

Guest speaker Tom Nicholson: What works in teaching reading and writing and how to provide research-based advice to teachers

Health Psychology symposium

CASE ROOM2 260-057

Guest speaker Elizabeth Broadbent: The future of artificial intelligence and robotics in Health Psychology

Psychology for a sustainable future - symposium

CASE ROOM3 260-055

Workshop: Niki Harre- Psychology for a better world

IO Psychology: Talent measurement & management

CASE ROOM4 260-009

3.10pm Leanne Markus – Functional Competency Development – an essential tool in I/O Psychology

3.30pm Amy Yong Pei Chuin – Advancing positive resource for employees in the low-skilled occupations.

3.50pm Keith McGregor and Jonathan Black – Here be Dragons – the Wild West of Employment Investigations

IO Psychology: OD, engagement & change

SEMINAR ROOM 260-040B

3.10pm Jodie Black – The Leaning of Mental Health

3.30pm Barbara Kennedy – Ethical management of conflict: the necessity of natural justice.

3.50pm Teresa Callow – Why Organisational Purpose matters and the Barriers to Activating it

IO Psychology: Coaching & learning

Conference Programme

- SEMINAR ROOM 260-040C 3.10pm Iain McCormick – Coaching: From GROW to Gestalt
3.30pm FLTLT Carsten J. Grimm – Cultivating Mindfulness Skills in the NZDF in the Age of Distraction: Attention and Courage as Key Warrior Qualities
3.50pm – Lisa Harris – Organisational Socialisation: Social resources and key outcomes
- Behaviour Analysis in Practice ABA interns**
- Signium Int. Room 260-205 3.10-4.10pm Presenters: Winnie Chiu, Jacqueline Munro, Margaret Gertzog, Chloe Jones, Ebonee Hodder
- 4.30pm-5.30pm**
- Lecture Theatre 260-098 **Psychology and the Law cont.**
1. Marleen Verhoeven – Psychology and the Mental Health (CAT) Act 1992
2. Jon Nuth – Assessment and Care of Offenders with Mental Impairments and with ID
3. Armon Tamatea – Psychological Reports regarding Convicted Offenders
- Clinical**
- F&PAA Auditorium 260-115 4.30pm Bill Farrell – Understanding and Using Spirals of Connection in Psychological Therapy
4.50pm Ailke Botha – Addressing unresolved birth trauma in individual and group
5.10pm Claire Cartwright – Therapists’ experiences of spontaneous mental imagery in therapy
- IO Post Graduate Roundtable**
- OGGB4 260-073 1. Madeleine Stapleton – The consequences of working under a supervisor possessing psychopathic personality traits
2. Sian Goodall – Perceptions of workplace resources and job crafting: the moderating role of regulatory profiles
3. Lisa Harris – Organisational socialisation: Social resources and key outcomes
4. Hannah Livingston – Women in Leadership: Factors influencing their Rise to the Top
- Youth Mental Health**
- OGGB3 260-092 1. Jessica Stubbings – Young people’s explanations for youth suicide in New Zealand
2. Jeanne van Wyk – Young People’s Suicide Conversations on a Text Counselling Service
3. Kerry Gibson – Engaging youth with psychological support in the digital age
4. Sarah Hetrick – Co-design of a self-monitoring app for young people receiving face-to-face clinical management of depressions
- Educational**
- OGGB5 260-051 IEDP Panel – Sonja Macfarlane, Rebecca Abrahams, Jean Annan, Terence Edwards, Julia Woodward - Practitioner flexibility in casework conceptualisation to enhance client outcomes
- Health Psychology cont.**
- CASE ROOM2 260-057 1. Lisa Hoyle – Diabulimia in People with Type 1 Diabetes
2. Iris Fontanilla & Liz Painter – Beliefs about Medication in NZ Hear and Lung Transplant Patients
3. Natalie Tuck – Is it possible to identify malingering in chronic pain?

Conference Programme

Pearls

CASE ROOM3 260-055

4.30pm Susan Yates – The Lived Experience of Dementia in Aotearoa

4.50pm Lynda Crisford – Working with Former Refugees and Asylum Seekers in Aotearoa

5.10pm Gen Numaguchi – Why are we hiding behind closed doors?: Pros and cons to recording therapy sessions

IO Psychology: Talent Measurement & Management

CASE ROOM4 260-009

4.30pm Keith McGregor – Behavioural Event Interviews – Are they ethically safe?

4.50pm Victoria Li – From workplace mistreatment to job insecurity: The moderating effect of work centrality

5.10pm Tamsin Dehar – Refugee Transitions into Employment in New Zealand

IO Psychology: OD, engagement & change

SEMINAR ROOM260-040B

4.30pm Anna Sutton – How does Authenticity influence Well-being and Engagement? A meta-analysis

4.50pm Mary Buckley – Thinking Intelligently about Workplace Culture & Leadership Capability

IO Psychology: Coaching & learning

SEMINAR ROOM 040C

4.30pm Christopher Liddell & Joel Majer – High Performance Coaching in the New Zealand Defence Force (NZDF) – A Tale of Two Case Studies

4.50pm James Athanasou – The Impact of Holland's Vocational Interest Types on Job Choices after an Injury

5.10pm Jennifer Wong – Candid and genuine: How valuing honesty character strength and being authentic on the job relate to work outcomes

Behavioural/Educational

Signium Int. Room 260-205

4.30pm Joanne Watkins – Comprehensive treatment of challenging behaviours

4.50pm Christine Lawson – Therapeutic Interventions involving Mathematical Concepts with a Young Man on the Autism Spectrum

5.10pm – Hannah Waddington – Social Validity of a Home-based Parent Training Programme Based on the Early Start Denver Model

5.30pm-6.10pm

JUBILEE EVENT– International Roundtable – Equity: Making Psychology Available for Everyone in Lecture Theatre 260-098

The British Psychological Society – Nicola Gale & Sarb Bajawa

Australian Psychological Society – Lyn Littlefield

New Zealand Psychological Society – Quentin Abraham

6.10pm-7.10pm

Whakawhānaungatanga (complimentary drinks and nibbles) in the foyer

Conference Programme

Friday 7 September

8.30am

Registration Desk Opens

8.30-9.30am

Institute AGMS: ICP AGM in the F&PAA Auditorium, IEDP AGM in CASE ROOM2 260-057, IOP AGM in CASE ROOM3 260-055, IHP AGM in SEMINAR ROOM 260-040B, ICounsPsy AGM in SEMINAR ROOM 260-040C

OGGB5 260-051

9.30am- 10-.30am

Symposium: Psychology for a sustainable future

Nadine Andrews (UK), Susan Clayton (USA), Janet Swin (USA)

Lecture Theatre 260-098

Keynote Speaker: SiauTu Alefaio: Psychology at the margins

CASE ROOM3 260-055

IO Psychology

Guest Speaker Rod Corban – The evolution of psychology in High Performance Sport

SEMINAR ROOM 260-040B

Guest Speaker Maree Roche – Leadership, well being and influence

SEMINAR ROOM 260-040C

Guest Speaker Brad Norris – How to engage the unengaged (in Wellbeing programs)

10.30-11.00am

Morning Tea

11.00am-12.00pm

JUBILEE EVENT: Society Women working for change

Fiona Howard & Aloma Parker: Society Women working for change – the first twenty years in FOYER 260-088

Lecture Theatre 260-098

Forensic

11.00am Jerome Reil – Reducing the pipeline – risk factors for children committing crime

11.20am Veronica Trone – Reducing the prison pipeline from the youth court by making trauma informed decisions instead of transactional ones

11.40am Elizabeth Scott – The job no one really wants: The reality of providing support and accountability for an individual who has engaged in harmful sexual behaviour

Clinical

F&PAA Auditorium 260-115

Workshop: Dryden Badenoch – Donald Trump got 30/30 – use, misuse & misinterpretation of cognitive screening tools

Clinical

OGGB4 260-073

11.00am Nimesha Tissera – Mental Health Literacy among New Zealand Adolescents

11.20am Matt Shepherd – Do serious games for depression work? Data from four years of a national implementation of an online intervention for adolescents

11.40am Tatiana Tairi – Cognitive distortions and suicide risk in a community sample of New Zealand young adults

Conference Programme

- Snippets**
- OGGB3 260-092 11.00am Zahra Howell – Challenges of Parenting Intermediate School Children
11.10am Rochelle Trail – What is the experience of being a Single Mother by Choice
11.20am Lara Grace – The transition to remaining childfree after fertility treatment
11.30am Moira Howson – The usefulness of Harmonised for mothers in supporting taitamariki to have healthy relationships
11.40am Maria Mackintosh – Is there a “right” time? Exploring women’s views and understandings on the timing of motherhood in Aotearoa
- Psychology for a sustainable future**
- OGGB5 260-051 Climate change forum – Brian Dixon, Kelly Fielding, Taciano Milfont, Thomas Doherty
- Migrant Experiences**
- CASE ROOM1 260-05 11.00am Amin Ghaleiha – Iranian New Zealander men’s perception of domestic violence
11.20am Ell Lee – East meets West: Exploring ‘ageing in place’ experiences of older Korean immigrants in New Zealand
11.40am Sehar Moughal – Increasing social connections for young migrant women in the New Zealand community using video self modeling
- LGBTQI**
- CASE ROOM2 260-057 11.00am Lara Greaves – Pansexual and Bisexual Demographics, Well-Being, and Politics
11.20am Gloria Fraser – LGBTQI+ experiences of accessing mental health support
- Sports**
- CASE ROOM3 260-055 11.00am – Kylie Wilson – Learnings from Commonwealth Games and building to Tokyo 2020
11.40am Fleur Pawsey – Mindfulness, stress and wellbeing: daily diaries of sport coaches
- Leadership**
- SEMINAR ROOM 260-040B 11.00am **Guest Speaker Jarrod Haar** – What can we learn from Māori Leaders?
11.40am Andrew Wallace – Leading a Cultural Revolution
- Health, Safety & Wellness**
- SEMINAR ROOM 260-040C 11.00am Dianne Gardner – The gendered nature of workplace bullying in New Zealand
11.20am Diane Bellamy – Adding Value to Employee Assistance Programs for all Stakeholders
11.40am Victoria Li – From workplace mistreatment to job insecurity: The moderating effect of work centrality
- Developmental**
- Signium Int. Room 260-205 1. Elizabeth Peterson – I didn’t know I was pregnant: Drinking during early pregnancy and its relationship to infant temperament and toddler behaviour

Conference Programme

2. Maria Corkin The relationship of media exposure to symptoms of ADHD in a pre-school cohort
3. Sahrish Ahmad – Prevalence of and Trajectories of Change/Stability in Socio-Emotional Competence in Pre-Schoolers

12.00pm-12.15pm

NZPsS Awards in Lecture Theatre 260-098

12.15pm-1.00pm JUBILEE EVENT: Past Presidents and current Students Debate in Lecture Theatre 260-098

1.00pm-2.00pm Lunch

2.00pm-3.05pm Keynote speaker Tania Cargo: “Spiralling In and Out” Te Tōrino Haere Whakamua, Whakamuri in Lecture Theatre 260-098

IO Psychology

CASE ROOM3 260-055

Super Rugby Panel Discussion - The role of psychologist in creating a performance culture and team cohesion
Sarah De Wattignar - Ethical challenges of psychology moving from the consult room to the sports field.

SEMINAR ROOM 260-040B

Api Taiapa - Mana or Moni? What it means to be a Māori business leader?

SEMINAR ROOM 260-040C

Janette Rosanowski - Leadership and the Changing nature of work
Jarrod Haar - Working Poor and Wellbeing: The Poorest Doing It Toughest!
Jarrod Haar - Exploring Māori Employee Wellbeing: Testing a Kaupapa Māori Model
Frank O'Connor - Helping when mental capacity for work wanes

3.05pm-4.05pm

Forensic

Lecture Theatre 260-098

3.05pm Meg Stairmand – Perpetrators’ perspectives of family violence: What happens, and why, during a family violence event?
3.25pm Simon Davies – Investigating relationship between change in dynamic factors and recidivism during community reintegration
3.45pm Shreena Hira – Psychological contributions in the Behavioural Science Unit of the NZ Police

Professional Issues

F&PAA Auditorium 260-115

3.05pm Kyle Smith – Ethical and cultural considerations in action research: Assessing the use of ePortfolios in work- integrated learning
3.25pm John Fitzgerald – Locating New Zealand’s Code of Ethics for Psychologists within an international context
3.45pm Satomi Mizutani & Tomoko Dallow – “A chill ran down my spine” – The flip side of trust emerged during the triple disasters in Japan, 2011

Clinical

OGGB4 260-073

3.05pm Kelly Fisher – Adolescent Female Non-Suicidal Self-Injury and the Peer Support Relationship
3.25pm Ryan San Diego – An Exploratory Process – Outcome Study of a Short-Term Embedded University Wellness Program

Conference Programme

- 3.45pm Kris Fernando – ACC
- Snippets**
- OGGB3 260-092 3.05pm Sara Runga – The lived experiences of people with obesity in Aotearoa New Zealand
- 3.15pm Nicole Schoombie – Reducing the “ick” factor in physical health: do reappraisal and habituation work?
- 3.25pm Hannah J Oprin – The Values Exchange (Vx) in embryo donation decision-making
- 3.35pm Charlotte Parr – What are counselling psychologists’ views and experiences of using e-therapy in clinical practice
- Psychology for a sustainable future**
- OGGB5 260-051 **Guest Speaker David C Holmes** – Give Australias: Overcoming Pluralistic Ignorance in Climate Change Communication
- Educational**
- CASE ROOM2 260-057 **Guest Speaker Jeanette Berman** – Leading Intervention
- Sports**
- CASE ROOM3 260-055 Panel Discussion: An Airforce Leadership Training, Sport, Police Training and a Rehabilitation psychologist discuss similarities and differences in their worlds and how the context influences the content and process of what they do
- Leadership**
- SEMINAR ROOM 260-040B Jodie Black – Lean in the Service Sector a Psychologist’s Friend or Foe?
- Health, Safety & Wellness**
- SEMINAR ROOM 260-040C Kathryn Jackson – Reimagining Resilience: A toolkit for the growing discussion about thriving at work
- Bicultural Initiatives**
- Signium Int. Room 260-205 He Paiaka Totara & He Paiaka Tipu Discussions in Indigeous Psychology: Inquiries about Inequity and Injustice
- Tauiwi caucus**
- SEMINAR ROOM 260-307 Psychology, Psychologists and Te Tiriti o Waitangi 2018
- 4.05pm-4.30pm Afternoon Tea
- 4.30pm
- CASE ROOM 2 260-057 **NZPsS AGM**
- Counselling**
- SEMINAR ROOM 260-040C 4.30 - 6.00pm A mini workshop with Catriona Davis-McCabe for members of the Institute of Counselling Psychology only.
- 7.30pm** **JUBILEE EVENT Conference Dinner at the Crowne Plaza Hotel, 128 Albert Street**

Conference Programme

Saturday 8 September

- 9.00am Registration Desk Opens
- 9.30am-10.30am **Keynote Speaker Philippa Howden-Chapman** - As safe as houses, Lecture Theatre 260-098
- 10.30am-11.00am Morning Tea

11.00am-12.00pm

- Forensic Psychology**
- Lecture Theatre 260-098 **Guest Speaker Andrew Day** – The importance of the social climate to rehabilitation outcomes in forensic settings
- Community**
- F&PAA Auditorium 260-115 11.00am Tony Taylor – Placing justice firmly in the framework of basic human needs
11.40am Taani Lin – Proquest demo, helpdesk
- Counselling**
- OGGB4 260-073 **Guest Speaker Catriona Davis-McCabe** – Clinical Practice with transgender and non-binary clients
- Bicultural Initiatives**
- OGGB3 260-092 11.00am Porsha London & Rawiri Manawatu – Te Ara Raukara: Building indigenous leadership capacity in Māori youth
11.20am Miriama Ketu-McKenzie – Mindfulness and Māori women: A good match
- Psychology for a sustainable future**
- OGGB5 260-051 Panel & open discussion – Jackie Feather, Nikki Harre, Phillipa Pehi, David Holmes, Nick Laurence, Brian Dixon, Dana Ashwell
- Health Psychology**
- CASE ROOM1 260-005 Workshop: Antonios Chasouris – Language Disorders in Child and Adolescent Mental Health: The Elephant in the Clinic
- Clinical**
- CASE ROOM2 260-057 Dryden Badenoch – They never taught us about this – helping multidisciplinary colleagues manage resistance, motivation, frustration and bigotry
- Integrating innovation in service delivery**
- CASE ROOM3 260-055 Mini-workshop (40 minutes) Vicky Scott -Outside my window: giving children a voice in assessing and treating their trauma
Emma Hockley – Psychology in healthcare: the fence at the top of the cliff
- Clinical Workshop**
- SEMINAR ROOM 260-040B Matthew Shepherd – Using digital tools to improve mental health and wellbeing among young people: Current practices and developing opportunities within the National Science Challenge
- Developmental**
- SEMINAR ROOM 260-040C Margaret Weston, Areej Arif & Akilu Hibtit – Delivering evidence-based parenting interventions to refugee background families, empowering

Conference Programme

communities and building sustainability

12.00pm-1.00pm **Keynote Speaker: Margaret Dudley** : “But you never asked me anything I know!”
How can we improve current neuropsychological practices when evaluating Māori?
Lecture Theatre 260-098

1.00pm-2.00pm Lunch

2.00pm-3.05pm **Keynote Speaker: John Sommers-Flanagan** : A Strengths-Based Approach to Suicide
Assessment and Intervention, Lecture Theatre 260-098

3.05pm-4.05pm

NZ Psychologists Board Past, Present, Future

Lecture Theatre 260-098

Forensic Psychology

F&PAA Auditorium 260-115 **Guest Speaker Debra Warner** – His History, Her Story: Positive Approaches to
Relationships and Male Survivor Trauma

Bicultural Initiatives

OGGB3 260-092 3.05pm Awanui Te Huia – Impacts of colonial history in Aotearoa in tertiary
education

3.25pm Corinne Bataille – Opening locked gates: Identifying land owners’
attitudes to kaitiakitanga

3.45pm Lucy Cowie – Anti equity challenges at university

Behavioural

OGGB5 260-051 Katrina Phillips & Angela Arnold Saritepe – Supporting Individuals with
Challenging Behaviour for a Better Life workshop

Community Psychology

CASE ROOM1 260-005 3.05pm Elisa Lavelle Wijohn – Brain Injury Whānau Action Project:
Conducting respectful and effective research with families of adults with brain
injury in South Auckland

3.25pm Elisa Lavelle Wijohn - Brain Injury Whānau Action Project: Educating
and strengthening ourselves in order to educate and strengthen others.

Clinical/Cognitive

CASE ROOM2 260-057 3.05pm Rob Hughes – Stimulant abuse during adolescence: subsequent
effects on behaviour

Integrating innovation in service delivery contd.

CASE ROOM3 260-055 Cathy Jordan & Junie Woodford – Enhancing social change: Building mental
health support in the justice system for people and their whanau

Kelly Fisher – From Education to Corrections Psychology: A transfer of skills

Elizabeth Scott – Making the trickiest of Decisions: Steps towards ensuring best
practice regarding issues of

Clinical

4.05pm Conference Finishes

iPosters are displayed in the Foyer on touch screens

Thursday 6th

Touch Screen 1

Risky decisions in the presence of sad mood states

Seth Harty

Touch Screen 2

Appreciative Inquiry Evaluation of Child and Adolescent Community Interventions in South Africa and the United Kingdom

David Edwards

Touch Screen 3

Essential Questions to GROW Your Team - A practical tool for leaders

Kathryn Jackson

Friday 6th

Touch Screen 1

Randomized Double Blind, Placebo Controlled Trial Exploring the Effectiveness of a Micronutrient Formula in improving symptoms of Anxiety and Depression: Trial Protocol

Meredith Blampied

Touch Screen 2

A verification of the utility of emotional response cards among Chinese - speaking people

Brandon Kamimoto

Touch Screen 3

Staying in Contact Not Connected: A Study on How College Students Feel About Their Relationship with Their Smartphone

Ana Mendoza

Saturday 6th

Touch Screen 1

Evaluation of a HeartMath training programme for improving personal resilience and psychophysiological coherence

David Edwards

Touch Screen 2

The Efficacy of Yoga in Addictions: A Scoping Review of Evidences

Alexander El Amanni

Touch Screen 3

Mood, Cognition, and Risky Decisions (MCARD): A pilot study

Kalie Evans

Poster abstracts are on page 83

Abstracts, Thursday 6th

9am - 10.30am	Mihi whakatau
10.30am	Morning Tea
11am	Keynote Speaker
12.05pm-1.05pm	Symposia
1.05pm	Lunch
2.05pm	Keynote speaker
3.10pm - 5.40pm	Symposia
4.10pm	Afternoon Tea
4.30pm - 5.10pm	Symposia
5.30pm	International Roundtable
6.10 - 7.10pm	Whakawhanaungatanga

Abstracts of all keynote and guest addresses are listed on pages 10 - 20

Clinical

Thinking ethically – Forecasting challenges and possibilities for the next 50 years

(Institute of Clinical Psychology (ICP) Ethics Panel Discussion)

Chair: Armon Tamatea

Panel members: Jack Austin, Barry Smith, Fred Seymour and Elizabeth du Preez

In 50 years, the New Zealand Psychological Society has been a major force that has shaped the landscape of psychology as an academic and professional discipline in Aotearoa New Zealand. Over this time, the field has grown, evolved, and transformed to address a wide range of practice innovations, community needs, and be a platform to allow diverse (and often underprivileged) voices to be heard. Accordingly, the nature and focus of ethical engagement amongst the community of psychologists in this country has taken a central place in research enterprises and applied practice. The aim of this panel is to discuss trending ethical issues, situations, or emerging ethical topics relevant to psychologists from different perspectives. While there are no pretensions to crafting a definitive ethical statement, the panellists will offer 'departure points' about the future of ethical thinking in the discipline. The panel members involve psychologists who have devoted many years to developing ethical dialogues with clinicians, opened up ethical spaces across a variety of psychological contexts such

as clinical training and practice, bioethics, Māori-centred

Symposium: Family, Child and Youth Mental Health

This symposium focuses on family, child and youth mental health. It is intended for those who have an interest in clinical or research work in this area. The symposium begins with a panel discussion on the state of mental health services for children and adolescents. This will be followed by a range of short presentations discussing clinical and research work with children and their families as well as a series of presentations looking at youth mental health.

Panel Discussion: The state of family, child and youth mental health services

Facilitators: Tania Anstiss and Kerry Gibson

This session focusses on the state of mental health services for families, children and young people. It will begin with a panel discussion with senior policy advisors, clinicians and other stakeholders.

Panel members include: Associate Professor Ian Lambie (Chief Science Advisor for the Justice Sector), Dr Elizabeth du Preez (Senior Lecturer; AUT University), Tania Cargo (Senior Lecturer, Psychological Medicine) and Dr Julia Ioane (Lecturer, AUT University), James Boyd (Youth Consumer Advisor, Werry Workforce Wharaurau)

Input from the panellists will be followed by small group discussion aimed at identifying key areas for improvement in the mental health system. This session will be of interest to those working with the mental health of children, families or young people as clinicians, researchers or policy makers.

Clinical/experimental

The Science of Q-interactive: Equivalency Findings

Dr Melissa Stephens, Pearson Clinical Assessment Madeline Armstrong, Pearson Clinical Assessment
Background: Q-interactive, a digital system for individually administered tests, is designed to make assessment more convenient and accurate, provide clinicians with easy access to a large number of tests, and support new types of tests that cannot be administered or scored without digital assistance. Information about the adaptation of the new Wechsler Intelligence Scale for Children - Australian and New Zealand, Fifth Edition (WISC-V A&NZ) into digital format for Q-interactive will be presented. Some subtests involved substantive changes to the examinee compared with traditional paper pencil administration. New data were collected and additional evidence of reliability and validity will be presented. Paper-digital equivalence data will be discussed and special group studies, including Intellectual Disability (ID), Specific Learning Disorder (SLD), Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD), will be examined. Aims

1. Bring awareness to digital psychometric assessment tools,

in particular the WISC-V A&NZ. 2. Provide clinicians with an overview of the research supporting WISC-V A&NZ on Q-interactive. 3. Present the efficacy research, reliability, validity and special group studies using WISC-V A&NZ on Q-interactive.

Main contributions: This research contributes to the literature and clinician. First, these studies provide data to support the use of the digital psychometric assessment tools, in particular the well known, gold-standard WISC-V A&NZ. Second, these studies validate the use of Q-interactive with a range of special clinical groups that often require comprehensive psychometric assessment. Finally, digital psychometric tools provide clinicians with an easy and efficient method of administering standardised assessments.

Conclusions: Q-interactive is a reliable and valid method of administering the WISC-V A&NZ and can be used with a range of clinical populations, improving accuracy and saving clinicians' time.

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Minding our ds and PSs: A brief review of some common and less common Effect Size measures

Neville M Blampied, University of Canterbury

The American Psychological Society's Taskforce on Statistical Inference (1999) recommended that authors of research reports always report a measure of effect size (ES) in addition to any null hypothesis statistical test result (e.g., the p value associated with a t-test or F-ratio). Unfortunately, there are numerous ES measures, and relatively little authoritative advice regarding their nature, computation, reporting, or interpretation. This has led to a situation where, even if an ES is reported, it is often not properly described nor interpreted, or the interpretation is by rote reference to some (not necessarily pertinent) criteria. This talk aims briefly to review two ES families – standardized mean difference (e.g., Cohen's d family), and number of cases affected (specifically, Percent Superiority, PS). Particularly addressing the context of therapy outcome research, I will discuss briefly what these ES mean, the contexts in which they are best used, how they should be computed, and how they should be reported and interpreted. This should assist both research authors and consumers better understand ES.

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The Operational Process of Nostalgia

Oindrila Bhattacharya University of Canterbury

Nostalgia is a complex affective state with a strong memory component. It is postulated to be a commonplace and universally experienced emotion which plays a meaningful role in our lives. An understanding of its functional structures and operational procedures, therefore, is of considerable interest. This research work takes a look at the operational process of nostalgia by exploring its underlying

cognitive, affective and motivational nature. A sample of 450 participants (age ranging from 18 to 79) were studied using a mixed-method research design. State nostalgic processes were first observed for each participant, followed by an observation of trait behaviours and individual factors. An analysis of the results showed that the cognitive, affective and motivational nature of nostalgia varies with individual factors such as age, culture, nostalgia-proneness, place of living. The cognitive processes triggering the nostalgic experience also influence its experiential nature, in terms of affect and motivation. The research throws some light over some of the confounding aspects of this complex phenomenon that have been discussed in all academic discourse on the concept. Study of this phenomenon, which lies at the intersection of autobiographical memory and emotion, also adds to the existing literature of these two vast bodies of research.

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Educational/developmental

Strengths and Difficulties in Classrooms: A Group Measure for Guiding Classroom Approach

Benita Stiles-Smith Massey University

Barbara Kennedy Massey University

Dianne Gardner Massey University

The Strengths and Difficulties Questionnaire is a well researched tool widely used in mental health in New Zealand and Australia for assessing children's functioning on five scales: emotional, conduct, hyperactivity, peer relationships and prosocial behaviour. Conventionally used for screening individual children, our recent research in the Worry Bug project also explored its application as a classroom group measure. Exploratory use of the tool in this novel way was approved by the authors of the questionnaire and results warranted extension of the investigation. In this project, teachers complete the questionnaire for their classroom group, but also complete the questionnaire for each individual child. In addition, parents complete the questionnaire for their child. Both on-line and paper data collection was offered at the request of participating schools. Statistical analysis will be presented of the comparison of the results of the three data points: parent and teacher, parents and teacher's group scoring, teacher's multiple-individual and group scoring. Positive results would extend the utility of this already well-established instrument, assisting teachers to tailor classroom strategies to address particular patterns of strengths and difficulties presented in student groups. This may be of particular value in the aftermath of natural disasters or in stressed communities.

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Increasing and ensuring fidelity in Wraparound programs.

Ruth A Gammon Massey University

Program fidelity is essential in service delivery because it ensures the program is delivering services as they are intended to be delivered resulting in intended outcomes. While the term Wraparound is widely used in New Zealand, few programs use the research-based model which has been proven to be more effective than simply wrapping services around families and providing intensive case management, as may New Zealand programs do. Therefore assessing fidelity of wraparound programs is essential if they are going to produce the outcomes cited in the literature. The Ministry of Education undertook a two year project to ensure their Intensive Wraparound Services/ Te Kahu Tōi adhered to high fidelity standards. In the fall of 2016 Massey University was contracted to develop a training program for the Ministry of Education's Intensive Wraparound Services | Te Kahu Tōi to shift their service delivery model to a high fidelity, research based Wraparound service. At the start of the project, baseline fidelity data was collected through the Wraparound Fidelity Index – 4 (WFI-4) to determine the level of fidelity of the model being used by the Ministry of Education at the time and to be used as a baseline measure to determine if the training program had any impact on the program's fidelity. The training program developed for the Ministry of Education was based on a training program developed in the United States by the National Wraparound Implementation Centre – one of the primary training and research institute for Wraparound in the USA. This presentation will review how the training program was adapted and used to significantly increase the fidelity of the service offered by the Ministry of Education. Outcomes demonstrated this training program could be generalised to be used with other wraparound services nationwide to improve fidelity and service delivery outcomes.

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Culture, Identity and Self in a Globalized World: Rediscovering Lessons from the History of Psychology

Zachary Beckstead Brigham Young University-Hawaii

Arilla Utley Brigham Young University-Hawaii

Maddy Hubbard Brigham Young University-Hawaii

Hong Ni Mui Brigham Young University-Hawaii

Contemporary psychologists increasingly recognize the need to understand the experience of people outside of western, educated, and industrial contexts and in a globalized world (Arnett, 2009). While increasing cultural representation in research is necessary for psychology to capture the complexity of human life, we argue that we may look to the history of psychology to point to solutions for current problems facing the field and society. Cultural psychology's roots go back to Wundt's *Völkerpsychologie* (Diriwäcter, 2012), Vygotsky's semiotic mediation, and Simmel's discussion of objective and subjective culture. To illustrate how looking to the past can provide fruitful

understandings of culture, we explore notions of identity and self from a cultural psychological perspective. Cultural psychological approaches emphasize how conceptions of self and identity are created through the interplay of collective (cultural) and personal meaning-making processes. Drawing on semi-structured interviews with individual performers at the Polynesian Cultural Center (PCC), popular tourist destination on the island of Oahu, Hawaii, we examine how the identity positions (i.e., "I-as-Christian", "I-as-Samoan", "I-as-student") of performers at the PCC emerge as they move between and are socialized into various sociocultural contexts which include the PCC, adjacent university where they are students and their countries of origin. The qualitative data from our interviews aims to give voice to the divergent experiences of the performers. Our analysis emphasizes the uniqueness of the experiences and perspectives of interviewees as well as suggesting two general pathways of meaning-making: one in which performers resolved the tensions between different identity positions (i.e., "I am Samoan, but my Christian values are more important and so I do not want to get a tattoo") and the other where identity positions were not resolved but were unstable and reversible. The researchers are from the mainland of the United States and Hong Kong and therefore are not from the cultures of the performers; however, three of the authors have worked at the PCC. We discuss how this influences our analysis and how the process of analyzing the data involved the feedback of the participants. The qualitative data and analysis derived from the interviews seek to illustrate how a cultural psychological approach may enrich our understanding of the complexity of the relationship between identity and self in the modern, globalized world.

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Clinical

Using the "Visual Communication Desensitization VCD©" to interview and assist when trauma and language are barriers to giving information and evidence: A step-by step Workshop for Initial Assessors

JaneMary Castelfranc-Allen (was Rawls) Applied Psychology International

Internationally, investigators, security and other response agencies are increasingly faced with the challenge of gathering information from traumatised victims and potential witnesses, who are rendered confused, inarticulate or silenced as a result of catastrophe, terrorism, or sexual violence. Effective interviewing is critical to obtain reliable and detailed information that might be used as evidence necessary for the pursuit of justice. Unfortunately, investigative interviewing procedures in civilian policing contexts are not specifically designed to address trauma and may struggle to meet the diverse

requirements of many victims, witnesses, assessors, investigators and NGOs in broader/rapid response contexts. The VCD© has been developed and used clinically and evidentially, and researched with adults for its memorial capacity (comparing very favourably with the cognitive-behavioural interview), and for its clinical utility. This mini-workshop is a step-by-step guide to facilitate 'clean' investigative interviewing and communication between an interviewer and an adult interviewee with a trauma history. It includes information on: The causes and effects of psychological trauma and tips on working with a traumatised person; The best question forms to maximise obtaining accurate or 'clean' information that may be kept available in case it is needed as future evidence; Building a clear interview structure; Learning the VCD© "Narrative Graph" visio-spatial approach to reduce trauma - in order to enhance time-lined information-gathering, plus 'what to do' tips in the event of different responses; A practice exercise to build verbal and VCD© interview skills; A checklist of areas to be covered in the course of interviewing; A "Referral Form" to therapeutic services if required. Discussion would be participant-driven but could include its potential utility across cultures, interpreters, different age-groups, and willing vs unwilling interviewees.

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Psychology and the Law

Professor Fred Seymour University of Auckland

With the forthcoming publication of the new edition of Psychology and the Law in Aotearoa New Zealand, chapter authors have identified recent developments in relation to our practice and current ethical and professional issues that arise in this work, particularly in the provision of reports for the courts. This symposium will provide an overview of the role of the expert witness as well as presentations in relation to several areas as follows.

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Expert evidence: The conduct of expert witnesses

Suzanne Blackwell, Private practice, Auckland (suzanne.blackwell@xtra.co.nz) and Fred Seymour, School of Psychology, University of Auckland (f.seymour@auckland.ac.nz)

Psychologists working within the Family Courts

Fred Seymour, School of Psychology, University of Auckland (f.seymour@auckland.ac.nz), Renuka Wali, Private Practice, Auckland (renukawali64@gmail.com), and Suzanne Blackwell, Private practice, Auckland (suzanne.blackwell@xtra.co.nz)

Psychological reports for the Youth Court

Karmyn Billing, Regional Youth Forensic Service, ADHB (KarmynB@adhb.govt.nz), Amanda Cain, Regional Youth Forensic Service, ADHB (ACain@adhb.govt.nz), and Ingalise Jensen, Regional Youth Forensic Service, ADHB (IngaliseJ@adhb.govt.nz)

Clinical

What is an ethical practitioner?: Examining the personal constructs of clinical psychologists.

John Fitzgerald, Massey University

There is a significant literature on the resolution of ethical issues, including guidance about the steps psychologists should take when faced with a difficult ethical dilemma. However, there is little exploration of the personal and professional characteristics of an ethical practitioner, something to which we all aspire. The aim of this study was the exploration of perceptions of ethical and unethical practice by peers. Data were collected for a Repertory Grid Analysis which elicited personal constructs regarding 'What is an ethical practitioner?' Participants were five newly qualified and eleven experienced clinical practitioners. Using the triadic-elicitation method, data was in the form of both elicited constructs and responses to a number of supplied literature-based constructs relating to characteristics of ethical/unethical practitioners. General results indicate a high degree of uniformity regarding responses to supplied constructs, but a much broader range of elicited constructs of ethical practitioners was held by experienced practitioners. This suggests that while there is accord about the key dimensions of ethical practice as presented in the literature and basic clinical education, experienced practitioners may be more flexible and 'permissive' with respect to the application of ethical principles. Implications for training and practice are presented.

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What do we expect of New Zealand clinical psychology trainees?

Joshua Myers, PsyD & Armon Tamatea, PhD The Psychology Centre, Hamilton; The University of Waikato

Background: Clinical psychology, as a profession, is shaped by the needs of services that employ psychologists. Clinical training programmes have a responsibility to select, train, and produce graduates who are an appropriate fit for the field. Arguably, practicing clinicians have a refined, albeit specialised perspective that is attuned to the nuances and issues in their specific field that may be at variance with those in training institutes who have to adopt a more generalist orientation. As such, the risk for discrepant ideas between the field and academia can impact on

critical decisions like selection criteria and prioritised skill sets to train. Aims: In an effort to understand what skills and traits clinical supervisors and clinical psychologists want most from clinicians in training and newly registered psychologists, we conducted a survey to answer such questions. Our hope was that this information might help to guide the student selection and training processes. Methods: Respondents were registered psychologists from across New Zealand who were asked to identify the traits and clinical skills and that might be most important to look for and develop at various stages of clinical training (i.e. during student selections, during clinical placements and at graduation/registration into the profession). Results: Just over 100 responses were collected and we will describe a portion of the collected data. Findings include that the most highly desirable skills pre-/post- programme were Interpersonal Skills, Professional Attitudes and Reflective Skills. Conclusions: We consider these findings and their implications for student selections and training. We will also provide further insights into what NZ managers, supervisors and psychologists in the workforce are looking for from early-in-career clinical psychologists. Population: Registered psychologists and clinical supervisors pertaining to trainees/supervise Appeal: Training in Clinical Psychology - NZ

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Faking it? Factors that impact clinician decisions about performance validity

Rebecca Lakadia, University of Auckland

Evidence from various populations suggests that symptom complaint and performance during neuropsychological assessment are not always genuine. Despite the recognised importance of validity in neuropsychological assessment, at present there are only two published papers on the use of performance validity tests in New Zealand. This research project aim to expand on that by exploring those factors associated with; (1) results of embedded and external measures of performance validity and (2) conclusions drawn by clinicians about performance invalidity. It also examined those factors associated with discrepancies between test indicators and clinical conclusions. A file audit was conducted on 218 neuropsychological reports from ACC and statistical analyses were conducted. This study found that those factors associated with clinician conclusions about performance validity were in some instances different to those associated with performance validity test results (client age, pre-morbid estimate, whether there was a loss of consciousness, length of PTA in days). Factors associated with both clinician conclusion and result of performance validity measures were clinician gender, and some indices of TBI severity (PTA and LOC). Of note is that unlike studies conducted both internationally and in New Zealand compensation seeking was not significantly associated with performance invalidity (clinician conclusion, or test result). Conclusions drawn are of relevance to those working in adult neuropsychology in New Zealand.

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Bicultural Initiatives

Workshop: Ideas on Navigating Gender AND Race in the Workplace: Intersectionality and Māori Women Leadership in the Workplace.

Dr Pikihuia Pomare Director Huia Psychology, Research and Consulting / Whitiki Maurea, WHDB & Dr Kirsty Agar-Jacomb Director Breakglass / Quality and Improvement, WDHB

The summary haiku from the Motu report 2017 is “Women are paid less, but aren’t less valuable. We blame sexism”. There is a gender pay gap and an under-representation of women in senior leadership positions in Aotearoa as there is around the world. Māori women, however, occupy an even more disadvantaged position in the labour market. This presentation zooms in to focus on women’s experiences in the workplace. Some of the solutions proposed for increasing women’s recognition and progression into leadership have come from an individualist feminist stance. This may not be the most appropriate approach cross-culturally. Drawing from psychological theory, research, Māori knowledge systems, feminism and Māori feminism approaches, and personal stories we will explore the intersection of gender and race and how they might play out in the experiences of Māori women at work and leadership. Workshop participants are encouraged to share their own experiences and experiments in navigating gender and race in the workplace, successful or not, in order to learn from each other. We will also offer ideas on how to navigate and use strategies with greater cultural sensitivity, fluidity and flexibility.

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Child and Family Mental Health (Chair – Tania Anstiss)

1) “It has been life changing for our family”: Parent-Child Interaction Therapy in the real world

Dr Melanie Woodfield, Health Research Council (HRC) 2018 Foxley Fellow. Clinical Psychologist, Kari Centre, Auckland District Health Board (ADHB).

Background Parent-Child Interaction Therapy (PCIT) is an evidence-based parent training programme for parents of 2½ -7 year old children with challenging behaviour and other complex needs. It is unique, in that it involves in vivo (“live”) skills coaching of parents, with immediate feedback from a clinician through a discrete ear piece and one-way mirror. Well established in the United States, it was introduced to New Zealand in 2010, and to the Kari Centre (ADHB) in 2013.

Aims This paper outlines an HRC-funded mixed methods

process evaluation around the introduction of PCIT to the 'real world' of child mental health services in Auckland. Particular attention will be paid to families' perspectives, as despite the numerous studies into the effectiveness of PCIT, very little research has explored how this unique experience is for families.

Results Early results show significant improvements in children's behaviour and family wellbeing are possible, even where children and families have complex needs, and previous interventions haven't been successful. Findings also indicate the process is satisfying and fulfilling for families and clinicians alike.

Conclusion This study demonstrates that standard PCIT can bring about meaningful change within a relatively short period. It is effective for, and acceptable to, families with complex needs within child mental health services in New Zealand.

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2) Consequences of Maternal Drug Use on the Developing Child's Emotional Development

*Associate Professor Trecia Wouldes, Department of Psychological Medicine
Faculty of Medical and Health Sciences, University of Auckland*

Background

Psychoactive substance use poses a significant threat to the health, social and economic status of families globally. Although the prevalence addictive substance use is greater in men than women, this gender gap is steadily narrowing. Research on substance use in women has found that women may be more susceptible to the medical, psychiatric, and social consequences of addictive substances than men. In pregnant women, substance use is a particular concern to the health and development of the fetus and may have long-term consequences for the developing child.

Implications from the IDEAL Study

In this talk we will present data from the Infant Development, Environment and Lifestyle (IDEAL) Study that shows the effects of prenatal exposure to methamphetamine and the effects of the postnatal environment on children's emotional regulatory behaviour in early childhood. The implications of these findings for early preventative strategies to support child social and emotional development will be discussed.

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3) Evaluating the "Growing stronger together" activity book to assist children understand and cope with parental mental or physical illness

*Ailke Botha, Grace Ryu, Hannah Lee, Eliene Zhu and William Shong
Waitemata District Health Board*

There are growing concerns about the negative impact

that parents and caregivers' mental/physical health and/or addiction issues could have on their children. Children with depressed parents have a 3-fold increased risk to develop depression, anxiety or substance dependence. Unfortunately resources that focus on the needs of children who have a parent with physical/mental health issues are often expensive to use on a wide scale. Clinicians from the Waitemata DHB consulted the literature on Children of Parents who have a mental illness (COPMI) and created a user-friendly behaviour based activity book to support families. Stakeholders and consumers contributed to the content and design of the resource. Hard copies of the activity book have been distributed through the DHB's networks since June 2017. The presenter will discuss the development of the book and the results of the survey that was used to get qualitative and quantitative feedback about the activity book. The majority of respondents were very likely to recommend the book to their peers and other service users. Some of the respondents suggested that the book should be used in all schools. Parents commented on the fact that the activity book created an opportunity to spend quality time with their children. Clinicians who are concerned about the impact of parents and caregivers' mental or physical health challenges on their children will find the presentation informative. The activity book can be used in Adult, Maternal and Child Mental Health services, NGOs and by private health and Mental Health providers. Funding from the Well Foundation helped to make the 46-page, Growing stronger together activity book available in English, Simplified Chinese and Korean (soon in Japanese too). A free PDF download is available on the WDHB's website: www.waitematadhb.govt.nz.

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Symposium: Psychology for a sustainable future

Workshop: Psychology for a better world

Niki Harré, School of Psychology and Associate Dean Sustainability, Faculty of Science, The University of Auckland.

Many people recognise that our current way of life has passed its use-by date. However, we continue to replicate it day after day. Why? Can the same features of human psychology that prop up the status quo be tapped to create a better, more sustainable world – one that has human and ecological flourishing at its core? In this workshop, we will explore how people and organisations can be more effective in bringing about positive change by tapping four human strengths, our shared values, drive for happiness, sociability and desire to be good. Participants will be taken through a series of exercises that they are welcome to use in their own settings. There is a free online manual to accompany the workshop, see <http://www.infinite-game.net/the-infinite-game-manual/>.

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IO Psychology: Talent measurement & management

Functional Competency Development - an essential tool in I/O Psychology

Leanne Markus, Performance Group International Ltd, Centranum Group

In 2005 I along with other authors published a paper in the NZ Journal of Psychology entitled 'Confounded by Competencies? An Evaluation of the Evolution and Use of Competency Models.' The findings in that paper were that the predominant NZ competency models address citizenship type behaviours or very broad competencies, such as 'Problem Solving' that apply to all jobs. Little has changed since then despite it being well established that specific job knowledge and skills are a strong predictor of successful performance and that in the modern economy the development of workforce skills and productivity are vital. In this presentation I will share knowledge gained since then from my involvement in the implementation of functional (job specific) competency frameworks using examples from healthcare and engineering organisations overseas. The presentation will cover the rationale for their introduction, the various framework structures and how they have evolved over time, along with the various assessment methods in use. It will cover the kind of information obtained from these initiatives and how it is used. Finally I will note some of the trends in competency management that we are seeing now, and outline why I believe competency management is an area that I/O Psychologists should make their own.

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Advancing positive resource for employees in the low-skilled occupations.

*Amy Yong Pei Chuin University of Waikato
Dr Maree Roche University of Waikato
Dr Anna Sutton University of Waikato*

Low-skilled occupations are commonly characterised as physically rather than mentally demanding and research in this area frequently focusses on addressing physical health rather than psychological issues and their impact on well-being and work. According to Self-determination Theory (SDT), supervisors' autonomy support (SAS) satisfies and prevents the frustration of the basic psychological needs of employees, leading to various positive outcomes such as better well-being and job performance and reduced stress (Deci & Ryan, 2000). This study investigated the effect of SAS on employee well-being, job performance and stress through needs satisfaction and frustration in the low-skilled occupations. 171 employees of four organisations in New Zealand participated in the study. The results showed SAS was positively related to the satisfaction of autonomy, competence and relatedness needs while it was negatively related to the frustration of relatedness and autonomy

needs. The effect of SAS on job performance and well-being was partially mediated through needs satisfaction but not through needs frustration. In general, SAS was found to have a positive impact on job performance and well-being. Organisations should begin looking at increasing SAS to improve well-being and job performance of employees in the low-skilled occupations.

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Here be Dragons – the Wild West of Employment Investigations

*Jonathan Black, Farsight Ltd
Keith McGregor, Personnel Psychology Ltd*

Here be Dragons – the Wild West of Employment Investigations An activity IO Psychologists can find themselves involved with are employment investigations. These are not for the faint-hearted. There are legal and ethical ramifications not to mention the organisational politics and the ever present mine-field of personality disorders. In this professional development presentation Jonathan Black and Keith McGregor share some of their positive and not so positive experiences in this area and their thoughts on due process together with suggestions on staying safe and achieving effective outcomes.

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IO Psychology: OD, engagement & change

The Leaning of Mental Health

*Jodie Black Otago Polytechnic
Richard Greatbanks University of Otago*

In its final report, Blueprint II, the Mental Health Commission (MHC) set a number of goals including a strengthened person-centred approach while delivering the best value from public resources (MHC, 2012a). Lean was proposed as a way to realise this (MHC, 2012b). Lean evolved in the manufacturing sector and has been deemed to revolutionise industry and service sectors (Samuel, et al, 2015). In healthcare, it is defined as a philosophy, management system and set of tools where interconnecting elements achieve the outcomes of reducing waste and achieving value for the customer (Graban, 2008). Lean is often recognised by its tools including 'process mapping, standardisation of tasks and use of visual signals (Malmbrandt et al. 2013). Lean in service industries, has become widespread with lean practices accounting for 51% of publications (Radnor et al. 2012) and is continuing to increase in its use (Costa et al. 2016). Outcomes such as reductions in wait time, cost, length of stay and increases in service capacity have been attributed to lean (Brandão, 2009). Critics from mental health and addictions (MH&A) reported concern regarding the limited application of a manufacturing tool an industry that relies more on human relationships (Lindskog et al, 2016) and is deemed not to be easily standardised (Hayward, 2012) when compared

to other areas of health. Currently there are numerous lean adaptations being applied to MH&A. The aim of this research was to understand the experience of staff in the MH&A adopting lean, in particular do they see that lean approaches are improving person centred care? This research uses qualitative methods to examine the experience of staff in MH&A in one DHB. A thematic analysis was completed from the transcribed semi structured interviews. Results indicate mixed experiences. While most participants claimed the patient was at the heart of the lean project, mixed levels of consumer involvement existed. Recommendations will be presented.

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Ethical management of conflict: the necessity of natural justice.

Barbara Kennedy Massey University

Professional codes of ethics are typically framed at the level of principles rather than at a procedural level, with the intention that the practitioner apply the principles according to situational specifics. In working with clients, psychologists develop expertise specific to the types of issues, presentations and procedures appropriate to avoiding or resolving ethical dilemmas in their field of practice. And formal ethical decision-making frameworks are invaluable for guiding procedure whether one works in addiction, education, mental health or any other field of psychological practice. However in the course of professional life, we may be called on to become involved in a much wider range of tasks, roles and functions in which, arguably, we should be no less diligent in seeking to uphold the highest ethical standards but which may in fact call for knowledge or procedures other than those we regularly use in our client work. One such instance is that of managing situations in which conflict has arisen, whether that be amongst colleagues, employees or groups. Case examples will illustrate the utility of following procedures of natural justice, the damaging outcomes that can occur when the precepts are overlooked, and argue that procedurally they constitute a necessary condition for ethical behaviour as a psychologist in situations involving conflict. Focusing first on application in relation to situations amongst colleagues, specific implications for psychologists who are managers or coaching psychologists, and for our wider social professional responsibility will also be noted.

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Why Organisational Purpose Matters and the Barriers to Activating It

Teresa Callow, TC Consulting

Globally the business community recognise the importance of a shared sense of organisational purpose in driving employee engagement, motivation and satisfaction yet executives report that less than half run their organisations

in a purpose driven way. During this session we will explore the gap between theory and practice by reviewing the importance of a shared sense of purpose and the barriers organisations face in activating and embedding purpose driven functions and practices. This will be followed by a discussion (leveraging the knowledge and experience in the room) on how we, as leaders and I/O Psychologists, can help reduce the gap between theory and practice by helping create purpose driven workplaces that are more meaningful and fulfilling for employees. This PeArLS (Personally Arranged Learning Sessions) is likely to appeal to business leaders as well as I/O, OD and HR researchers and practitioners.

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IO Psychology: Coaching & learning

Coaching: From GROW to Gestalt

Dr Iain McCormick, Executive Coaching Centre Limited

The GROW model of coaching, developed by Sir John Whitmore in 2002, has become a very commonly used approach. It advocates a four-stage questioning process: Goals e.g. what does the client want to get out of this session? Reality e.g. what is stopping the client currently? Options e.g. what can the client do as a first step? Will e.g. what will the client achieve before the next session? The GROW model is a simple, clear, practical way to start coaching. However, it presents a narrow view of the world being past and future focused and not encouraging the client to experience what is going on in the now. It also encourages the coach to ask neutral questions but not to interact authentically, for example there is little opportunity to challenge the client's view of reality. By contrast, Gestalt Therapy helps clients focus on the present moment and understand what is really happening in their lives at this time, rather than seeing their world through the lens of past experience. Clients are encouraged to experience the present moment by, for example, talking directly to their inner critic and inner coach rather than talking about past situations. Using the gestalt process in coaching, clients can learn to see how their own focus of perception, thought patterns and behaviours are blocking their ability to live a rich and meaningful life. Two case studies using this approach in executive coaching will be presenting: one involving a military officer and the second a partner from a large professional services firm. Both clients made considerable progress by better understanding how their well-entrenched perceptions and thought patterns had created unhappiness and dysfunction in their lives. The gestalt approach to executive coaching offers an alternative, more present-moment approach that can be used once coaches have mastered the GROW model.

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Cultivating Mindfulness Mental Skills in the NZDF in the Age of Distraction:

Abstracts, Thursday 6th

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Attention & Courage as Key Warrior Qualities

FLTLT Carsten J. Grimm Regional Psychologist (Woodbourne), Defence Organisational Development Royal New Zealand Air Force

The NZDF requires training strategies fit for purpose to meet current and future operational outputs. Senior leadership has outlined the need for “bold new thinking” around how we develop and grow personnel to continue to operate in increasingly uncertain and complex environments in the midst of platform replacements, Defence estate upgrades, emerging technologies and their associated disruptions to our BAU. All of this requires a workforce trained to thrive under uncertainty. Alongside new platform and combat hardware upgrades is the requirement for ‘cognitive enhancements’—ways of thinking and training mental skills. Mindfulness mental skills training involves learning to regulate one’s attention to stay in the present moment, despite inevitable distractions, for sustained periods of time. Mindfulness training seeks to enhance two foundational warrior qualities—attention and courage. Attention training cultivates the ability to see clearly how things are right now and then to use that information to make the most effective choice in the moment. Courage includes the ability to stay present with any experience, even an extremely difficult one, without needing for it to be different, to escape, or to turn away from it. Together, these two qualities are a pathway toward effective action in any sphere, but especially in high-stress environments. This presentation will outline the introduction of an 8-week mindfulness mental skills training programme on basic Air Force training; both recruit course and initial officer training. Eight one-period lessons are used to introduce trainees to the basics of mindfulness, with trainees being led through increasingly longer meditation sittings over the eight weeks. Results show overwhelmingly positive uptake and endorsement of the training with evidence of increased wellbeing and self-reported situational awareness at post-test. The presentation will also cover next steps, future directions and collaboration opportunities going forward.

Organisational socialisation: Social resources and key outcomes

Lisa Harris The University of Auckland

Helena Cooper-Thomas AUT

Peter Smith The University of Auckland

Background: Newcomer socialisation is the process by which a newcomer transitions from being an “outsider to integrated and effective insider” (Cooper-Thomas & Anderson, 2006, p. 492), occurring whenever an employee crosses an organizational boundary, such as starting in a new organization, getting promoted, or moving sideways in the same organization. This project is the third to be undertaken as part of Lisa Harris’s PhD research into the socialisation of organisational newcomers. Aim: Saks and Gruman (2012) developed a resources theory of socialisation, based on the

job demands-resources model (Bakker & Demerouti, 2007, 2017) adapted to the socialisation context. This research focuses on “social resources” – other people employed in the newcomer’s organisation who enable their onboarding and adjustment. This study will test newly developed items to measure these resources, and also measure what these practices or resources achieve, that is outcomes of socialisation. These outcomes include whether the newcomer feels welcomed by colleagues, and experiences of work engagement, job satisfaction, social integration, and organizational commitment. Methods: There are two samples in this research. The first sample comes through an online database of participants, provided by Qualtrics, an online survey panel company. The second sample will be accessed via Enboarder, an online onboarding and engagement company. Results: This is a work in progress. We will assess the reliability and validity of the items that have been developed and adapted for this research. As we are capturing detailed demographic data, we will be able to compare the socialisation experience of newcomers with regards to resources and outcomes across a wide range of new employees. We predict there will be stronger patterns of associations over time between the resources provided and the outcomes achieved, with different resources available and important at different time points.

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Behaviour Analysis in Practice

Chair: Angela Arnold-Saritepe

Winnie Chiu, Margaret Gertzog, Ebonee Hodder, Chloe Jones, Jacqui Munro, Danielle Walden

Applied Behaviour Analytic research and practice is characterised by the presence of 7 key characteristics: applied, behavioural, analytic, conceptually systematic, technological, generality, and effective. This presentation will discuss these characteristics and then provide examples of how interns can produce programmes that demonstrate these characteristics during their behaviour analyst certification board and psychologist board internship. Interns work within the scientist practitioner framework which integrates science and practice in psychology. Interns will present case studies on the work they have done this year within brain injury, dementia care, residential care for adults with developmental disabilities and mainstream and special education services.

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Psychology and the Law

Psychology and the Mental Health (Compulsory Assessment and Treatment) Act 1992

Marleen Verhoeven, Regional Dual Disability Service, CMDHB (Marleen.Verhoeven@cmdhb.org.nz)

Assessment and care of offenders with mental impairment and with intellectual impairment Jon Nuth, Private Practice, Auckland (jon.nuth@xtra.co.nz) and Duncan Thomson, Private Practice, Wellington (duncanabroad@hotmail.com) Psychological reports for the courts on convicted offenders Armon Tamatea, School of Psychology, Waikato University, Hamilton (armon.tamatea@waikato.ac.nz), Nick Lascelles, Private Practice, Hamilton (nick@thehardcreek.com), and Suzanne Blackwell, Private practice, Auckland (suzanne.blackwell@xtra.co.nz)

Clinical

Understanding and Using Spirals of Connection in Psychological Therapy

Dr Bill Farrell, Private Practice and AUT

Research shows that the therapeutic relationship is fundamental to successful psychological therapy, and underlines the importance of approaches that explicitly theorise the relationship. Components of the therapeutic relationship include the Real Relationship, the Working Alliance, and the Transference/Countertransference (T/CT) Matrix. This presentation looks to illuminate the Transference elements of the T/CT Matrix, by exploring David Huntingford Malan's Triangle of Person. This connects the three aspects of life context (relationships with current significant others), the setting of the therapy (the relationship with the therapist), and past experiences (relationships with past significant others). The presenter will use brief clinical examples to illustrate the triangle in action. Participants will be invited to consider the use of this heuristic in their clinical, consulting and other work. Examples used will be drawn from work with adults, although these phenomena are present in interactions with all age groups. The presentation is relevant to psychologists involved in a range of applied psychology practice, whether they are from coaching, counselling, clinical, educational, health or industrial/ organisational fields.

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Addressing unresolved birth trauma in individual and group therapy

Ailke Botha Waitemata DHB

Unresolved birth trauma can have severe and lasting effects on a mother's physical and mental health and well-being. However, the issue of birth trauma often goes undiagnosed. Between 1.5 and 5.6% of women who give birth could experience a traumatic birth. Research indicates that many women who have Post Traumatic Stress Disorder (PTSD) after birth develop depression. Unresolved birth trauma can potentially have a profound impact on the mother's emotional health and well-being, breastfeeding and attachment. Paternal mental health and relationships within

the family or with friends can also suffer. Birth trauma is a subjective experience. Some mothers who experience birth trauma have a history of for example, anxiety, trauma and/or a previous miscarriage or still birth. However, many mothers don't have a history that would put them at increased risk to experience birth trauma. Some parents, especially mothers, continue to struggle with extreme guilt, self-blame, worthlessness and a sense of defeat due to unresolved birth trauma for many years. The presenter will discuss a holistic, integrative approach to address unresolved birth trauma. The approach includes skills development (e.g. to address stress, anxiety and anger), Cognitive Behaviour Therapy (CBT), Gestalt therapy and Drawing therapy. The presenter will explore ways to help mothers to process unresolved emotions related to the birth. The approach can be used in individual therapy or in a therapy group. Feedback from group attendees will be discussed. Clinicians in e.g. Adult Mental Health, Infant Mental Health, Maternal Mental Health services or private practice, who work with individuals or families who have experienced birth trauma, will find the presentation insightful and be motivated to assist clients in this challenging part of their healing journey.

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Therapists' experiences of spontaneous mental imagery in therapy

Claire Cartwright, Associate Professor, The University of Auckland

Aim: Mental imagery (often referred to as imagery) occurs when perceptual information is accessed from memory, giving rise to the experience of 'seeing with the mind's eye', 'hearing with the mind's ear'. Cognitive research has revealed that the brain responds to visual imagery in a similar way to real events, and evokes and amplifies emotional responses. There has been increasing attention across therapeutic approaches to client imagery, but almost no empirical investigation of therapists' experiences of their own imagery, which arises spontaneously when working therapeutically with clients. The current study examines therapists' experiences and views of their own spontaneous imagery, and considers the benefits and risk of these experiences.

Design: The study used an anonymous online questionnaire to collect both qualitative and quantitative data regarding therapists' experiences of spontaneous imagery.

Method: An advertisement for the study was distributed using professional emails lists for psychologists and therapists in New Zealand and Australia. Forty-three therapists (41 psychologists) were recruited for the study. They completed rating scales related to their views and experiences of spontaneous imagery and provided 63 written accounts of these experiences. Thematic analyses were conducted on the qualitative data. Descriptive statistics were conducted on SMI items.

Results: The majority of therapists (70%) viewed their SMI as helpful. In the written accounts, symbolic and metaphoric SMI were viewed as providing new perspectives on client

core issues; and literal SMI and symbolic/metaphoric SMI were linked to therapist empathy for clients. On the other hand, some SMI were personal in nature and related to therapists' autobiographical memories and also their own emotions, or countertransference, in therapy. Overall, therapists gave credibility to their SMI, expressed confidence in managing SMI (Mean = 4.5), and using SMI therapeutically (Mean = 4.2), despite reporting little or no training in the area (Mean = 2.15). Finally, psychodynamic and integrative therapists viewed SMI as more helpful than CBT therapists.

Discussion: This study suggests that therapists experience benefit from their experiences of spontaneous imagery. There may also be some potential risks associated with countertransference reactions. These will be discussed in greater depth in the presentation.

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IO Postgraduate Roundtable

The consequences of working under a supervisor possessing psychopathic personality traits

Madeleine Stapleton University of Waikato

I am in the planning phase of conducting research that focuses on employees' perceptions of psychopathic personality traits in their supervisors. I am conducting research on this topic because those who possess psychopathic personality traits are known to lack emotion, remorse, and empathy for other people. Those who possess such personality traits are also known to focus on themselves and their interests first, and be very impulsive and manipulative. Thus, they should not be in supervisory (leadership) positions in organisations. Ultimately, the aim of my research is to determine whether the presence of psychopathic personality traits in supervisors impacts employee job performance, job satisfaction, and turnover intentions. I also aim to determine whether the presence of psychopathic personality traits in supervisors impacts the occurrence of bullying behaviour and counterproductive work behaviour in the workplace. What I propose to research is important, as there are a limited number of studies that have investigated the presence of psychopathic personality traits in supervisors and the impact that such can have on employees. This is because, until recently, the presence of psychopathic personality traits could only be assessed by trained professionals (e.g., clinical psychologists). As such, these traits were rarely screened for in the selection process. This meant that job applicants with psychopathic personality traits could easily enter organisations and work their way into supervisory (leadership) positions. Recent research however, suggests that persons other than trained professionals (e.g., employees) can now accurately rate the presence of psychopathic personality traits in their supervisors.

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Perceptions of workplace resources and job crafting: the moderating role of regulatory profiles.

Sian Goodall, University of Canterbury

Joana Kuntz University of Canterbury

Katharina Naswall University of Canterbury

In an ever-changing, uncertain world of business, the role that employees play in changing their work boundaries has increasingly gained attention in the literature, particularly due to growing evidence suggesting its positive impact on a range of employee outcomes such as psychological well-being, work engagement, job satisfaction, and organisational commitment. Job design research has noted that employees may proactively define or redesign the features of their job with or without involvement of management, otherwise known as job crafting. In knowledge intensive organisations, research has suggested job crafting to function as a critical adaptive strategy to organisational change, and that employees are able to show and develop these strategies when provided with sufficient and appropriate organisational resources. Hence, the first aim of this study is to investigate managerial resources that predict job crafting behaviours, namely performance feedback and empowering leadership, due to their established associations with employee motivation, participative decision-making, and creativity. Cumulative empirical evidence also suggests that whether and how employees use workplace resources is depends on individual perceptions of resource availability and valence. This suggests that the mere provision of resources may not be sufficient to elicit favourable employee outcomes, and scholars have recently called for studies that investigate the impact of psychological processes on the extent to which employees acknowledge and utilise job resources (i.e., regulatory focus). The second and overarching aim of the study is to investigate the potential moderating influence of regulatory focus on the resources-job crafting relationship. This research will involve the completion of an online survey by approximately 200 workers from knowledge intensive organisations (i.e. IT, engineering). The study is currently in progress, and findings will be presented at the conference.

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Organisational socialisation: Social resources and key outcomes

Lisa Harris The University of Auckland

Helena Cooper-Thomas AUT

Peter Smith The University of Auckland

Background: Newcomer socialisation is the process by which a newcomer transitions from being an "outsider to integrated and effective insider" (Cooper-Thomas & Anderson, 2006, p. 492), occurring whenever an employee crosses an organizational boundary, such as starting in a new organization, getting promoted, or moving sideways in the same organization. This project is the third to be undertaken

as part of Lisa Harris's PhD research into the socialisation of organisational newcomers. Aim: Saks and Gruman (2012) developed a resources theory of socialisation, based on the job demands-resources model (Bakker & Demerouti, 2007, 2017) adapted to the socialisation context. This research focuses on "social resources" – other people employed in the newcomer's organisation who enable their onboarding and adjustment. This study will test newly developed items to measure these resources, and also measure what these practices or resources achieve, that is outcomes of socialisation. These outcomes include whether the newcomer feels welcomed by colleagues, and experiences of work engagement, job satisfaction, social integration, and organizational commitment. Methods: There are two samples in this research. The first sample comes through an online database of participants, provided by Qualtrics, an online survey panel company. The second sample will be accessed via Enboarder, an online onboarding and engagement company. Results: This is a work in progress. We will assess the reliability and validity of the items that have been developed and adapted for this research. As we are capturing detailed demographic data, we will be able to compare the socialisation experience of newcomers with regards to resources and outcomes across a wide range of new employees. We predict there will be stronger patterns of associations over time between the resources provided and the outcomes achieved, with different resources available and important at different time points.

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Women In Leadership: Factors Influencing their Rise to the Top

Hannah Livingston University Of Canterbury

Dr Joana Kuntz University Of Canterbury

Gender Diversity in the workplace offers significant benefits to organisations, including increased financial performance, a broader span of skills and management styles, and improved corporate reputation (Cook & Glass, 2014; Dahlin, Weingart & Hinds, 2005; Shropshire, 2010). Yet gender parity in leadership positions within NZ organisations is still substantially low (Westpac NZ Diversity Dividend Report, 2017). Whilst company culture is often cited as the reason for the disparity, little research has focused on organisational practices that facilitate or hinder women's rise to and success in key leadership positions. Preliminary research suggests that networking, mentorship, and female-oriented leadership programs may contribute to women reaching leadership positions, and displaying effectiveness in role (Harris & Lieberman, 2012). Yet, evidence to support these claims is scarce. The purpose of the present study is to empirically examine whether and to what extent networking, sponsorship, mentorship and leadership development influence women's attainment of key leadership positions, as well as the women leaders' feelings of self-efficacy in the role. The research aims to involve 150 current female leaders (CEO, board members, and executive positions) who will complete an

online questionnaire. Participants will be rating the level of influence they believe each factor has played in their career trajectory, as well as in their leadership self-efficacy. Open-ended fields are also included to further explore the factors that influence leadership perceptions and outcomes for women. The study is currently in progress, with results being available to be presented at the time of the conference. The research seeks to contribute to the leadership literature and practically assist organisations in ensuring the factors identified in the results can be used to support female leaders.

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Youth mental health

Chair – Kerry Gibson

1) Young people's explanations for youth suicide in New Zealand

Jessica Stubbing, Doctor of Clinical Psychology Student, School of Psychology, University of Auckland

Background- New Zealand has one of the highest youth suicide rates in the developed world. Right now, our dominant perspectives are formulated by adult researchers and clinicians and are not adequately considering the views of young people.

Aims- This research asked what young people in New Zealand think causes youth suicide with the hope that this research will help us direct suicide interventions to where they are most needed.

Methods- Nine focus groups were conducted with 38 young people aged 15-22 from Auckland, NZ. Data was thematically analyse from a social constructionist epistemology.

Results- Five themes were identified which described different reasons participants provided for youth suicide: mental illness, emotional vulnerability, negative life experiences, constant pressure, and a cry for help. Themes were not mutually exclusive and were considered to interact.

Conclusion- In contrast with professional perspectives, young people in New Zealand cite normalised feelings of emotional distress and pressure as contributors to suicide. This research suggests that clinicians involved in suicide preventions should attend to the pressure and negative emotions that are often perceived as 'natural' parts of adolescence. Interventions need to put more emphasis on helping young people through these experiences, and must address a range of influences in order to prevent young people slipping through the cracks.

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2) Young People's Suicide Conversations on a Text Counselling Service: What are the reasons young people provide for their experience of suicidality?

Jeanne Van Wyk, Doctor of Clinical Psychology Student, School of Psychology, University of Auckland

Background- New Zealand has high suicide rates and a number of studies have emphasised the importance of understanding the reasons young people give for feeling suicidal in order to inform prevention strategies.

Aims- This research aimed to explore how young people communicate their experience of suicidality on a text counselling service. Specifically, it aimed to explore the reasons young people provided for their experience of suicidality.

Methods- Text-message transcripts of interactions between young people and their text counsellor were analysed thematically to identify the reasons clients gave for feeling suicidal.

Results

- three themes were identified through the thematic analysis. These included the desire to escape painful emotional states, difficulties coping with challenging life events and limited support. Despite having supports available to them, many young people who were experiencing suicidality still communicated feeling unsupported and describe difficulties communicating their experience. Many young people described text-counselling as an easier way for them to communicate their distress.

Conclusion- Insight into young people's painful emotional states and difficulties coping when they are experiencing suicidality can inform how to effectively support them. Text-counselling may be a helpful way to engage young people in crisis who often struggle to communicate what they were experiencing.

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3) Engaging youth with psychological support in the digital age

Kerry Gibson, Associate Professor, School of Psychology, University of Auckland

Background- Researchers and clinicians recognize the challenges involved in engaging young people with psychological support. Low rates of access and high drop-out rate suggest that mental health services may not always be designed to fit well with young people's priorities and needs.

Aims- This research aims to identify changes that can be made to delivery of services for youth regardless of therapy or counselling modality. It draws from research conducted under the auspices of the 'Mirror Project', a project designed to inform professionals on young people's ideas about distress and help seeking in New Zealand.

Methods- This research draws out the main themes across a range of interview studies involving over 100 people asking them about their priorities for engagement with a variety of mental health and related services.

Results- Findings suggest that young people prioritize autonomy, relationality, flexibility, informality and accessibility in their expectations of services.

These expectations are influenced by new modes of communication enabled by digital technology.

Conclusion- Practitioners need to understand the impact that rapid shifts in youth culture influenced partly by digital communication have had on young people's expectations of psychological help. They need to embrace novel practices that fit with young people's own priorities.

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4) Co-design of a self-monitoring app for young people receiving face-to-face clinical management of depression

Sarah Hetrick, Associate Professor, Psychological Medicine, University of Auckland

Background- Young people with depression commonly experience suicidal ideation and engage in self-harm requiring support to monitor and manage symptoms outside of face-to-face treatment with their clinician. Digital technology could meet this need with co-design a method to produce interventions that more engaging, and useful to end-users. While the term 'co-design' is sometimes used to describe processes that are better termed 'consultation' (users providing comment a product that has already been designed), co-design engages users as 'experts' in exploring needs and designing products together. Co-design is complex in the field of e-mental health where there is often a three-way interaction between the designer and end user but also clinicians/content experts.

Aims- To co-design an app that allows for self-monitoring of mood and communication of this monitoring with a clinician.

Methods- Young people with lived experience of self-harm were engaged individually to understand their needs with thematic analysis of interview data. Four co-design workshops, using design studio methods within an overarching participatory design framework were conducted with young people to develop an app. Focus groups with clinicians took place before and after these co-design workshops.

Results- Wireframes for an app that included mood monitoring with innovative design features, as well as brief personalised interventions were produced. Clinicians raised issues regarding the safe incorporation of the app into face-to-face clinical services.

Conclusion- To achieve positive outcomes for young people, it is critical to meaningfully engage them in co-design, while ensuring and balancing the needs and expectations of clinicians.

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Educational

Panel Discussion

Theme: Practitioner flexibility in casework conceptualisation to enhance client outcomes

The panel will explore approaches to casework conceptualisation by discussing the following propositions:

* Specialists versus generalists: To what extent should practitioners maintain an eclectic approach to casework conceptualisation versus restricting themselves to narrow specific fields of expertise?

* Assessment practices: What are some of the main challenges to assessment practices in casework and how are these best overcome? For example, is it possible for educational psychologists to reconcile individual psychometric testing with a practical commitment to ecological practice and inclusive education? What are some of the issues facing practitioners who work in agencies with prescribed assessment processes and in what way does this influence practitioner competency?

* Competencies: Should educational psychologists have competencies in personality testing, vocational assessment, assessments of organisational functioning, and psychiatric diagnosis?

Chair: Jack Austin: Private practice (Social Resources Ltd) focused on consultancy, supervision and community work

Panel: * Sonja Macfarlane: Associate Professor, Senior Research Fellow, School of Health Sciences, University of Canterbury

* Rebecca Abrahams: Private Practice: Abrahams Psychology, Registered Psychologist

* Jean Annan: Educational Psychology Consultant, Kāhui Ako Expert Partner, Positively Psychology

* Terence Edwards: Senior Professional Clinician, Clinical Director: Educational Psychology Programme Massey University, Albany

* Julia Woodward: Practice and Implementation Advisor, Ministry of Education

Symposium: The Spiral of Connection: Health Psychology's contribution from the past, present, and to the future

Symposium Organizer/Chair: Iris S. Fontanilla, Consultant Health Psychologist, Chair of the NZ Psychological Society's Institute of Health Psychology

Affiliation(s): New Zealand Heart/Lung Transplant Service and Cardiovascular & Thoracic Intensive Care Unit, Auckland District Health Board, Auckland City

The principal aim of this symposium is to showcase the important contribution of health psychology practitioners and researchers in the past, present and the future. In addition to the invited guest speakers, all oral presentations demonstrate the diversity and breadth of evidence based practice in this field of Psychology.

Experience of Diabulimia in People with Type 1 Diabetes in Counties Manukau Health

Lisa Hoyle, Senior Health Psychologist, Diabetes and Renal, Counties Manukau District Health Board, Auckland

Background: While diabulimia (people with diabetes who

omit insulin in order to lose weight) is regularly encountered in clinical practice, there remains a paucity of research into this condition. People exhibiting diabulimia behaviours tended to have complications earlier, with the effects of this long lasting.

Aims: To learn about and understand the experience of diabulimia in our Counties Manukau population through qualitative research.

Methods: Participants were people with Type 1 diabetes, aged 18 years and over who self-reported a history of non-adherence to insulin in order to lose weight. Semi-structured interviews were conducted with 7 participants and a content form of data analysis was undertaken.

Results: Emerging themes are centred around the diagnosis of diabetes (being different, special), causation of diabulimia (especially wanting to be thin and lack of immediate consequences), the behaviour itself (keep out of hospital, symptomatic), eating disorder thoughts (strong ED thoughts present), what's good about diabulimia (lost weight, control), bad about diabulimia (hyperglycaemia, fear of complications), part of a wider eating disorder framework (another tool for the collection), what perpetuates the problem (social responding, control, perfectionism) and what helps (support from whānau and professionals, need to ask about it clinically, NZ information and Type 1 specific, better understanding about Type 1 diabetes in ED services and help with the cause).

One of the 7 participants has since died from diabetes complications due to non-adherence and another has had extended stays in hospital.

Conclusions: Diabulimia has long-lasting implications for the patient, family and hospital systems. The effects include medical complications (immediate, short-term and long-term), psychological impacts, and socioeconomic impacts. These insights into what causes, perpetuates and potentially helps alleviate diabulimia are useful for clinicians, patients and whānau members to help counteract the development of diabulimia, reduce its impact and the associated medical and psychological sequelae.

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The Beliefs about Medication Questionnaire (BMQ) in NZ Heart and Lung Transplant patients

Iris S. Fontanilla, Consultant Health Psychologist, NZ Heart/Lung Transplant Service & NZ Heart/Lung Transplant Service and Cardiovascular & Thoracic Intensive Care Unit, Auckland District Health Board, Auckland City Hospital

Liz Painter, Consultant Clinical Psychologist, NZ Heart/Lung Transplant Service Auckland District Health Board, Auckland City Hospital

Background and Aims: In the transplant population, the rate of non-adherence to immunosuppressant medication is approximately 20% despite scrupulous patient selection criteria. The impetus for this study is to explore alternative ways to improve medication adherence. Research to date

has identified that tailored, individualized approaches are effective in enhancing adherence. The NICE Medication Adherence Guidelines recognize that non-adherence may be both unintentional and intentional. The Necessity-Concerns Framework postulates that adherence is influenced by the patient's judgment of the personal need (Necessity) for the treatment and Concerns about the potential adverse consequences. The Beliefs about Medication Questionnaire (BMQ) measures Necessity beliefs and Concerns to explore the relationship between these beliefs and its influence on adherence. The purpose of this study is to report on the scores from the BMQ at assessment.

Method: All patients evaluated for heart or lung transplant were administered the BMQ as part of their routine Transplant Psychosocial Assessment. Scores were analyzed to provide a mean and standard deviation.

Results: Measures were completed by 120 heart and 155 lung transplant patients. Likely good adherence is predicted by having low Necessity and high Concerns, Harm and Overuse Scores. Overall scores obtained illustrate that responses from heart and lung transplant patients were similar and generally in the desired direction. The majority of transplant patients (90%) are clear in their beliefs about the Necessity for taking their medications with about 35% concerned about its side effects.

Conclusions: Medication adherence is associated with stronger perceptions of Necessity for treatment and fewer Concerns about its adverse consequences. Scores from the BMQ assists to delineate potential barriers and unhelpful beliefs. Routine clinical practice now focuses on individual interventions to reduce Concerns which enhances adherence to complex transplant medication regimes. This preliminary study has highlighted the importance of measuring adherence at baseline. However, further research is required to measure the impact of interventions on adherence behaviours post transplant (e.g., administering the Immunosuppressant Therapy Adherence Scale (ITAS 4).

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Is it possible to identify malingering in chronic pain: A review of assessment tools

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Background: Chronic pain is a prevalent and costly condition. Given that pain cannot be objectively assessed, patients may be suspected of exaggerating their pain and disability in order to receive additional financial support and funded treatments. Although numerous methods have been proposed, it is unclear whether clinicians can reliably identify malingering in patients with chronic pain. To address this question, we reviewed the theoretical basis

and empirical support for proposed methods of detecting malingering pain.

Method: Five approaches were identified, these were; the evaluation of behavioural signs, identifying effort bias in physical capacity evaluations, pen and paper measures, symptom validity tests, and combined methods.

Results: Our review revealed that proposed assessment tools have little theoretical basis, or empirical support in samples of patients with chronic pain. Overall, assessment tools are inconsistent with advances in pain science, and rather than detecting malingering, are likely to be sensitive to the typical features of chronic pain including as fear-avoidance, and central sensitisation.

Conclusion: Clinicians should be aware that neither subjective clinical opinions, nor proposed detection methods can reliably identify malingering pain, and calls for clinicians to detect malingering are at odds with the evidence base a

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PeARLs

The Lived Experience of Dementia in Aotearoa

Dr Susan Yates University of Auckland

There are estimated to be 62,000 people living with dementia in Aotearoa/New Zealand, with this number projected to increase to 170,000 by 2050. Unfortunately, little research has been completed on the lived experience of dementia in Aotearoa/New Zealand, nor the extent and impact of dementia in non-European populations in our country. The Living with Dementia in Aotearoa (LiDiA) Research group are completing a number of different research studies in this area, including a qualitative study on the lived experience of people with dementia and their careers. The current presentation will discuss the findings from the interviews that have been conducted to date, the similarities and differences we are finding across the different ethnic groups, and what we can learn about working with this population.

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Working with Former Refugees and Asylum Seekers in Aotearoa

Lynda Crisford RASNZ & Frozan Esmati RASNZ

Working with trauma – complexities of trauma and stress with former refugees in NZ

This workshop focuses on the mental health needs of former refugees living in Aotearoa. We focus on mental health assessment and therapy with diverse client groups who have experienced significant trauma backgrounds alongside ongoing stressors associated with the resettlement journey. We focus on how to support clients within a trauma and culturally informed framework with particular attention to cultural humility. Guidance on working with interpreters is also addressed.

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Why are we hiding behind closed doors?: Pros and cons to recording therapy sessions.

Gen Numaguchi, Ph.D., Southern DHB

No matter what school or profession we come from, most trainings in mental health, if not all, involve close clinical supervision and observations of our work early on. To evaluate our clinical training and skills, the process usually involves audio taping, video taping, and/or direct observation by our supervisors. As anxiety provoking as those processes often are, reviewing the recordings are extremely useful and evocative. If that is the case, why do we stop recording our sessions or allow others to observe what we do after we get out into the real world? How do we know what we are doing is good or bad behind closed doors? This will be mostly a discussion session involving pros and cons of taping our therapy sessions and why therapy sessions tend to be so non-transparent.

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IO Psychology: Talent measurement & management

Behavioural Event Interviews – Are they ethically safe?

Keith McGregor, Personnel Psychology NZ Ltd

There is an extensive body of literature supporting the use of structure as a means of increasing the validity of employment interviews (Campion et al, 1997). This has translated into the widespread use of competency-based questions designed to elicit examples of relevant behavioural events. In this presentation two case studies are described which raise serious methodological and ethical questions concerning the use of such conventionally structured and semi-structured interview formats. The first describes a situation in which a GMHR was forced to abandon a selection process when he observed a highly dysfunctional candidate score exceedingly well while the second relates to the destruction of the self-esteem of a vulnerable job seeker. In reflecting on these two events, coupled with a review of the literature on the utilisation of behaviourally-oriented questions, it became apparent that while the use of structure in interviews is essential, it is the form of that structure which needs to be carefully considered.

Reference: Campion MA, Palmer DK, Campion JE. A Review of Structure in the Selection Interview. *Personnel Psychology* 1997; 50: 655-702.

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From workplace mistreatment to job insecurity: The moderating effect of work centrality

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Lixin Jiang University of Auckland

Workplace mistreatment can take a variety of forms, ranging from mild acts of incivility to severe forms of bullying,

harassment, and physical assault. Unfortunately, the number of victims of workplace mistreatment is staggeringly high. For example, 18% of healthcare employees in New Zealand reported being the target of workplace bullying in the past six months. Not surprisingly, these and other forms of workplace mistreatment are associated with a host of negative psychological, emotional, and physiological outcomes. However, very few studies examined job insecurity as an outcome of workplace mistreatment, despite the threats that workplace mistreatment pose to one's future job continuity. Thus, to respond to a recent call by Shoss (2017), the current study is aimed to explore whether different forms of workplace mistreatment (i.e., workplace incivility, bullying, and abusive leadership) contribute to job insecurity and whether the relationship between workplace mistreatment and job insecurity is moderated by employees' work centrality. To examine these hypotheses, two-wave cross-lagged employee survey data from the U.S. were collected from Mturk (Sample 1: N=309) and recruited by students (Sample 2: N=110). Results demonstrated that employees who were faced with workplace incivility, bullying, and abusive leadership at Time 1 felt less secure about the future continuity of their job at Time 2.

Moreover, individuals whose work was more central to their sense of self reported the highest levels of job insecurity as a result of workplace incivility, bullying, and abusive leadership. Overall, this study contributed to the existing literature on job insecurity, workplace mistreatment, and work centrality. Whereas previous research largely ignored interpersonal relationships as predictors of job insecurity, this study demonstrated that workplace mistreatment indeed threatens one's job security, particularly for those high in work centrality (Organizational Psychology).

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Refugee Transitions into Employment in New Zealand

Tamsin Dehar University of Auckland

New Zealand has a long history of assisting refugees, resettling over 33,000 since the Second World War.

Employment is one of the most important factors favouring successful resettlement, yet refugees experience greater difficulty gaining employment than other migrant groups. Limited research has examined refugee transitions into employment and employer perspectives on this topic in a New Zealand context. This qualitative study is a part of a broader research project exploring refugee and employer perspectives on the factors influencing refugee employment outcomes in New Zealand. Semi-structured, in-depth interviews were conducted with 16 adult refugees, as well as nine New Zealand employers who had experience hiring/managing refugee-background employees. An inductive thematic analysis was performed on the interview data. The results confirmed that employment is important to resettled refugees' wellbeing, yet both refugee and employer groups identified significant barriers to refugees attaining

Abstracts, Thursday 6th

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suitable employment. In addition to expected barriers, such as limited English language proficiency and a lack of New Zealand work experience, the findings also indicated the influence of discrimination and unintended negative consequences of social policies aimed to assist refugees and similar groups. The implications of these findings in terms of social policy and employer practices will be discussed.

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IO Psychology: OD, engagement & change

How does Authenticity influence Well-being and Engagement? A meta-analysis.

Anna Sutton University of Waikato

Well-being and engagement are outcomes of increasing interest and importance in a variety of fields (Linton, Dieppe, & Medina-Lara, 2016; Saks & Gruman, 2014), valued both as ends in themselves as well as for their positive impact on organisational outcomes. Authenticity, long considered a key contributor to these concepts in philosophy, has recently seen a resurgence of interest in the psychological literature. A meta-analysis of the relationship between authenticity and well-being / engagement is therefore timely, providing researchers with an overview of the state of the art and identifying avenues for future research. A search of the psychological and management literature identified 75 independent samples (10 for engagement and 65 for well-being), with a total N of 37,012. Results indicate that authenticity has a significant positive effect on both well-being and engagement. Moderator analysis revealed no significant effect of gender, age or nationality on these relationships. A variety of measures of the key variables were identified and this study makes recommendations for future research in this area as regards which measures are most appropriate. The findings confirm the important role of authenticity in contributing towards increased well-being and engagement, both in workplace samples and the general community. The study also indicates that efforts aimed at encouraging employee authenticity could provide a valuable opportunity to improve these key outcomes in work organisations.

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Thinking Intelligently about Workplace Culture & Leadership Capability

Mary Buckley Culture by Design

Most organisations spend considerable time thinking about and developing strategies for a successful future. This typically covers areas such as financial management, customers and markets, innovation, stakeholder management etc. However, despite the myriad of research signifying workplace culture as integral to an organisation's success, many organisations still leave their workplace culture largely to chance. Mary Buckley will discuss the practical merits of taking an proactive approach to both

workplace culture and leadership capability within any organisation, and how this can significantly support future sustainable success. Mary will look at the stages of organisational growth and use a case study to examine what can happen from a commercial and retention perspective when organisations actively drive workplace culture development and leadership capability. She will also provide some practical ideas for where to start and how to create your own workplace culture journey. This is a 40 min presentation with time for questions

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IO Psychology: Coaching & learning

High Performance Coaching in the New Zealand Defence Force (NZDF) – A Tale of Two Case Studies

The roles of service people are varied, demanding, and characterised by ever increasing complexity. The NZDF has identified that success today and in the future will rely as much on individual's cognitive characteristics as it does on their physical attributes. To this end, NZDF psychologists have been working to embed what we know about the psychology of performance into the 'business as usual' activities of our soldiers, sailors, and air personnel. This presentation takes a case study approach in discussing the implementation of two high performance coaching initiatives applied by NZDF psychologists. Case study one focuses on the introduction of mental skills coaching into unit based physical training programmes. Case study two explores the use of personality feedback, applied mental skills training, and team goal setting to improve individual and team performance during strenuous military activities. Join Joel and Chris as they take you through their 'high performance' journey. Relive with them the wins, losses, challenges, and reflection points associated with promoting and coaching the psychological aspects of high performance in a military population.

Captain, Chris Liddell, Assistant Head of Army Psychology, Defence Organisational Development & Captain, Joel Majer, NZDF

The Impact of Holland's Vocational Interest Types on Job Choices after an Injury

James Athanasou, University of Sydney

Background

While more than 20 theories exist within the field of career development, Holland's theory of six personality types (realistic, investigative, artistic, social, enterprising and conventional) consistently ranks amongst the big five Aims

The purpose of this paper is to examine the extent to which the six vocational types are capable of accounting for a person's occupational preferences.

Methods

Five idiographic studies (N=1) were conducted. The

participants were clients who attended for vocational assessment following a personal injury (e.g., motor vehicle accident, general or work injury). Participants indicated their preferences (like = 1 or dislike = 0) for 77 occupations. Each occupation was rated on the importance of the six vocational types from 0 to 100. The six interest ratings were derived from the official O*NET database of the US Employment Service. For instance, screen writer was rated as 11 realistic, 67 investigative, 100 artistic, 22 social, 45 enterprising and 17 conventional.

Results

Participants made from 5 to 27 choices and a logistic regression between occupational choice and the six vocational interests was conducted for each person. The overall R-squared values ranged from .128 to .488.

Conclusions

The proposition that all six vocational interest types contributed to occupational choices was not supported in this study. The decision-making policy was idiosyncratic and it was concluded that vocational choices relied partly upon a select interest or dislike. This has implications for the vocational assessment of interests in rehabilitation psychology and vocational psychology.

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Candid and genuine: How valuing honesty character strength and being authentic on the job relate to work outcomes

Jennifer H.K. Wong, Ph.D. & Katharina Näswall, Ph.D., University of Canterbury

Character strengths are positive human qualities (Peterson & Seligman, 2004) that are linked to better well-being, job meaning, and passion for work (Bakker & van Woerkom, 2017; Forest et al., 2012; Harzer & Ruch, 2015). Although strengths are evaluated on an individual basis, being able to use strengths at work depends on factors outside of the individual's control (e.g., level of autonomy over job tasks, the culture of support for strengths use; van Woerkom, Mostert, Els, Bakker, de Beer & Rothmann Jr., 2016). The purpose of this study is to examine how the discrepancy between valuing the honesty strength and opportunities to be authentic at work relates to work-related motivation. We collected 157 survey responses online using convenient sampling advertised through social media platforms. Peterson and Seligman's (2004) Values in Action Survey of Character Strengths was used to assess the honesty character strength. Work-related motivation was measured using the Multidimensional Work Motivation Scale (Gagné et al., 2015). We created a single-item measure of opportunity to be authentic at work. Polynomial regressions and surface response mapping revealed that misfit between the honesty strength and opportunities to be authentic at work negatively effects identified work motivation. This finding adds to the budding evidence that authenticity of self is important for work and wellbeing outcomes (e.g., van den

Bosch & Taris, 2014).

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Behavioural/Educational

Comprehensive treatment of challenging behaviours

Svetlana Daly, Mathina Mahawadu, Joanne Watkins CLIMB

Challenging behaviours are any behaviours that cause disruption to an individual's daily life or a behaviour that attracts negative social attention. The intensity of the challenging behaviour can range from self-stimulating such as hand flapping, to aggression towards others and self. The comprehensive treatment of challenging behaviours devised by Hanley et al., (2014) reduces challenging behaviours and also teaches the individual three important skills; (a) functional communication response where the individual learns to obtain the same outcomes with a more appropriate behaviour, e.g. saying "My way please" (b) the individual tolerating their requests being denied or delayed e.g. responding with "OK, no problem", and then (c) tolerating the situations that typically trigger behaviours. In this presentation, three clinical case studies will be presented that used this comprehensive treatment for children with Autism, and for a child without any diagnosis. All the results showed a decrease of challenging behaviours and acquisition of social skills. Implications from the case studies will be discussed considering professionals, paraprofessionals and caregivers who work with individuals with challenging behaviours. Also, the effectiveness of using Behavioural skills training to teach paraprofessionals to utilise the comprehensive treatment plan will be discussed.

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Therapeutic Interventions involving Mathematical Concepts with a Young Man on the Autism Spectrum

Christine Lawson, Chartered Scientist, AFBPsyS, Independent & CAMHS IoM

Background: Earlier contributions described how children and adolescents on the autism spectrum were involved with an assessment and intervention in which they formed faces and human figures from Object Assembly items, drew people and participated in a subitizing task involving the fast apprehension of small numerosities associated with dots and schematic facial features. Aims: The research aimed to highlight the use of specific approaches involving mathematics in a therapeutic context to facilitate cognitive and social development. Methods: The extended presentation concerns a young man with Asperger syndrome and dyslexia. When aged 14 years he engaged in individual sessions involving the above intervention and discussions relating to mathematical concepts and ideas such as equality and symmetry. They were connected to issues and anxieties concerning social interactions. He received educational and

outreach support and participated in a computer science course at a college. Results: After a formal and positive reassessment at 15 years and some family sessions we met again when he was aged 22 years. Following some success with university computer science courses he participated in college courses offering further qualifications. He progressed in managing his life and maintained friendships with young people he had met online and personally in adolescence. Conclusion: It was suggested that the combination of approaches had contributed to his cognitive and social development.

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Social Validity of a Home-based Parent Training Programme Based on the Early Start Denver Model

Hannah Waddington, Victoria University of Wellington

The Early Start Denver Model (ESDM) is a promising naturalistic, developmental, behavioural intervention for children with autism spectrum disorder (ASD) under the age of 5. Research suggests that some parents are able to learn to implement the ESDM techniques with their young children with ASD. However, there is limited research evaluating parent perceptions of the acceptability of this intervention. This study involved open-ended semi-structured interviews with the parents of five boys with ASD between the ages of 1 year 11 months and 4 years 3 months who had participated in a 12-week parent coaching programme based on the ESDM. The parents also completed the Treatment Acceptability Rating Scale-Revised. All five mothers reported that they found the intervention to be socially valid and acceptable. Each of the parents also identified strengths and challenges related to (a) the effect of the intervention on outcomes for their child, (b) the model of intervention (ESDM), (c) the parent training procedures, and (d) the relationship with the trainer. These results provide valuable insights into the elements of the parent training programme that parents found to be beneficial, and those that could be changed or improved.

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Jubilee Event

Equity: Making Psychology Available for Everyone

Psychology is more than rainbows, retiree's and helping people have a more active social life. How do we provide the forms of psychology that reach into all corners of our communities, for the diverse groups we serve and the range of needs?

Three contributors from Britain, Australia and Aotearoa/ New Zealand will speak for 7 minutes each:

(1) The British Psychological Society – Nicola Gale (President, BPS) Sarb Bajwa (BPS CEO)

(2) Australian Psychological Society – Frances Mirabelli (Executive Director, APS)

(3) New Zealand Psychological Society – Quentin Abraham (President, NZPsS)

They will consider these questions:

(i) What do you do in your country to ensure psychology is delivered to all the members of your communities?

(ii) What are the barriers to the delivery of psychology to diverse communities within your countries? What do they tell you about what they want?

(iii) What improvements could be made to ensuring equity of access to psychological services, research and policy in your country?

(iv) How can we collaborate as international organisations to deliver psychology to all sections of our communities?

The remaining 20 minutes will be given over to questions, contributions and ideas for the future.

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Do not lift the paddle out of unison or our canoe will never reach the shore.

CONFERENCE DINNER



*Friday 7.30pm at the
Crowne Plaza Hotel,
128 Albert Street*

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

Abstracts, Friday 7th

From 8.00am	Institutes' AGM
8.30am	Symposium
9.30pm	Keynote Speaker
10.30am	Morning Tea
11.00am - 12.00pm	Symposia
12.00pm	NZPsS Awards
12.15pm	Students & Presidents Debate
1.00pm	Lunch
2.00pm	Keynote speaker
3.05pm - 4.5pm	Symposia
4.05pm	Afternoon tea
4.30pm	NZPsS AGM
7.30pm	Jubilee Conference dinner

Symposium: Psychology for a sustainable future

Convened by the Climate Psychology Taskforce (NZPsS) Co-Leaders: Jackie Feather & Marg O'Brien; Members: Brian Dixon, Marc Wilson, Neville Blampied, Nick Laurence, Jasmine Gillespie-Gray, Dana Ashwell.
Symposium Chair: Marc Wilson

Via Zoom: Enacting pro-environmental values: the situated role of psychological threat coping strategies

Dr Nadine Andrews, Visiting Researcher, The Pentland Centre for Sustainability in Business, Lancaster University UK.

In this presentation I take a systemic approach to discussing my research with sustainability managers, specifically findings relating to psychological threat coping strategies, their interactions with other psychosocial factors, and the implications of these responses for pro-environmental cognition and behaviour in organisational contexts.

Susan Clayton Whitmore-Williams Professor of Psychology at the College of Wooster in Ohio USA

Via Zoom: Climate change will affect human health and wellbeing in a wide variety of ways, some of which we can anticipate and some of which we can't. The implications for psychological wellbeing are just beginning to be explored. This presentation will discuss some of the ways in which climate change can affect psychological ways, ranging from

some that are known with a fair degree of certainty to some that are more speculative. Understanding these potential impacts is crucial to preparing for them and promoting psychological resilience.

Via Zoom: Garnering support for climate change policies: Expectations about and characteristics of policies influencing support for policies.

Janet K. Swim, Professor of Psychology, The Pennsylvania State University, USA.

The inability to make progress toward passing policies to support climate change is as much about people's beliefs about climate change as it is about their impressions of policies. The present paper will present research on the role that anticipated sustainability related outcomes (i.e., effects of policies on people, the environment, and the economy) and policy design (who is targeted--businesses vs. individuals, what is targeted -- energy supply vs. energy demand, and how change is being influenced--incentives vs. penalties) on policy support. The results suggest that the US public appreciates the benefits of policies for people and the planet--It is anticipated that economic impacts are key determinants of resistance to policy support. Further, the public strongest preferences are for policies that require the least of them (policies that change the supply of energy rather than require reduction in demand and policies that allow them the opportunity to not change their behaviors rather than require changes).

Jubilee Event: Society Women working for change – the first twenty years

Aloma Parker and Fiona Howard

This year marks the 50th anniversary of the NZPsS and provides the opportunity to celebrate our people and their achievements. The psychology profession has been fortunate to have many people with passion, purpose and energy who have worked tirelessly to champion many causes and shed light on challenging life issues.

Whilst women and men have featured in our history the digital poster Society Women working for change – the first twenty years details the particular contribution the Society's women have made to psychology and the lives of others over the last 50 years. There are countless events and causes that our women have engaged in, from conscious-raising among members around sexist language or concepts in publications to establishing a Women's Division. Our women have made an impact on wider societal issues regarding equality, abortion law reform, homosexual law reform, stopping domestic violence and corporal punishment of children. Women have been active in deconstructing societal meaning attributed to important issues such as body image, eating disorders, dieting, stereotyped sex roles, sexuality, menstruation, fertility, cooking, the meaning of food, and the need for assertiveness training, sex and couple therapy. This event is a celebration of this herstory where we will

Abstracts, Friday 7th

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hear about some of these remarkable women and events. We invite you to come and raise your glass to recognise them and their achievements. We invite you to come up to the mic and honour those who have provided inspiration to you in the early years and beyond. Come along and help us celebrate.

This session includes a visual display of the Society Women working for change – the first twenty years poster along with an open mic for people to step up to whilst refreshments are served.

Forensic

Reducing the pipeline - risk factors for children committing crime

Jerome Reil, University of Auckland

Ian Lambie, University of Auckland

Children who commit crime are at risk of becoming tomorrow's serious, persistent and violent offenders. These children often develop along 'the prison pipeline': child offending, followed by contact with the youth justice system, and culminating in the adult criminal justice system. Early identification and intervention with children at risk of offending and entering the prison pipeline is therefore crucial to reducing crime and recidivism. Besides preventing immense harm to victims, whānau, and child offenders themselves, early identification may also reduce the burden on the justice system and contribute to halting New Zealand's skyrocketing prison population. A recent Ministry of Social Development report concluded that 20% of child offenders account for more than half of all child offenses. As such, these children may be conceptualised as high-risk child offenders and represent a subgroup of children who may particularly benefit from early identification and intervention. However, little is known about New Zealand child offenders to date. The dearth of research thus limits the early identification and subsequent application of targeted interventions for these children. This study seeks to address this problem by investigating the characteristics of high-risk child offenders. By analysing a range of background variables, it also aims to establish whether there are risk factors that distinguish high-risk relative to lower-risk child offenders. As such, this study hopes to contribute to improved identification and early intervention with children whose offending behaviour indicates increased risk of entering the prison pipeline.

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Reducing the prison pipeline from the youth court by making trauma informed decisions instead of transactional ones?

Jason Edwards, New Zealand Police and Oranga Tamariki
Veronica Tone, Psychology Department, The University of Auckland

Karmyn Billing, Kari Centre, Auckland District Health Board

Julia Ioane, Auckland University of Technology

Ian Lambie, Psychology Department, The University of Auckland

With the prison population currently at over 10,000, and the rate of incarceration being on par with the United States, Government Ministries are implementing new strategies to address this societal problem. Despite the decrease in youth offending, the increase of remands into youth justice residences continues. Oranga Tamariki is one of several ministries who deal with young people early in the 'prison pipeline' and have in their care the 'next cohort' heading to prison. The 2015 expert panel recommended that whenever possible, alternatives to residential care should be tried ahead of placing young offenders in youth justice residences. This presentation will describe the development, piloting and some initial findings of a trauma informed decision-making tool (Remand Option Investigation Tool - ROIT) that is currently being piloted in the Youth Court for young people whose bail has been opposed. The ROIT is considered as one of the most significant changes to occur in the youth justice system since the introduction of the Family Group Conference in the 1980s.

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The job no one really wants: The reality of providing support and accountability for an individual who has engaged in harmful sexual behaviour

Elizabeth Scott STOP Adult Services

Society's response to sexual abuse of children is often hostile and extreme. Individuals who commit such crimes may be ostracized from their families and rejected by society resulting in isolation and alienation. A lack of support and accountability in the community for individuals who have engaged in harmful sexual behaviour is considered to increase the risk of reoffending, highlighted by the inclusion of relevant items in commonly used risk assessment tools such as Stable 2007 and Armidillo-S." (Hanson, Harris, Scott & Helmus, 2007; Boer, Haaven, Lambrick, Lindsay, McVilly, Sakdalan, and Frize, 2012). The link with risk is also highlighted by Fernandez, Harris, Hanson, & Sparks (2014, p27), who argued that by surrounding oneself "with people who promote prosocial values, discourage criminal or risky behaviours, prevent victim access, and speak positively about the usefulness of treatment, [the individual] is more likely to make decisions that lead to offence-free living." Similarly, the SAPROF:SO (Willis, Thornton, Kelley, and de Vries Robbé, 2017) identify social networks and emotional connections to adults as key protective factors in mitigating risk. Hence, it is widely accepted that support and accountability networks can play a role in successful reintegration in to the community and support individuals to contribute positively to society. STOP Adult Services provide assessment and intervention for individuals who have engaged in harmful sexual behaviour. As some whānau, friends and community members are willing to provide support, STOP's approach to addressing key treatment

targets around support and accountability will be presented and examples of the experiences of support people will be shared. The challenges faced by support people will be described alongside the benefits experienced by those fortunate enough to have people willing to walk beside them as they seek to move forward positively with their lives.

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Clinical

Workshop: Donald Trump got 30/30 - use, misuse & misinterpretation of cognitive screening tools

Dryden Badenoch Whanganui DHB

Background For decades, physicians and psychiatrists have used screening tools such as the Mini Mental State and the Montreal Cognitive Assessment in lieu of a comprehensive neuropsychological assessment. Worryingly, the publishers of such tools are now encouraging their interpretation as identifiers of impairment in specific cognitive domains. Even more worryingly, healthcare staff are now inferring capacity to consent, and even legal competence, from such screening tools. Aims To counter the misuse and misinterpretation of cognitive screening tools, we must be aware of their shortfalls and how to use them to best effect. Methods Using a recent public example of misinterpreted cognitive screening (of the 45th President of the United States), participants will consider the correct administration and interpretation of the Montreal Cognitive Assessment. We'll review the intrapersonal, interpersonal and social factors which might undermine the correct use of this and comparable measures. Learning objectives Participants will 1. Understand the history of popular cognitive screening tools 2. Know how to maximise the reliability and validity of such tools 3. Be able to demonstrate the limits of screening and argue for appropriate neuropsychological assessments This workshop is suitable for all grades of psychologist with an interest in neuropsychological assessment, especially of older adults.

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Mental Health Literacy among New Zealand Adolescents

Nimesha Tissera, School of Psychology, Massey University

Tatiana Tairi, School of Psychology, Massey University

Abstract Mental illness is a major contributor to the global burden of disease among youth aged 10 to 24 years. Mental health literacy (MHL) is a fairly recent multifaceted concept defined as knowledge of mental health, which aids the recognition, management and prevention of mental disorders. Associations between high levels of MHL and better mental health as well as early and appropriate help-seeking for mental illness have been observed among adolescents. Despite the fact that NZ youth exhibit the

highest suicide rate of all developed countries, MHL among NZ adolescents has not been formally investigated. The aim of the current study was to close this gap in the literature by exploring levels of MHL among NZ adolescents aged 16-18 years through presentation of depression and schizophrenia vignettes in a written survey. The extent to which NZ adolescents recommended professional help for these mental disorders was also explored. Nearly 75% of participants correctly recognised depression, while only 52% recognised schizophrenia. Fifty five per cent recommended professional help for depression and 54% recommended professional help for schizophrenia. Although rates of depression recognition were higher than most international studies, participants indicated uncertainty about symptoms of both schizophrenia and depression as well as suitable treatment options. These findings indicate that adolescents exhibited insufficient MHL, which may contribute to the high youth suicide rates in New Zealand. Psychoeducation on mental health knowledge and the importance of professional help for treatment of all mental illnesses, including both depression and schizophrenia, is proposed as a component of programmes designed to prevent emotional and behavioural difficulties in NZ adolescents.

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Do serious games for depression work? Data from four years of a national implementation of an online intervention for adolescents

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Sally Merry University of Auckland, Department of Psychological Medicine

Karolina Stasiak University of Auckland, Department of Psychological Medicine
Mathijs Lucassen The Open University of United Kingdom

Background SPARX computerized CBT program has been validated in two RCTs for adolescent depression and anxiety and is freely available in New Zealand. SPARX is a seven-module self-help therapy program that utilises a gamified format. Participants customize their avatar and complete puzzles and challenges in a fantasy environment. SPARX contains a guide character who assists participants to understand and implement CBT. Methods National Institute of Health Innovation (NIHI) in NZ are responsible for the collection of user data, which includes the Patient Health Questionnaire for Adolescents. This data is collated at regular intervals and is presented to the steering group, executive governance group and the clinical advisory group. The IT infrastructure has been designed and implemented by NIHI. Results Since April 2014, 16,245 users have registered with the SPARX website. SPARX use has increased over 2017-18 when compared to 2015-2016. Sixty-three percent of the users are female, 36% are 12-14, 36% are 15-17, 10% are 18-19 (18% outside the adolescent range). Uptake has included diverse groups with 16%

Māori, 4% Pacific, and 7% Asian youth. Fifty-five percent (3,467) of adolescents who began SPARX completed at least one module and 4% completed all seven modules. Half of the adolescent users have moderately severe or worse symptoms of depression when they begin, and over half reported thoughts of self-harm. There are statistically significant reductions in depressive symptoms, though not moderated by severity of depression, age group or ethnicity. Discussion In a nation-wide roll-out SPARX has increased its user numbers over time. There is considerable interest from Māori adolescents. SPARX is beneficial for adolescents experiencing depressive symptoms but adherence remains a challenge. Conclusion SPARX is potentially a useful self-help treatment program for adolescent depression, and learning continues about online nation-wide implementation.

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Cognitive distortions and suicide risk in a community sample of New Zealand young adults

Tatiana Tairi School of Psychology, Massey University

John Fitzgerald School of Psychology, Massey University

Cognitive distortions, defined as errors in both cognitive processing and content that result in maladaptive interpretations of incoming stimuli, are thought to play an integral role in the development and maintenance of suicide ideation and behaviours. Although research on cognition and suicide found that individuals who attempted suicide were more likely to display higher levels of cognitive errors in their thinking relative to non-suicidal psychiatric controls, there is a lack of empirical work examining the relation between cognitive distortions and suicide risk in a community sample of New Zealand young adults. In the present study, 92 participants completed an anonymous online survey consisting of demographic questions, and various psychometric measures of dysfunctional cognitive processing, psychological well-being and suicide risk. Results showed that individuals who screened positive for suicide risk endorsed significantly more cognitive distortions and more dysfunctional attitudes than did those with no reported suicide risk. Significant differences were also found with regard to measures of depression, anxiety and self-esteem between the two groups. These findings underscore the importance of directly addressing cognitive distortions when working with individuals at risk of suicide in an effort to reduce self-harm and suicide behaviours.

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Psychology Snippets

1. Challenges of Parenting Intermediate School Children

Zahra Howell, Auckland University of Technology

Parenting stress stemming from cumulative challenges may have negative implications for both parents and the family system. While research has tended to focus on the challenges of parenting children of toddler or preschool age, or of children with specific conditions (e.g., developmental disorders), there is a paucity of research exploring parents' experiences of the challenges they face parenting children of intermediate school age. As a transitional period in children's development, the intermediate school years (age 11 to 13) present unique needs and demands. Through semi-structured interviews, this study aimed to explore parents' experiences of challenges in parenting intermediate school children. A thematic analysis of interviews with eight mothers identified that the mothers considered the intermediate years as a period of significant developmental and systemic change, and that they felt anxiety, sadness, grief, and a sense of powerlessness, confusion and uncertainty in relation to their ability to be 'good' parents for their children. Mothers framed 'good' parents as those who were confident in their parenting, and who met and prioritised their children's needs, even above their own. Mothers reported concern about how their parenting might be judged by others and feelings of guilt and failure stemming from their perceived inability to meet the standards of 'good' parenting. Systemic Challenges to being 'good' parents, such as the perceived unresponsiveness of schools and spouses to the unique needs of intermediate-aged children, time demands, and unique challenges of parenting in the twenty-first century were also identified. The results of this research contribute to a greater understanding of parenting experiences and offer important implications for parenting service providers.

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2. What is the experience of being a Single Mother by Choice (Choice Mother)

*Rochelle Trail, Auckland University of Technology
Sonja Goedeke, Auckland University of Technology*

Increasing numbers of women in New Zealand are choosing to become single parents via donor insemination and may be referred to as Choice Mothers. Currently there is a lack of research about these women and what drives their decision-making. Much of the existing research draws on data from other countries where fertility treatment is subject to different legislation and in which there may be different societal and cultural influences. This research project explored the experience of being a Choice Mother in New Zealand. A qualitative research design was used, utilising seven face to face interviews with women who had used donor insemination to conceive their child. A thematic analysis was employed identifying six main themes: distinguishing characteristics, the loss of the dream, navigating the process, navigating the challenges, redefining families and living the new dream. Despite variations within their individual situations, there were common characteristics reflected throughout the women's

interviews. These included: a strong maternal yearning alongside certain personality traits such as determination and resilience, grief at not having achieved the “traditional family unit”, challenges of donor selection, their experience of stigma, managing complex family structures, and their pride at having taken action to achieve their family albeit unconventionally. The implications of this research include a need to better understand the factors that have led to the increase in prevalence of Choice Mothers, how best to support them as they undertake this journey, and how best to ensure current legislation is appropriate for their needs and critically, the needs of their children. There is also a need to ensure that as family structures become more complex, that the best interests of the children are managed so that stigma is reduced and societal norms reflect this evolving diversity and inclusivity.

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3. The transition to remaining childfree following fertility treatment

*Lara Grace, Auckland University of Technology
Sonja Goedeke, Auckland University of Technology*

It is estimated that in the developed world, infertility is experienced by one in every six couples in their reproductive lives. Similarly, in New Zealand, approximately 16-20% of people will experience infertility at some point in their lives. Although assisted reproductive technologies have been developed over the past few decades to assist those trying to build their families, approximately 75-80% of women receiving fertility treatment are not successful and do not end up with a healthy baby following treatment. In this study six women who had undergone fertility treatment were interviewed about their lived experiences of unsuccessful treatment, the decision to discontinue treatment, and living ‘childfree’. Thematic analysis of transcribed interview data identified that the transition to remaining childfree involves isolation and the breakdown of an expected identity, a need for acceptance of a childfree status, and the subsequent rebuilding of a childfree identity. It is hoped these findings will provide health care professionals with greater insight into ways in which women’s re-formation of identity can be supported during the transition from fertility treatment to remaining childfree.

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4. The usefulness of Harmonised for mothers in supporting taitamariki to have healthy relationships. A clinician-facilitated usability study.

*Maira Howson AUT
Dr Jackie Feather AUT
Dr Jane Koziol-McLain AUT*

There has been an increase in the development of mhealth apps to promote psychosocial wellbeing. One example is the Harmonised App which is being co-developed with a

group of taitamariki (young people) to promote healthy relationships among 13 to 18-year-olds. Harmonised offers a private social network for New Zealand high school students that includes resources (e.g. articles, quizzes), a relationship profile, and a posting function to share information and seek advice. Students can invite family and friends to join the app, to read their posts, offer advice, and access resources. The aim of the study was to assess the usefulness and usability of the app for one group of likely users, mothers of 13 to 18-year-olds.

We used an innovative, qualitative descriptive usability testing method called user experience co-inquiry. It is an emerging user-led and clinician-facilitated method to address in-situ cognitive and psychosocial responses to mhealth and ehealth interventions. Six mothers were interviewed, three Māori, and three non-Māori. Mothers viewed the app positively. Main themes related to safety and communication. The overall project is Māori-centred, and for this study the Pākehā researcher involved endeavoured to be culturally responsive. The learnings from this experience will be included in the presentation.

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5. Is there a “right” time? Exploring women’s views and understandings on the timing of motherhood in Aotearoa

*Maria Mackintosh (1st Author), Auckland University of Technology
Sonja Goedeke (2nd Author), Auckland University of Technology*

Despite the western trend of delaying motherhood beyond 30 years of age, motherhood is still recognised as a central role for women, and most women are continuing to become mothers at some stage in their lives. While qualitative research in this area is growing, there remains a need for research to explore further how women make decisions about becoming parents, and to consider the various factors that affect their decision-making. In this research, New Zealand women’s understandings regarding the ‘right’ time for motherhood were explored. Two focus groups with a total of 13 women aged 25 to 32 years old were conducted and data was analysed thematically. Three main themes were identified: personal factors, relationship factors and social pressures. Participants constructed particular personal factors as necessary before having children, including being the ‘right’ age, having financial security and emotional maturity, having completed their education and having established their careers. In addition, they constructed relationship factors, such as relationship stability and a mutual desire for children from both partners, as necessary before motherhood. Furthermore, participants recognised the influence of wider society in framing the ‘right’ time to have children; commenting on the direct and indirect pressures from family members, friends and the media surrounding their timing of motherhood. Findings suggest that women’s understandings of the ‘right’ time to have

children was affected by constructions of being a 'good' parent, and the extent to which they met the criteria for 'good' parenting. Women's reproductive decision-making should be understood from a holistic perspective that acknowledges the biological parameters of fertility while also addressing social, cultural and structural factors influencing and constraining women's reproductive autonomy.

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Psychology for a sustainable future

Chair Marc Wilson

Thomas Doherty Sustainable Self, LLC, USA via Zoom link
Via Zoom: Climate Change, Identity & Mental Health: Some Key Concepts & Dialogues Dr. Thomas Doherty will speak about the psychological aspects of global climate change from his perspectives as an environmental psychologist, a practising clinician and therapist, and a citizen and parent. He will focus on ways to help people to raise their consciousness about their environmental identity, articulate their personal responses to climate change, and imagine coping and long-term resiliency and well-being. Kelly Fielding Associate Professor School of Communication and Arts, University of Queensland, Australia
Live presentation: Understanding and overcoming skepticism about climate change

A substantial proportion of people in many countries resist the anthropogenic basis of climate change and as a consequence do not support climate policy. In this talk I present a framework for understanding this resistance. We argue that beliefs about climate change are underpinned by attitudes roots such as identities, worldviews, and vested interests. Efforts to influence climate change beliefs need to take these attitude roots into account and work with them rather than against them. I present evidence for how this might be done.

Taciano Milfont - Reader in Psychology and Co-Director of the Centre for Applied Cross-Culture, School of Psychology, Victoria University of Wellington (Aotearoa/New Zealand)
Live presentation: In this talk, I will review findings using data from the New Zealand Attitudes and Values Study (NZAVS)—a 20-year longitudinal national probability study of social attitudes, personality and health outcomes. The NZAVS has randomly sampled more than 20,000 New Zealanders and followed the same group of roughly 15,000 each year. We have found uniformly higher levels of core climate change beliefs—"climate change is real" and "climate change is caused by humans"—among respondents who are younger, female, educated, politically liberal, belonged to minority groups and who perceived that they were able to influence environmental outcomes. Belief in climate change is also stronger for those who endorse altruistic and openness values and who are high in personality trait levels of Agreeableness and Openness to Experience. Notably, our findings also show that these core climate change beliefs increased over the 2009-2016 period. Theoretical and practical implications of the findings are discussed.

Migrant Experiences

Iranian New Zealander men's perception of domestic violence

Amin Ghaleiha University of Waikato

Domestic violence is a significant social issue in both Iran and New Zealand. Ethnic migrants have a high risk of experiencing domestic violence and have distinct needs compared to the local population. The purpose of this study was to explore domestic violence in the context of migration, through Iranian migrant men's perceptions. The participants were recruited through social media or by word of mouth through other participants. The research aimed to obtain a deep understanding of factors and experiences that shaped Iranian migrant men's views on domestic abuse. Seven semi-structured phone and face to face interviews were conducted in both Persian and English when appropriate. The key findings indicated that men were aware of the detrimental effects and the multifaceted nature of domestic violence. However, they showed more tolerance toward non-physical forms of domestic abuse than physical. It was found that Iranian family hierarchy, parenting, and the religious and cultural customs of migrants had a major influence on men's understanding of domestic violence. Cultural relativism was used to justify domestic violence to some extent. The men argued that migration had altered some of their beliefs and views on gender roles and violence against women in a significant way. Domestic violence was perceived to be a more severe problem in Iran than New Zealand. This study offers recommendations for policy, practice and prevention strategies regarding domestic violence in a migrant context. There are important implications for those running stopping violence programmes, for police, for health professionals, for social services: anyone dealing with Iranian men and/or Iranian women for whom domestic violence may be an issue.

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East meets West: Exploring 'ageingin place' experiences of older Korean immigrants in New Zealand

Ell Lee Social & Community Health, School of Population Health, University of Auckland

New Zealand's increasing ageing population has resulted in policies that emphasise "ageing in place". Korean elders who migrate to New Zealand at late-life are a growing proportion of this population. Contrary to traditional filial practices of intergenerational co-residency, a growing number of elders are living separately from their adult children in local communities, but their unique ageing experiences in the new country are under-researched. This study aims to explore the lived experiences, housing choices and attitudes towards ageing in place among older Koreans who have migrated to New Zealand in later life and live independently from their children. Taking a narrative approach, in-depth interviews with 13 participants aged between 62 to 85

years were conducted. Themes were developed through thematic analysis, complemented by field notes. Participants discussed a combination of issues such as intergenerational conflict, feeling like a burden on family, and the availability of welfare assistance that influenced their decision to live separately from their adult children. Elders' ability to age in place was affected by their interactions with multiple environments including housing, family, community and government resources. These aspects were informed by shifting cultural conceptions of ageing as they navigated between Eastern and Western cultures. The findings suggest that core Eastern values of familial interdependency are maintained while Western ideologies support elders' pursuit of ageing in place through residential independence and community participation. However, the concept of ageing in the home through physical modifications and home-based services were not well understood or culturally accepted. Finally, the study identifies enablers and barriers to community participation and provides recommendations for future research and service delivery to facilitate positive ageing in place for Korean elders.

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Increasing social connections for young migrant women in the New Zealand community using video self modelling

Sehar Moughal Sommerville Special School/Te Roopu Taurima

Social Isolation is a cause for concern in migrant women who are survivors of domestic violence. One way to increase social connections for these women is to improve their conversational skills. The current study identified four basic conversational skills for training – asking conversational questions, positive self-disclosure statements, negative self-disclosure statements and praise. In addition, silences, latencies, and speech rate were included as corollary measures of conversational skills. Three young migrant women aged 17 – 24 years with a history of recent domestic abuse participated in the study. Video self modelling was identified as an appropriate method to improve conversational skills of these young women. The effectiveness of video self modelling was assessed by employing a concurrent multiple baseline across behaviours incorporating a withdrawal phase. Conversational partners and an independent rater gave molar (overall performance) and molecular (specific conversational skill) ratings to each participant for randomly selected conversations. At various points in the study, all three participants filled a questionnaire about their social connections outside the study. Results show that video self modelling was moderately to highly effective in improving target behaviours for all three participants. Latency and rate of silence decreased for two out of three participants. Mixed results were observed for speech rate in all three participants. Conversational partners' and independent judge's ratings validated the improvement in skills due to training most of the time.

The participants indicated speaking to more people as the study progressed. Therefore, the results of this study show that video self modelling may be an effective method at improving conversational skills for young migrant women.

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LGBTQI

Comparing Pansexual and Bisexual Identified Participants on Demographics, Well-Being, and Politics in a New Zealand National Probability Sample

Lara M. Greaves, Auckland University of Technology

Fiona Kate Barlow, University of Queensland

Gloria E. Fraser, Victoria University of Wellington

Chris G. Sibley, University of Auckland

There has been an increasing interest in the characteristics of those who identify with a nonmonosexual identity as this group grows in numbers. The most common term, bisexual, is typically used to denote attraction to both men and women. Whereas pansexuality refers to attraction towards people independent of their biological sex, gender identity, or gender expression. Given that pansexuality is an emerging identity, little work has tested for differences between self-identified pansexuals and bisexuals. We utilized data from the national-probability New Zealand Attitudes and Values Study (N=15,822) to explore differences across demographic variables, political attitudes, and social and psychological well-being for those who identified as bisexual (n=269; 2.0%) compared to pansexual (n=19; .1%). We found that pansexual participants had significantly lower felt belongingness and perceived social support than bisexuals, and had higher scores on the Kessler-6 measure of psychological distress. Pansexual participants were also significantly younger, more politically liberal, and more left-wing than bisexuals. This study contributes to the literature by showing that pansexuals may be more likely than bisexuals to experience psychological distress. Additionally, we found differences across political variables, suggesting that pansexuals may be more left-wing/liberal than bisexuals: there could be a political component to identifying as pansexual over bisexual.

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LGBTQI+ experiences of accessing mental health support

Gloria Fraser, Victoria University of Wellington

A substantial body of literature documents the high rates of mental health problems in rainbow communities, however very few studies examine the experiences of LGBTQI+ New Zealanders who access mental health support. This research aimed to extend current understandings of LGBTQI+ therapy experiences, in order to inform training for culturally competent mental health care in the New Zealand context. Using thematic analysis, we analysed data from

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interviews with 34 LGBTQI+ young adults (aged 16 - 30) who had accessed mental health support in New Zealand. We identified six themes: (1) structural barriers delay access to care; (2) therapy is a microcosm of the world; (3) coming out in mental health settings is risky; (4) mental health professionals lack knowledge about sexuality and gender; (5) the importance of basic clinical skills; and (6) resilience and care within rainbow communities. In this talk we provide an overview of this analysis, and discuss implications for clinical practice. In particular, we suggest that mental health professionals can signal safety to LGBTQI+ clients by using inclusive language, displaying visual signs of support, and seeking education around sex, sexuality, and gender diversity.

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Sports Psychology

Learnings from Commonwealth Games and building to Tokyo 2020

Kylie Wilson, Head of Performance Psychology, High Performance Sport New Zealand

A multi-sport pinnacle event is truly like no other, filled with unique opportunities and challenges while for some it is just another event. For the 2018 Gold Coast Commonwealth Games, a psychology team approach was taken, adding value through the varied training, qualifications and experiences across the three providers. Reflections from those delivering psychology support throughout the games identified key causes/symptoms emerging from 'clients' (NZOC leadership and staff, sports, coaches and athletes) and the common interventions and therapeutic approaches applied. In addition, several processes were identified as influencing effectiveness (e.g., daily case reviews, external supervision). These reflections have informed initial recommendations for psychology provision in Tokyo 2020. This session will aim to outline the team approach and personnel, give insight into what was learnt about clients and interventions, share key processes that influenced effectiveness of delivery and outline recommendations for Tokyo 2020. This session would most benefit those who would like to learn about applied practice in an unusual context, those who are interested in moving into the sport context, those already in the sport psychology field who would like to grow their understanding of applying their skills in an unusual context and those who have had experience of multi-sport pinnacle event delivery and would like to offer their insights during the interactive part of the session.

Mindfulness, stress and wellbeing: daily diaries of sport coaches

Fleur Pawsey University of Canterbury

Sport coaching can be a demanding and sometimes stressful profession. Coach stress literature covers sources and consequences of stress, but there is little research on

how to promote coach wellbeing in the face of demands inherent to the profession. Addressing this gap, the present study considers the state of mindfulness amongst sport coaches, as a potential predictor of wellbeing. We explore relationships between daily mindfulness, coaches' perceived day to day stressors, and coaches' ability to observe and acknowledge positive daily events. 47 New Zealand based sport coaches, both full time and part time from a range of different sports, completed daily surveys over a period of 28 consecutive days. Each survey measured state mindfulness during the day, asked coaches to record the presence and sources of stress during the day, and asked coaches to briefly describe the highlight of their day. Preliminary data coding has been completed, categorizing stressors into either daily hassles or moderate to major stressors, and categorizing highlights as being either ego/results related, or savouring/appreciation related. Based on mindfulness literature, particularly Mindfulness to Meaning theory, we hypothesize that coaches with higher mindfulness across the month will have reported fewer daily hassles as stressors, more savouring/appreciation related highlights. Further, at the within person level we hypothesize that daily fluctuations in mindfulness will predict reporting of daily hassles as stressors, the likelihood of highlights being observed, and the quality of those highlights. This research has practical application, as mindfulness is a state which can be more frequently experienced through education and training. The presentation will appeal to sport psychologists, as well as academics and practitioners with an interest in mindfulness and its role in promoting wellbeing.

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Leadership

What Can We Learn From Māori Leaders?

Jarrod Haar, Auckland University of Technology

Leadership is such a heavily debated topic, with much research and many approaches. However, the majority (almost all!) is based on western leaders and western approaches.

In response, there have been calls for further examination of leadership models, particularly indigenous leadership models.

In some respects, this aligns with indigenous approaches providing unique insights.

This presentation will respond to these calls and suggests Māori leaders' values add insights into enhancing our understanding of positive leadership.

Professor Haar will share details and results of three studies that establish and confirm the role of Māori values and their influence on leadership styles and follower outcomes. Study one, based on kaupapa Māori research methods, is an exploratory 22-interview study of Māori leaders and identifies five values, (humility, altruism, long-term orientation, collectivism and cultural authenticity) as common to successful indigenous leaders.

In study two, 249 employees rate their leaders on these five

dimensions in relation to the positive leadership styles and exchange relationships. Structural equation modelling shows strong support for the distinct nature of the five values and their positive influence on leadership perceptions and quality exchange relationships (LMX).

Study three, on 122 employees, reinforces the findings of study two—and demonstrates that LMX predicts job outcomes both indirectly and directly, with humility and collectivism also directly predicting outcomes.

The findings suggest that indigenous leaders' values enhance perceptions and outcomes of leadership styles for employees. The implications for how adopting these styles in leader development and leader recruitment are addressed.

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Leading a Cultural Revolution

Andrew Wallace

Harvard Professor Michael Porter, identified six conditions that were crucial for business success. However, in their book *Diagnosing and Changing Organisational Culture*, Kim Cameron and Robert Quinn found that the American organisations with the best financial returns over the past three decades had none of Porter's six conditions for success. Instead, what all of them had was an organisational culture that was distinctive and easily identifiable. For all of these organisations, their most important competitive advantage was their unique culture. From Coca Cola, Disney, Microsoft and Apple to SMEs and start-ups all successful organisations have cultures that their employees can clearly identify with. When an organisation nurtures a successful culture they create social order, reduce uncertainties and conflict, create continuity and develop a collective identity and purpose.

This presentation will propose a new model for putting values and culture back at the forefront of organisational management in New Zealand. This starts by understanding an organisation's values and culture. Research into a new and efficient way of undertaking cultural assessment and design will be outlined that helps organisations create cultures that are clearly identifiable, reduce conflict and ultimately nurture success.

Andrew will talk about how an organisation's leadership can effectively use technology to manage their values and culture to reduce uncertainty, create a collective identity and obtain a competitive advantage.

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Health, Safety & Wellness

The gendered nature of workplace bullying in New Zealand

Dianne Gardner, Massey University
Maree Roche, University of Waikato
Tim Bentley, Massey University
Bevan Catley, Massey University
Helena Cooper-Thomas, AUT

Background and aims. Workplace bullying involves a power

imbalance and despite laws in New Zealand which prohibit discrimination on the grounds of gender, women remain under-represented in top-level roles. The aim of the study was to examine whether gender and role (managerial/non-managerial) were related to the bullying experienced by women and men.

Method. An online survey collected data from 477 women (58%) and 348 men (42%). Participants were asked to indicate how often they had experienced each of 22 negative acts at work, then they were given a definition of bullying and asked whether they had been bullied at work and if so, the gender and role of the perpetrator.

Results. Women were more likely than men to identify as having been bullied but there was no interaction between gender and role. Respondents who had been targeted reported that male employers and senior managers bullied men and women about equally, but female employers and senior managers almost never bullied men, only women. Male middle managers and supervisors mostly bullied male subordinates while female middle managers and supervisors almost always bullied women. The largest group of bullies of women were female peers, who rarely bullied male peers, while male peers bullied both genders. Female clients bullied female staff but not male staff; male clients bullied both men and women but the numbers were small.

Conclusions. While men and women may differ in how often they recognise or admit to having been bullied, the gendered nature of power in the workplace has been established in a number of studies. Leaders act as role models for their organisations and our findings suggest that the behaviour of at least some of those at the top of NZ organisations has room for improvement.

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Adding Value to Employee Assistance Programs for all Stakeholders

Diane Bellamy, Positive Psychology South - Private Practitioner

Background: Not every EAP is created equal; this presentation aims to explore practical ideas of how to get the best out of your Employee Assistance Program from the different perspectives of Employer Organisations including HR staff (Customers); EAP Psychologist Providers (Contractors); EAP Contracting Companies (Brokers); and EAP staff/ Clients. There are various ways EAPs are used (or not) by Customer Organisations; some show genuine interest in staff well being; others do not match the 'theory with the action'; while others are interested in productivity and 'bottom line' financial concerns. Further to practical tips regarding evaluation and utilisation of EAP from different stakeholders, the presenter will provide some 'Lessons from the Field' as a Psychologist EAP Provider. **Aims:** This informal seminar using qualitative interviews and conclusions based on these stakeholder interviews will aim to answer three (3) questions: 1) Who Are The

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Players and What Do They Really Want?; 2) How To Add Value for each Stakeholder; and 3) What Is Really Going On Here? Some Dos and Don'ts For Psychologists. The last question relates to the Presenter identifying potential professional and ethical dilemmas as an EAP Provider and the impacts of such dilemmas on other EAP Stakeholders. The Presentation includes providing hard copy information regarding suggestions for improvement for each Stakeholder to all participants. All Stakeholders interviewed by the Presenter will remain anonymous and are not identified. The presentation concludes with suggestions on how to measure EAP effectiveness/benefits in real terms for each Stakeholder. The presentation is relevant to HR Consultants/Organisational Psychologists and may prompt further effective feedback and communication amongst EAP Stakeholders.

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From workplace mistreatment to job insecurity: The moderating effect of work centrality

*Victoria Li University of Auckland
Lixin Jiang University of Auckland*

Workplace mistreatment can take a variety of forms, ranging from mild acts of incivility to severe forms of bullying, harassment, and physical assault. Unfortunately, the number of victims of workplace mistreatment is staggeringly high. For example, 18% of healthcare employees in New Zealand reported being the target of workplace bullying in the past six months. Not surprisingly, these and other forms of workplace mistreatment are associated with a host of negative psychological, emotional, and physiological outcomes. However, very few studies examined job insecurity as an outcome of workplace mistreatment, despite the threats that workplace mistreatment pose to one's future job continuity. Thus, to respond to a recent call by Shoss (2017), the current study is aimed to explore whether different forms of workplace mistreatment (i.e., workplace incivility, bullying, and abusive leadership) contribute to job insecurity and whether the relationship between workplace mistreatment and job insecurity is moderated by employees' work centrality. To examine these hypotheses, two-wave cross-lagged employee survey data from the U.S. were collected from Mturk (Sample 1: N=309) and recruited by students (Sample 2: N=110). Results demonstrated that employees who were faced with workplace incivility, bullying, and abusive leadership at Time 1 felt less secure about the future continuity of their job at Time 2. Moreover, individuals whose work was more central to their sense of self reported the highest levels of job insecurity as a result of workplace incivility, bullying, and abusive leadership. Overall, this study contributed to the existing literature on job insecurity, workplace mistreatment, and work centrality. Whereas previous research largely ignored interpersonal relationships as predictors of job insecurity, this study demonstrated that workplace mistreatment indeed

threatens one's job security, particularly for those high in work centrality (Organizational Psychology).

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Developmental

Growing Up in NZ: using a large cohort of NZ children to explore factors that shape early socio-emotional and behavioural development

Growing Up in New Zealand (www.growingup.co.nz) is a multidisciplinary study of approximately 6800 demographically diverse children. This symposium will discuss findings relating to the impact of antenatal alcohol exposure on early socio-emotional development, the development of a socio-emotional competence index for pre-schoolers and the effect of early screen media exposure on pre-schoolers inattention and hyperactivity.

Chair: Elizabeth Peterson

1. Growing Up in NZ: using a large cohort of NZ children to explore factors that shape early socio-emotional and behavioural development

*Elizabeth R Peterson University of Auckland
Anja Schoeps University of Heidelberg
Yasmin Mia University of Auckland
Karen E Wadlie University of Auckland
Susan M B Morton University of Auckland*

Growing Up in New Zealand (www.growingup.co.nz) is a multidisciplinary study of approximately 6800 demographically diverse children. This symposium will discuss findings relating to the impact of antenatal alcohol exposure on early socio-emotional development, the development of a socio-emotional competence index for pre-schoolers and the effect of early screen media exposure on pre-schoolers inattention and hyperactivity. Background: Moderate or low alcohol consumption, especially before becoming aware of a pregnancy, is common, but less is known about the effects of this on a developing child. This study describes the association of alcohol exposure during pregnancy with infant behaviour at 9 months (using the Infant Behavior Questionnaire-Revised Very Short form) and child behaviour at age 2 (using the Strengths and Difficulties Questionnaire). Methods: A total of 6822 pregnant New Zealand women were recruited in 2009 and 2010 for a new longitudinal study (Growing Up in New Zealand). Along with socio-demographic factors, alcohol consumption was assessed prenatally and women were asked about the amount of alcohol consumed before pregnancy, before becoming aware of their pregnancy and during pregnancy. In a sample of 5416 women, we ran a series of adjusted linear regression models controlling for socio-demographic factors to explore the associations between different patterns of alcohol consumption and infant temperament and child behaviour. Results: Alcohol consumption during pregnancy and

infant temperament were associated, even when alcohol consumption was minimal. Lower Positive Affect and Orienting Capacity were most strongly related to any and little alcohol during pregnancy. Mothers who stopped drinking after becoming aware of their pregnancy, but had an unplanned pregnancy (hence may have exposed their baby to alcohol for longer), also reported infants with lower Orienting Capacity and Affiliation/Regulation scores. Finally, children whose mothers drank four or more drinks per week during pregnancy were more likely to report their child as having conduct problems, with higher total difficulties scores at aged 2.

Conclusion: Alcohol consumption during pregnancy seems to have a negative effect on infant behaviour, even if only small amounts of alcohol are consumed. This is also true for women who stop drinking after becoming aware that they are pregnant.

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2. The relationship of media exposure to symptoms of ADHD in a pre-school cohort

Maria Corkin School of Psychology, University of Auckland

Elizabeth Peterson School of Psychology, University of Auckland

Annette Peterson School of Psychology, University of Auckland

Karen Waldie School of Psychology, University of Auckland

Elaine Reese School of Psychology, University of Auckland

Susan Morton School of Psychology, University of Auckland

Background. It is contentious whether exposure to screen media in the preschool years can play role in the development of Attention Deficit Hyperactivity Disorder (ADHD). To explore if this relationship exists, it is essential to employ a comprehensive measure of screen time, and to consider the content and context of media exposure, as well as screen time.

Aim: The aim of our study is to determine the effects of screen media exposure measured at three time points (2 years, 45 months and 54 months) on symptoms of inattention/hyperactivity at 54 months, thereby taking account of the timing of media exposure and changes that may occur over time.

Method: Our sample comprises 5770 demographically diverse children participating in the Growing Up in New Zealand (GUiNZ) longitudinal birth cohort study. We use the Inattention/Hyperactivity subscale of the Strengths and Difficulties Questionnaire (SDQ) as our outcome variable, with data for this variable collected when the children were aged 54 months.

Our screen media variables include trajectories of screen time across three time points (when children were approximately 24-, 45- and 54-months old), frequency of

parental co-viewing, having rules restricting amount of media exposure (TV, DVD and video), how often these rules are enforced, exposure of the child to background TV, and allowing the child to eat meals in front of TV.

Other possible predictors were selected based on whether previous research had shown them to be predictive of symptoms of ADHD, or of children's developmental outcomes in general.

Although the final analyses are yet to be conducted, logistic regression will be used to examine key predictions. We expect that the content of children's media exposure at 24 months and the involvement of parents in their children's media use (i.e. co-viewing) will be stronger predictors of symptoms of inattention/hyperactivity at 54 months, compared to amount of screen time at ages 24-, 45- and 54-months.

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3. Prevalence of and Trajectories of Change/Stability in Socio-Emotional Competence in Pre-Schoolers: Evidence from Growing Up in New Zealand

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Elizabeth R Peterson School of Psychology, Faculty of Science, The University of Auckland

Karen E Waldie School of Psychology, Faculty of Science, The University of Auckland

Susan M B Morton School of Psychology, Faculty of Science, The University of Auckland

Background: In the last decade, socio-emotional competence has increasingly gained attention as an important skill that needs to be developed early in life. It is argued to be important for preparing children for school and is a key driver of healthy relationships. This has led to calls to find ways for understanding its prevalence and trajectories of change/stability early in childhood.

Aim: The aim of our study was to assess socio-emotional competence and its development from 9-months to 4.5 years in a large sample of demographically diverse New Zealand pre-schoolers.

Methods: We calculated a composite index of socio-emotional competence that taps into social and emotional strengths and difficulties using data from 4839 children with complete data from three data collection waves (9 months, 2 years and 4.5 years). The resulting index comprised of three child profiles: spirited, regulated and outgoing. The index was then used to create, twelve trajectories of change/stability in socio-emotional competence.

Results: The index was found to be internally consistent: with the relationships between the same socio-emotional competence profiles (across the three ages) being stronger ($r = .24-.53, p < .01$) than the inter-profile associations ($r = .03-.18, p < .05$). At each data collection wave, majority of the children (67.9-68%) had average levels of socio-emotional competence (within 1 SD of the sample mean). The stability in the levels of socio-emotional competence

was found to be low between 9 months and 2 years, and moderate between 2 and 4.5 years, while the stability of socio-emotional categories was found to be low, but still statistically significant.

Conclusion: Findings suggest that socio-emotional development in New Zealand children shows considerable movement and change across the preschool years. Future research needs to explore the drivers of these change and the impact this variability has on children's social and cognitive development.

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Jubilee Event

Past Presidents and current students debate

Past Presidents: Freda Walker, Barry Parsonson, Andrew Hornblow

Current students: Jessica Gerbic, Api Taiapa, Rhiannon Lehdorf-Moore

There are different views about how psychological knowledge is created, transmitted, shared and protected. In this debate students will be arguing FOR the need to hold on to the psychology of our elders in order to go into the future and past presidents will argue AGAINST stating that as social scientists we must let go of our old psychological theories so we can move into the future.

Sports

The role of psychologists in creating a performance culture and team cohesion

Campbell Thompson

Campbell Thompson will be facilitating a panel discussion with four of the five super rugby psychologists to discuss similarities and differences in their approach to supporting their teams and to explore the role of psychologist in creating a performance culture and team cohesion (and impact on results v results impact on culture and team cohesion).

Ethical challenges of psychology moving from the consult room to the sports field

Sarah de Wattignar

A recent transition from clinical to performance psychology has illuminated the many challenges in working ethically with an international female sports team, particularly when on tour. This presentation aims to utilise the code of ethics as a lens to view the unique issues that arise in this environment, specifically around Privacy and Confidentiality and the Structure of Relationships. The barriers that are faced to in order to continually offer a practice of a high ethical and professional standard are presented and suggestions are made around engagement in foundational strategies and decision-making processes to maintain practice to a high level, despite working in often trying and high-pressure situations.

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Leadership

Mana or Moni? What it means to be a Māori business leader?

Api Taiapa, MA Student, Massey University

Research about Māori leadership has faced growing interest in recent years, particularly in the business and management literature. Despite this growing interest, it still remains somewhat under researched, so this MA thesis research, which focuses on the role of mana in leadership, makes an important contribution to examining what it means to be a Māori leader in a Māori organisational context. This research used a case study of a collectively owned hapū organisation based in the Ngāti Porou region involved in the primary industries sector. Six participants from different levels of the organisation were interviewed, and their responses thematically analysed. Three main themes emerged from the data. First, in order to become a leader in a Māori organisation you have to have the mandate, through whakapapa and mana, to lead. Second, in order to be successful as a Māori leader, you have to engage, direct, and defend the collective. Third, Māori leaders have to be guided by the correct goals, such as kaitiakitanga (guardianship) of the whenua (land), service to the people, and mana motuhake (mana through autonomy and self-determination). 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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Leadership and the Changing nature of work

Janette Rosanowski

The nature of work is changing at an increasingly fast pace due to new technologies as well as demographic, social and economic trends. These forces are reshaping how work gets done, who does it and even what work looks like, which creates significant opportunities and challenges for businesses. The session will cover some examples and key areas where the IO communities can significantly contribute to assisting businesses, especially in the areas of leadership development and talent management, to best prepare for the future of work.

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Health, Safety & Wellness

Working Poor and Wellbeing: The Poorest Doing It Toughest!

Jarrod Haar, Auckland University of Technology

Darrin Hodgetts, Massey University (Albany)

Stu Carr, Massey University (Albany)

Jane Parker, Massey University (Albany)

Jim Arrowsmith, Massey University (Albany)

Siautu Alefaio, Massey University (Albany)

Current understandings of the working poor are inadequate. Data limitations compound our understandings of the relationship between income and wellbeing. The present study tests the Personal Wellbeing Index (PWI) amongst the working poor to better understand this group. Using a recent New Zealand survey, we compare the wellbeing levels of 1011 employees across three income bands up to \$60,000 per annum. We find that across the broad range of PWI factors (e.g., life satisfaction, living standards, community connections) the lowest income group reports significantly lower wellbeing. Even when they report non-significant differences the lowest income group reported the lowest-levels consistently. Compared with the broad PWI literature, the wellbeing levels found here are low. Aligned with PWI, regression models were used to explore which other factors were predictive of life satisfaction. All models were extremely robust (67-70% variance), with some factors universally important: satisfaction with standard of living, life achievement and personal relationships. Satisfaction with personal health was significant for the middle and top groups, but not the poorest group. Satisfaction with how safe you feel was significant for the lowest and middle group only. Satisfaction with community and spirituality/religion was significant only for the top income group. These findings suggest that certain wellbeing factors become important once a minimum threshold is reached, such as health and community connections. We argue this highlights that the poorest working group (up to \$20,000) might spend so much energy focused on only a core number of factors, leaving personal health and community roles as something to consider when their situation improves. The findings provide useful insights into the working poor and highlight that even within these groups, the poorest employees appear to suffer the most. We discuss the scope for complex links between income and human rights.

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Exploring Māori Employee Wellbeing: Testing a Kaupapa Māori Model

Jarrold Haar, Auckland University of Technology

Current understandings of the wellbeing of working Māori are inadequate. Statistics New Zealand have trialled a new model of wellbeing with modest results. The present study tests the Personal Wellbeing Index (PWI) amongst working Māori and extends this framework by adding aspects suggested by Durie around important cultural factors, to better understand Māori. Using data from 521 Māori employees, the wellbeing levels of are compared across those who value their cultural identity [n=350] and those who did not [n=171]. It was expected that Māori who value their cultural identity would report additional predictors to their life satisfaction and also greater wellbeing. This was supported with Māori valuing their cultural identity reporting significantly higher life satisfaction, and satisfaction with personal relationships, safety, community,

spirituality, whānau, being a stronger Māori person, and participating in employment that supports Māori Cultural development. Aligned with PWI, regression models were used to explore which of these factors were predictive of life satisfaction and extremely robust models were found (66%/76% variance), but only two factors were universally important: satisfaction with standard of living and life achievement. For the non-valued cultural identity group, satisfaction with spirituality was also significant, while for the valued cultural identity group, satisfaction with health, sense of community, and participating in employment that supports Māori Cultural development were significant. Overall, the models account for a large proportion of wellbeing for working Māori and also shows there are nuanced differences which align with Durie's assertions. The findings highlight the disconnection between Māori cultural identity may be a strong driver in understanding Māori wellbeing, and the implications of this will be discussed.

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Helping when mental capacity for work wanes

Frank O'Connor Instep & Moa Resources

People at work often lose capacity to do mental parts of their work. Sometimes it's only temporary, and past productivity can be regained in the future. Many causes contribute, sometimes in the distant past combining with the present, with varied short and long term effects. The range of outcomes for workers is as varied as the range of causes, and organisations also respond variously. In the past, when mental woes became severe, people often left work. In the present, many try to stay on but it's often hard for them and others. In the future, more barriers will arise and we'll need pathways to help those who can work do so. We'll look at pathways that are open or opening, for whom they work and why. We close with a review of decision points which provide options which organisations sometimes miss. In particular, we'll look at a coaching approach that helps these options succeed. Throughout, we'll look at real examples, with real constraints - the way that those working with organisations must, to ensure the outcome is acceptable to both worker and organisation.

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Forensic

Perpetrators' perspectives of family violence: What happens, and why, during a family violence event?

Meg Stairmand, University of Waikato

Family violence (FV)—the perpetration of physical, sexual, or psychological violence against a family member or person with whom the perpetrator has a family-like relationship—is a significant social issue in New Zealand. Researchers have found that many factors are associated with FV. Some of these factors relate to the person (e.g., childhood exposure

to FV), some to the relationship (e.g., dyadic interaction patterns), and some to the situation (e.g., a recent job loss). These factors inform many theories that seek to explain why FV may occur. However, existing theories are limited in their ability to explain FV perpetration: some look at only one factor in isolation, others look at multiple factors but do not explain how they interact, and none offer insight into whether the same factors are relevant for different 'groups' of people (e.g., men and women) or for different 'types' of violence. The aim of my research is to build upon existing knowledge frameworks by developing a theory of FV that: (1) applies to a wide range of perpetrators who use FV at different levels of severity, and (2) explains how multiple factors interact during a FV event. I will conduct two separate studies to achieve this aim. For my first study, I will interview 20-30 FV perpetrators—men and women—currently completing a community-based FV treatment programme. Data collection and analysis will be guided by grounded theory methodology and methods. For my second study, I will cross-validate my initial model against a sample of high-risk violent offenders with histories of FV perpetration. Preliminary findings from my first study will be presented here. This presentation will be of interest to practitioners and students who are currently working—or intend to work—with those affected by family violence.

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Investigating the relationship between change in dynamic factors and recidivism during community reintegration

*Simon Davies Victoria University of Wellington
Devon Polaschek University of Waikato
Caleb Lloyd Swinburne University*

Change in dynamic risk and protective factors should be associated with change in the likelihood of recidivism. In community reintegration, positive change made by an individual during reintegration should make recidivism less likely for that individual. However, the idea that individual change should reduce the likelihood of recidivism is easily confused with the idea that individuals who make positive progress during reintegration should be less likely to reoffend than other individuals who fail to make positive progress or even regress. This talk will examine the distinction between these two ideas and will present a method for testing both propositions, using a large sample of men on parole in New Zealand (n = 966 parolees) who were regularly assessed on the Dynamic Risk Assessment for Offender Re-entry (DRAOR, Serin, Mailloux, & Wilson, 2012), a dynamic risk assessment tool administered by probation officers. This talk will present results showing how changes in scores on that tool are associated with recidivism, and the practical and theoretical implications of those findings will be discussed.

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Psychological contributions in the Behavioural Science Unit of the NZ Police

Shreena Hira, Psychologist, Behavioural Science Unit, NZ Police

Background: The Behavioural Science Unit of the NZ Police has two Psychologists working within a team of Behaviour Analysts to provide national operational psychology advice to Police for the purpose of criminal investigations. Psychologists can contribute effectively to such a team by providing perspectives relating to the understanding of criminal behavior, behavior patterns and risk assessment.

Aims: This presentation aims to discuss some background regarding the role of psychology within the Behavioural Science Unit and how psychological practice can be applied to this setting using a case study example. This includes developing an understanding of how the Psychologist role has developed within the unit and how it is currently applied.

Main Contributions: One of the focus areas for the Behavioural Science Unit is assisting Police with investigating serious offences with unknown perpetrators. The case study example will demonstrate how psychological knowledge and skills are applied to a case to assist Police with investigation and identification of offenders.

Conclusions: The application of psychology can be diverse; psychological practice within the Police is developing and there are significant contributions that can be made through integrating psychological knowledge into law enforcement agencies.

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Professional Issues

Ethical and cultural considerations in action research: Assessing the use of ePortfolios in work-integrated learning

Kyle J. H. Smith, University of Waikato, School of Psychology

Dr Dilani Gedera, University of Waikato, Centre for Tertiary Teaching & Learning (CeTTL)

This is a small case study investigating innovative teaching initiatives in the context of a graduate-level clinical psychology practicum course at a university in New Zealand. Traditional pen-and-paper portfolio assessments of work-integrated learning were replaced with ePortfolios with the goal of facilitating integrated learning, reflection, and collaboration. An action research project was initiated in order to assess the approach, development, implementation, methods, and outcomes of the ePortfolio initiative. The main objective of the action research project was to examine students' experiences of using ePortfolios to assess whether ePortfolios enhanced teaching and student learning by augmenting the student-centred focus of the curriculum, better serving different learning needs, and facilitating the transition from study to employment. The qualitative data collection methods used in this study included a survey, interviews, and document analysis, which were analysed using NVivo using a thematic analysis approach.

Preliminary data suggests that, as anticipated, the use of ePortfolios facilitated integrated learning, reflection, and collaboration in the work-integrated learning context. By definition, the action research was conducted during the course of the activity. Based on participants' responses and reflections, adjustments were made to improve the use of the technology in the course with the goal of benefiting current students and shaping future implementation of the initiative. While action research is used commonly to assess performance, the use of this approach in research engenders ethical and cultural considerations. This presentation will highlight the efforts taken to mitigate these risks and provide evidence that, in spite of these potential challenges, the potential benefits of this action research outweighed the potential risks.

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Locating New Zealand's Code of Ethics for Psychologists within an international context.

John Fitzgerald Massey University

The Code of Ethics for Psychologists Working in Aotearoa/New Zealand was published in 2002 and has been used since that time without revision. The Code remains relevant today, as evidenced by increasing international concordance regarding primary ethical principles and values. However, as the practice landscape changes with time, is there now a case for reviewing our Code to include current issues, such as the increasing use of digital practice modalities, greater awareness of gender diversity, the increasing privatization of psychological services?

An analysis of over 20 ethical codes from other international jurisdictions was undertaken to explore similarities/differences between these and New Zealand's Code. Several specific gaps were identified within our current Code, for example, an ethical obligation to engage in self-care activities, ethical considerations associated with employment within an organization. The current analysis outlines the risks of addressing/failing to address these areas, and contributes to the discussion about when the New Zealand Code should be reviewed/revisted.

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"A chill ran down my spine"- The flip side of trust emerged during the triple disasters in Japan, 2011

Satomi Mizutani, Unitec Institute of Technology & Tomoko Koda-Dallow, Unitec Institute of Technology

The link between disasters and cultures has recently attracted attention in the area of disaster management (e.g., Hewitt, 2015). Bankoff, Cannon, Krüger and Schipper (2015) argued that disasters are not just physical disruptions, but also social constructs where people's interpretations play an important role. Extreme events such as natural disasters make more obvious what is socially accepted or expected in

a particular culture (Oliver-Smith & Hoffman, 2012).

Few studies have investigated the relationship between Japanese culture and the way Japanese people reacted to the triple disasters which happened in March 2011. The aim of our current study was to identify cultural-specific aspects of emotions experienced by those who were in Japan at the time of the disasters.

A web-based questionnaire was used to identify types of emotions experienced by participants recruited through social network services. Responses were received from 322 people over three weeks. NVivo was used to analyse the qualitative data.

The findings indicated that some emotions identified were closely related to the Japanese culture. Culturally-accepted practices which help Japanese society function became issues during the disasters. The findings supported the view that disasters and cultures are closely linked. Implications will be discussed based on the findings.

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Clinical Adolescent Female Non-Suicidal Self-Injury and the Peer Support Relationship

Kelly Fisher, Psychological Services, Department of Corrections

Non-suicidal self-injury (NSSI) is a maladaptive coping strategy employed by young people in response to feelings of distress. Adolescents are more likely to communicate engagement in NSSI with their peers whom they turn to for support. How young people respond to peers engaging in self-harm, how this impacts the friendship, and how these supporters cope with assuming and administering this role are largely unknown. A qualitative methodology, Interpretative Phenomenological Analysis (IPA), was chosen for this project in order to explore and understand the sense-making experiences of participants. Five female, Year 10 students from a single school in the Hawke's Bay were interviewed. Five themes were identified including NSSI and relationships, burden and responsibility, the helping response, costs of caring, and supporter needs.

The results highlighted the complex nature of this helping relationship and emphasised the need for increased and multifaceted forms of support to be provided to those responding to a peer engaging in self-harm. Young people indicated several factors that would be helpful to assist support providers to continue to help peers in distress including access to information about effective ways to support a friend engaging in NSSI and to be providing this support within a network that functions to resource and support the supporters. High schools are challenged to engage young people in the design and structure of student health and wellbeing services in their school, and the implementation of a student-led mentoring programme that caters for the support needs of the supporter is advocated. This presentation is based on a Masters research project

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completed mid 2016; concerns female adolescents, and will appeal to those in the clinical, counselling, or education scopes, who work with adolescents.

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An Exploratory Process-Outcome Study of a Short-Term Embedded University Wellness Program

Ryan San Diego, The University of Auckland / Wellington Institute of Technology – Auckland Campus

BACKGROUND

The World Health Organisation (WHO, 2012) reported that mental health issues such as depression and suicide in the Philippines are increasing among young people. Approximately 2.5% - 1.7% in 100,000 population had depression and or with issues of self-harm.

METHODS

A pilot study was designed to identify whether an embedded positivity workshops in an applied course in a new university core curriculum will serve as an effective tool to help students learn life skills, self-regulation and coping skills. This consisted of positivity exercises such as gratitude giving, use of humor, savoring and elaboration. Participants (n=37) took a course with embedded positivity activities while control participants (n=35) were received regular ('as usual') lectures. A second pilot study recruited new participants (experimental group n = 22 and control group n = 22) for the revised version of the program. A mixed method format was explored, (a) the pre-post group differences in life satisfaction, hope and depression scores, (b) the positivity preferences of each participant, (c) a pre-post group differences in life satisfaction and depression scores in the revised program and (d) narrative themes that emerged from each participant's gratitude and savoring journal.

RESULTS

No significant change in life satisfaction or hope was reported by any participants, although participants in the intervention group reported less depression (non-significant) in post-test compared to the non-intervention. Regarding positivity preferences, we found gender preferences based on dimensional analyses. Males reported preference for a combination of savoring, capitalization and cognitive distraction, while females reported a combination of gratitude sharing and savoring sessions. The revised program with focused activities on savoring, gratitude and capitalization showed significant decrease in depression scores. The main effects of both time (ANOVA; $p = 0.00$) and group (ANOVA; $p = 0.01$) were significant. While, there were no significant change for life satisfaction scores. Finally, mood enhancing positivity themes were identified such as positive bonding experiences, unforgettable moments with significant others and moments worth repeating.

CONCLUSION

This pilot study showed interesting results that need further studies such as (a) replication of the new revised program with a bigger student sample, (b) extend the study to include autobiographical memory and well-being, (c) explore the malleability of life satisfaction and depression symptoms in positive interventions, and (d) interaction of culture and preference to positive interventions.

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ACC Presentation

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
Pain Services – feedback from delegates regarding their experiences with the contract
Traumatic Brain Injury – ACC Strategy, Action Plan and recent developments
Workforce development – interns and new graduates – provisional registration
Outcome measures
Contact with ACC Advisory Psychologists
Clinical Services Re-Structure
There will also be the opportunity to ask questions about other matters of interest to delegates.

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Snippets

The lived experiences of people with obesity in Aotearoa New Zealand: A qualitative exploration

Sara Runga University of Waikato

Aim and Rationale: Almost one in three adults in New Zealand are categorised as obese and recent research ranks our nation the third most obese country (for both adults and children) in the Organisation for Economic Cooperation and Development. For my master's thesis, I wanted to gain insight into the lived experiences of people who are overweight and obese in Aotearoa New Zealand. **Methods:** 19 individuals aged 22 – 61 years participated in my study. Participants engaged in a photo-elicitation exercise which was followed by a semi-structured interview.

Findings: All participants found the photo-elicitation exercise as an empowering tool for conveying their personal narratives in the interviews. Data collected via both the photo-elicitation exercise and interview shows that the majority of participants struggled with being overweight as children, and this had a flow-on effect through to their adulthood. Almost all participants experienced stigma and discrimination in childhood, as adolescents, or as adults, and this has had an impact on participants' sense of self-worth, confidence, and self-esteem. All participants had attempted to lose weight numerous times in their lives through

multiple means with little success. In most participants, the availability and accessibility of cheap fast food and the high costs associated with purchasing healthy food were noted as barriers to healthy eating. Furthermore, feelings of shyness and embarrassment relating to body image were seen as barriers to engaging in physical activity.

Conclusion: My study found that being overweight or obese is not just a “physical” problem, and the effects of increased weight can be found across all dimensions of health which has the potential to lead to serious mental health illnesses. Findings also suggest that being overweight or obese was the outcome of a variety of different social, cultural, and psychological factors which has generated an array of different experiences.

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Reducing the “ick” factor in physical health: do reappraisal and habituation work?

Nicole-Elizabeth M. Schoombie University of Auckland

Philip A. Powell University of Sheffield

Charmaine Borg University of Groningen

Nathan S. Considine University of Auckland

Background: Disgust is an emotion that evolved to protect from disease by generating avoidance. However, disgust can be maladaptive in physical and mental health settings contributing to the avoidance of blood draws, cancer and sexual health screenings, as well as to issues in sexual dysfunction, OCD, and some phobias. How to reduce disgust remains unclear. Prior research has had mixed success with exposure paradigms in mental health but has not yet tested whether reappraisal can be of benefit or whether it may work in physical health contexts.

Aims: To investigate how reappraisal – a cognitive regulation technique for changing the way stimuli are interpreted – and habituation compare to a control condition in reducing subjective and behavioural disgust responses to sexual and contamination disgust stimuli.

Methods: 90 participants (63% female; mean age 29 years) completed baseline questionnaires before being gender block randomised to reappraisal, habituation, or control conditions. In a laboratory session, participants completed eight counterbalanced behavioural avoidance tasks designed to elicit sexual and contamination disgust. Following each task participants made self-report ratings and degrees of behavioural avoidance were assessed.

Results: A multivariate analysis of variance (MANOVA) tested for differences across the three conditions. Analyses revealed a consistent pattern in which both reappraisal and habituation groups (a) reported less disgust and (b) were less behaviourally avoidant than the control group, but did not differ from one another.

Conclusions: Early analyses suggest that reappraisal and habituation have potential as interventional strategies to reduce disgust-driven avoidance in health contexts. Given increasing evidence of disgust's relevance to avoidance

dynamics in mental and physical health, the current study may be useful in developing treatments and interventions.

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The Values Exchange (Vx) in embryo donation decision-making

Hannah Oprin, AUT university, Sonja Goedeke, AUT University, Amanda B. Lees, AUT University

Health professionals in New Zealand have an integral role in assisting couples to make disposition decisions about embryos remaining after In Vitro Fertilization (IVF) fertility treatment. Embryo donation, the donation of ‘surplus’ embryos to another individual or couple struggling with infertility, is one possible option. Counselling is mandatory for both donors and recipients and includes consideration of donors’ motivations and expectations of the donation process. Decisions reached by couples are however, frequently portrayed as difficult, complex and contradictory. Research suggests that the disposition decision is influenced by factors such as the perceived status of the embryo, and the parallels couples may draw to other donation practices or to adoption. However, the influence of values on the decision-making process has been largely neglected. In this research, the role of values in making donation decisions was explored. Eight participants, who had either already made a decision about donation or had yet to make a decision, were asked to respond to a hypothetical embryo donation case through the Values Exchange (Vx) tool, an online methodological research tool used for illustrating decision-making processes and values. Analysis suggested that non-maleficence was a primary value affecting participants’ decisions, overriding other values such as the desire to pursue what is good and help others, and autonomy. While the limitations of the tool in this context are acknowledged, findings suggest that the counselling of potential donors should include a discussion of the role of values in their decision-making.

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What are counselling psychologists’ views and experiences of using e-therapy in clinical practice?

Charlotte Parr, Auckland University of Technology Masters Student

Dr Jackie Feather (co-author) AUT lecturer, Clinical Psychologist

Dr Kirsten Van Kessel (co-author) AUT lecturer, Clinical Psychologist

E-therapy and technology has become increasingly prevalent in the professional practice of psychology worldwide over recent decades. Counselling psychology adopts a pluralistic epistemology that values the diversity of perspectives. This scope of practice takes a critical approach to research, theory and practice, including recognition of the importance of debating the issues and understanding alternative views on e-therapy integration into the clinical practice. The current research has sought to explore counselling psychologists’

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views and experiences of using e-therapy in clinical practice in Aotearoa New Zealand. A thematic analysis of seven interviews with counselling psychologists in Aotearoa New Zealand identified themes around the limitations of e-therapy, the benefits of e-therapy, e-therapy – the practical versus the approach of counselling psychology, e-therapy as an adjunct, and what counselling psychologists want to be trained in. It is hoped that the findings will fill a gap in the literature, raise awareness, make recommendations and help inform training for clinical practice.

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Leadership

Lean in the Service Sector a Psychologist's Friend or Foe?

Jodie Black Otago Polytechnic

In the public sector we continue to hear the mantra of “doing more with less”. One of the predominant methods to assist in this goal has been developed in the car manufacturing industry. The Toyota Production System (TPS) or Lean thinking has been described as the “machine that changes the world” due to the impact it has had on industry (Womack, Jones, & Roos, 1990). Lean thinking has been growing in popularity in the public and private sector over the last 20 years with lean practices accounting for 51 percent of publications relating to quality management processes in service industries (Radnor, Holweg, & Waring, 2012) and evidence that its application in service industries is continuing to increase (Costa & Godinho Filho, 2016). But what is lean thinking? How well does a manufacturing improvement process translate to service related industries? And what does this have to do with Psychologists?

This workshop will take you through an overview of lean thinking as a set of tools, a philosophy and a management style (Graban, 2008) in the context of how it has been adapted to assist service organisations. A review of the current literature will provide further context on the perceived fit of lean in service industries, and particularly health care (Liker, 2017). Then, finally a critical discussion into the role of Psychologists, both within organisations and as consultants to organisations, in implementing lean, will be provided. As experts in behaviour change we have a significant potential to facilitate and influence quality improvement approaches in services, but what are the risks and gains for lean thinking, our profession and our clients? This workshop may be of interest to organisational and coaching psychologists, psychologists within with in organisations and those involved in service planning and quality improvement roles.

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Health, Safety, and Wellbeing

Practical tools for Resilience at Work

Kathryn Jackson, careerbalance Ltd

Christchurch, New Zealand has learned first-hand about the strength of having a resilient approach after a series of devastating earthquakes completely changed the landscape of business, home and work.

Since 2010, employees have had to navigate extreme uncertainty in both their work and their personal lives simultaneously, and researchers have been right beside them to explore what it takes to not only survive but thrive in uncertainty.

Their findings about resilience at work have been fascinating; highlighting the importance of a four-pronged approach which can be tailored personally for long lasting impact and challenging the popular perception that being resilient is simply about “bouncing back”.

Kathryn Jackson has worked as a Learning & Development coach in this environment, exploring how the research might be used by everyday people who want to become stronger at work.

This practical workshop aims to bring to life what she has learned; the importance of emotional honesty as a foundation for true resilience, how your levels of self-care influence your ability to re-energize and stay strong, how your connections play a part in your ability to flourish and whether you have been learning (and changing) along your journey. Her work is being published by Routledge during 2018 and she is supporting the launch of the New Zealand Institute of Wellbeing and Resilience.

The 1.5hr workshop should appeal to anybody who supports their clients in a work context, or has an interest in exploring how to personalize some of the latest thinking about resilience.

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Bicultural Initiatives

Discussions in Indigenous Psychology: Inquiries about Inequity and Injustice

*He Paiaka Totara & He Paiaka Tipu
Waikaremoana Waitoki, Luke Rowe, Tahlia Kingi, &
Andre McLaughlan*

As a theoretical lens, kaupapa Māori theory: has aspirations of a flourishing Māori community; critiques dominant power structures to ensure equitable outcomes for Māori; and centralises Māori psychological knowledge as normal for Māori. Māori psychologists are increasingly using a kaupapa Māori theoretical lens to embed knowledge of whānau, creative arts, the environment, and spirituality in their work with Māori. These cultural concepts are not new, however, despite being legitimate solutions to systemic inequities that Māori face, they are overly policed, and remain untaught in the majority of psychology degrees. After 30+ years of biculturalism and cultural competency in psychology, Māori inclusion in psychology is still well below Māori population statistics of 15%, and almost invisible as a proportion of the population in need. The purpose of this session is to discuss the Mental Health Inquiry, the Wai Claim alleging that Crown agents committed breaches of the Treaty of Waitangi

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in relation to psychology; and the Indigenous Psychology in Aotearoa: Reaching Our Highest Peaks report (Jan, 2018) commissioned by He Paiaka Totara.

The inter-relatedness of the Inquiry, the Claim, and the Potential's Report will be described and opened for discussion. A theme thus far, is that inequities in mental health care are prevalent for Māori; that the Crown has breached its duty to ensure its agents meet Treaty responsibilities; and that Māori psychologists have a role in developing a psychology that is grounded in Māori worldviews.

Psychology, Psychologists and Te Tiriti o Waitangi 2018

Facilitated by Drs Raymond Nairn and Rose Black 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 Nga Rangatira Māori, and a Pākehā/ Tauwi 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.

Pākehā/ Tauwi conference attendees are invited to participate in the Pākehā/ Tauwi Caucus. This year we will focus on the Waitangi Claim: WAI 2575, #1.1.1 (<http://www.psychology.org.nz/wp-content/uploads/wai-2725-1.1.001.pdf>) lodged by registered psychologist Dr Michelle Levy, 29 March 2018. Dr Levy states that:

This claim then concerns not only the need to deliver culturally compliant Psychology services to Māori, but also the failure of the Crown to ensure that the Psychology community acknowledge or give effect to, any other non-western system of help that may address the Psychology needs of Māori.

The claim also raises concerns about: firstly, the resistance to training Maori through to registration as psychologists; secondly, to incorporate a Maori world view in the training of psychologists; thirdly to ensure that psychologists are culturally competent to work with Maori clients and communities; and to have greater numbers of Maori in teaching roles in all institutions.

The Pākehā/ Tauwi caucus, is a network of psychologists and students who meet two or three times a year with the aim of improving their cultural competency understanding and practice for the continuing competencies. 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.

SATURDAY

Community

Placing justice firmly in the framework of basic human needs

A.J.W. Taylor PhD, Victoria University of Wellington, NZ.

Psychologists have been content to leave Justice aside for the attention of criminologists, lawyers and philosophers, except when involved professionally either in the resolution of minor disputes, or as expert witnesses to assist the Courts in determining mental capacity and mens rea. But in the light of today's widespread political, economic and religious turmoil in which a sense of injustice features strongly, far more psychologists could play a part in tackling the underlying problems.

The idea is not unreasonable, bearing in mind the commitments that statutory bodies of psychologists have undertaken both to promote the subject as a science and to be of service to mankind. But the broader task is one for which they would need to acquire additional expertise. The suggestion here is that psychologists could begin by conceptualising justice as a basic human need essential for individual and community development. Thereafter they could forge links with other disciplines to establish the essentials for settling major disputes, living in harmony, and sustaining healthy environments.

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ProQuest Presentation

Taani Lin, Training & Consulting Partner, ProQuest Customer Experience

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

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Bicultural Initiatives

Te Ara Raukura: Building indigenous leadership capacity in Māori youth

*Rawiri Manawatu, Ngai Tahu
Dr Porsha London, Ngati Pākehā*

The Ministry of Education (MoE) has committed to increasing secondary school achievement and vocational pathway success for indigenous Māori students. Te Ara Raukura (Pathway of Chiefs) was initially formed as a partnership between the local indigenous Māori (Iwi, tribe), the MoE, and seven secondary schools in the Eastern Cluster of Christchurch for the delivery of a collaborative leadership program for youth aged 13 to 16 years of age. Te Ara Raukura seeks to create opportunities for Māori youth to be more agentic in the ways they build relationships and connect to Māori culture, language and identity. This presentation will draw on findings from survey and

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interview data gathered from the first three years of the project to elucidate a tiered Māori pedagogical strategy underpinning the project intervention logic and to describe building indigenous leadership capacity through promoting resilience as an agentic variable in increasing motivation and connection to school.

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Mindfulness and Māori women: A good match?

Miriama Ketu-McKenzie, Massey University,
Southern District Health Board

Dr. Mei Williams, Massey University

Proff. John Podd, Massey University

Dr. Michael Phillip, Massey University

Dr. Karl Iremonger, Otago University

Metabolic problems and chronic psychiatric illnesses (including depression and anxiety) are prevalent among Māori women in New Zealand, as are childhood experiences of trauma, adverse events and chronic stress. Recent studies have indicated a link between adverse events experienced in childhood and chronic health problems later in life. Many of those studies propose that dysregulations in the stress response system (specifically the hypothalamic-pituitary-adrenal axis) are responsible for that link. Cortisol is the primary corticosteroid released by the HPA axis and is commonly used as a biomarker for assessing HPA axis functioning. Mindfulness-Based Stress Reduction (MBSR) is a therapy that uses a range of breathing techniques, stretches, formal meditations and awareness exercises designed to help regulate the stress response by changing the way the brain manages and relates to stress. Due to its Eastern roots, MBSR therapy assumes an holistic view of health that mirrors some of the key concepts promoted in Te Ao Māori. This presentation presents the findings from a pilot study in which eight Māori women with histories of chronic stress, completed an 8-week Mindfulness Based Stress Reduction course that had been adapted to suit a Māori audience. Throughout the course, participants provided cortisol samples that measured changes to their acute stress response, their daily cortisol slope, their cortisol awakening response and their overall cortisol levels. Self-report data assessing depression and anxiety levels, PTSD levels, stress eating habits, perceived stress levels and mindful awareness levels were also provided. The results indicated that MBSR therapy was well received with this sample of Māori women and that the participants received a wide range of benefits as a result of taking part in the study. This presentation will appeal to those working with Māori who are interested in evidence which supports a novel therapeutic approach.

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Health Psychology

Language Disorders in Child and

Adolescent Mental Health: The Elephant in the Clinic

Antonios Chasouris, South Canterbury DHB
iCAMHS

In their recent article in *Psychology Aotearoa*, Friary, P., Fairgray, L., Donaldson, S., Purdy, S. (2017), provided an analysis in regards to the recognition of language disorders as a factor causing or affecting mental health in children and adolescence and the need for improved communication between the psychologist and the speech and language therapist.

This mini workshop will attempt to outline:

1. Different definitions of Language Disorders and their relevance to iCAMHS.
2. A brief description of Description of Language Disorders most frequently presenting to an ICAMHS Service i.e. Receptive Language Disorder; Expressive Language Disorder; Mixed Receptive-Expressive Language Disorder.
3. How the ICAMHS Clinician can utilize standard ICAMHS psychometrics to screen for a Language Disorder and make appropriate referrals (for example utilizing the WISC-IV and WISC-V as screening tools or using the Oral-Written Language Scales 2 to examine the psycholinguistic ability of a child.
4. Effects of Language Disorder in children in terms of considerations for intervention (for example the effect of a language disorder on working with child victims of abuse or children with an Anxiety Disorder).

The presentation will include some statistical data e.g. number of successful referrals based on screening, relationships between cognitive assessment data and language screening data etc.

This mini workshop will be relevant to anyone who works with children and adolescents with mental health difficulties and their families, with particular significance to students, families, ICAMHS clinicians, and clinicians who work with children.

References:

Friary, P., Fairgray, L., Donaldson, S., Purdy, S. (2017).

What does speech-language therapy look like in New Zealand and how does it interface with psychology.

Psychology Aotearoa, 9(2), 80-84

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Clinical

They never taught us about this - helping multidisciplinary colleagues manage resistance, motivation, frustration and bigotry

Dryden Badenoch Whanganui DHB

Background- Therapies staff (Physiotherapists, Occupational Therapists, Speech & Language Therapists, etc) have always encountered psychological challenges when interacting with patients and their whānau, but continue to be ill-prepared by their professional training to deal effectively with these

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issues.

Offering training for newly-qualified staff in Whanganui DHB has revealed that their not-so-newly qualified seniors are less stressed and distressed by such challenges, but feel similarly ill-equipped and out of their depth.

Aims- To minimise the mishandling of psychological issues by non-psychologist healthcare staff, we must ensure that both patients and staff are adequately supported when such challenges arise.

Methods- Participants will experience the workshop structure offered to therapists of all levels of experience in Whanganui DHB, considering and debating staff's responses to the issues raised in the workshops run to date.

Learning Objectives

Participants will

1. understand non-psychologist staff's experience of psychological challenges in clinical work
2. know how to support and advise therapies staff on improving their responses to such challenges
3. be able to address maladaptive patterns of practice

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

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Integrating innovation in service delivery

Convenors: Barbara Kennedy & Benita Stiles-Smith

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1. Mini-workshop: Outside my window: giving children a voice in assessing and treating their trauma.

Vicky Scott

Working with children who are affected by trauma can be challenging, and assessment processes are often related more to adult interpretations of childhood behaviour than to the child's experience. Coupled with play therapy and observation, or teacher feedback, the resultant assessment is often indicative of behavioural problems such as Conduct Disorder (CD), Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactive Disorder (ADHD). Treatment of childhood trauma directed by such diagnostic labels risks addressing the symptoms more than the underlying causes. An alternative approach is to use specific narratives in the forms of children's story books and psycho-information gathering and education tools such as the Timeline, the Stress Model and Adaptive Information Processing Model. These can help define the effect of the trauma on the child in a way that the child both understands its effects and has a voice to define what those effects are. This approach is consistent with John Briere's contention that complex trauma effects exist on a continuum that includes behaviours that can present as Personality Disorder, OD, CD, and ADHD. Examples of the ways these tools are being used with children for ACC

sensitive claims assessments will be given, as well as how the stress model can be used to educate carers, parents and teachers to better manage the effects of trauma when dealing with these behaviours.

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2. Psychology in healthcare: the fence at the top of the cliff

Emma Hockley, APM Workcare, Resourceful You Counselling and Psychology

In healthcare, the analogy of the ambulance at the bottom of the cliff denotes a failure of timely intervention resulting in unnecessary casualties, and highlights the importance of timely intervention to improve health outcomes for individuals and reduce longer-term healthcare costs. Historically in mental health, psychologists have been deployed at various points on the metaphorical cliff-face but critically, within secondary (the safety net well down the cliff) and tertiary services. However, the biopsychosocial model has positioned psychologists to also deliver preventive and early intervention: the fence at the top of the cliff - or the trampoline part-way down.

Timely access to psychological services reduces the suffering of individuals by catching issues early, returning them to functional and productive lives within society, and contributes to a more cost-efficient deployment of health-spend. Examples from two service contexts will illustrate early intervention potentials: first, a case study in community-based elder care and second, in a multidisciplinary pain management service. In the case study, low-intensity intervention with a client wait-listed for secondary mental health service prevented the need for higher-level, secondary services. In pain management, negative beliefs about pain are known to influence chronicity and the early delivery of pain education is an integral part of rehabilitation, containing the number of individuals who progress deeper into the system. Education about psychological aspects of pain provides a shared language, corrects misconceptions, enables individuals to cope with their 'pain emotions', and, like all good therapy, extends learning into lived life outside the therapy room. Embedding psychology within a team of Health Professionals can also strengthen health messages and behavioural change. Further research is needed to examine the benefits, efficacy and further potential of multidisciplinary early-intervention service delivery models.

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3. Enhancing social change: Building mental health support in the justice system for people and their whānau

Junie Woolford, Department of Corrections

Research conducted by the Department of Corrections in 2016 found people within the justice system having a three-fold increase of mental health or substance use

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disorders along with increased barriers accessing mental health services. In response to these findings, in 2017 the Department of Corrections implemented an innovative pilot project that effectively brings primary mental health services to its population. Embedding primary mental health services across 15 prisons and 4 community corrections sites, the Department aims to address mental health issues creating difficulties in achieving wellbeing, rehabilitation, and re-integration. The pilot project supports adults in the justice system who have mild to moderate mental health concerns, with the goal of increasing this population's involvement in rehabilitative activity such as education or employment programs, and scaffolding adjustment from custodial to community living. Increasing staff awareness and understanding of mental health issues is also encompassed in the pilot project goals. At the conclusion of the pilot in 2019 data will be analysed and the viability of permanent provision of this service will be considered. Enhancing social change by working with people presenting with mild to moderate mental health issues within prisons and community probation settings is a new space for New Zealand psychologists. Two registered psychologists involved in this innovative pilot will describe their respective roles and practice. Overall, there will be a focus on the unique opportunity that exists for the discipline of psychology to contribute to a mental health service that is 'under construction' with potential to become a permanent and nationwide primary mental health package. This presentation will appeal to psychologists working within the justice system, primary care, and community mental health services.

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4. From Education to Corrections Psychology: A transfer of skills.

Kelly Fisher, Department of Corrections

Despite the evident distinctions between the roles of psychologists in education and corrections, there are skills and tasks essential to an Educational Psychologist's role that can add value in the Corrections setting. This presentation describes a process of intentional transfer of skills in the transition between these contexts and highlights particular contributions from Education to Corrections. Reflection upon both past and present practice areas, collaboration with new colleagues, and the application of training from an integrative curriculum, assist to make this both a seamless and resourceful process. Key contributions to the new role draw on an ecological systems approach and include: increased recognition of the importance of collaboration in assessment and across services, co-creation of integrated support plans; and use of the "supporting the supporters" approach where Corrections' Officers are encouraged to assist clients by the implementation of best-practice psychological strategies. Thus, this presentation serves to initiate conversations about the invisibility of the underlying commonalities of the different contexts we practice across,

whilst maintaining sight of the differences in order to safely transition from one field to another.

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5. Making the trickiest of Decisions: Steps towards ensuring best practice regarding issues of confidentiality.

Elizabeth Scott, STOP Adult Services

Working in the field of harmful sexual behavior understandably raises complex and sensitive ethical issues, particularly regarding confidentiality, privacy and risk. The multi-disciplinary team for harmful sexual behavior brings psychologists together with other staff from a variety of disciplines, training backgrounds, and approaches to professional ethics. Perspective variation amongst providers can challenge individuals and divide opinion within teams, potentially resulting in confusion. The Psychologists' code of ethics based on principles and with decision-making models for implementation is a sophisticated and trustworthy frame for working through the ethical dilemmas that frequently present in this setting. Having a structure to aid the consideration of ethical dilemmas has the potential to ensure that the problem is accurately presented, biases are identified and acknowledged, a variety of solutions are considered and ultimately best practice, defensible decision making is achieved. Within STOP Adult Services, K mpf et al's (2009) decision making model for resolving ethical dilemmas has been implemented team wide as an ethical decision making framework. This has served to provide a common language in considering ethical dilemmas and supported staff to construct their own initial response in preparation for supervision, and to effectively record the decision making process. The implementation of this model across a multi-disciplinary team will be presented alongside discussion of the possibilities of specifying the framework for this setting.

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Clinical Workshop

Using digital tools to improve mental health and wellbeing among young people: Current practices and developing opportunities within the National Science Challenge.

Dr Matthew Shepherd University of Auckland

Dr Sarah Hetrick University of Auckland

Tania Cargo University of Auckland

Dr Sarah Hopkins University of Auckland

Dr Theresa Fleming Victoria University of Wellington, University of Auckland

Professor Sally Merry University of Auckland

This will be an interactive, creative workshop exploring current online tools for mental health and wellbeing and providing opportunities for feedback and discussion of a new mobile tool in development. The HABITs team are part

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of a National Science Challenge, A Better Start – E Tipu e Rea. Our aim is to improve mental health or resilience in young people in New Zealand using scalable sustainable digital technologies.

In this workshop:

1. The authors will present current evidence for wellbeing and mental health of high school students in Aotearoa/New Zealand today.
2. Participants will be introduced to evidence, challenges and evolving directions in digital tools for mental health and how these have been used to date in local and international settings.
3. Participants will be invited to test New Zealand digital health tools from TheLowdown.co.nz and SPARX.org.nz and participate in processes to explore how these tools are and could be used or improved.
4. Opportunity will be provided to discuss policy and implementation issues for attaining best outcomes from digital tools to improve wellbeing.
5. Participants will be introduced to a working prototype from HABITs. This is a large new project which aims to improve the mental health of Year 9 & 10 students via digital approaches. We will use social innovation strategies and discussion to critically consider how this prototype could be used or improved to support wellbeing for Māori and Pasifika young peoples in their early high school years. Participants can expect to be introduced to a range of world leading online mental health and wellbeing tools and to contribute to discussion which will inform new research and development projects. Networking and ongoing connections will be enabled. Participants are encouraged to bring your own device (BYOD) and curious open minds.

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Psychology for a Sustainable Future

Chair: Marc Wilson

Panel & open discussion: Jackie Feather (convenor), Nikki Harre, Phillipa Pehi, David Holmes, Nick Laurence, Brian Dixon, Dana Ashwell

Developmental

Delivering evidence-based parenting interventions to refugee background families, empowering communities and building sustainability

Chair: Margaret Weston

Presenters:

Margaret Weston, MA M Ed Psych, Psychologist and Co-coordinator of the Refugees as Survivors (RASNZ) Family Service; Margaret@rasnz.co.nz
Areej Arif, BA Psychology, PG Dip Arts
Aklilu Hibtit, BA Social Work (Te Wananga o Aotearoa) Eritrean community leader and parenting facilitator, Akile74@yahoo.com

Abstract: Refugees as Survivors (RASNZ) Family Service supports the wellbeing of refugee background families. One

of the many issues families face is parenting in a new social and legislative environment. This symposium will present three perspectives on a Treaty-informed, community-empowerment model for delivering an evidence-based parenting programme to families of diverse cultural and linguistic backgrounds. In summarising key outcomes, the intention is for the voice of refugee background parents to be heard.

Margaret will talk about the place of parenting in settlement support for refugee background families, the rationale for identifying Triple P Discussion Groups as the programme of choice, and what was learned from a trial delivery of parenting support to an Afghan Women's Sewing Group. Aklilu will describe the roll-out of parenting support to Eritrean families and the impact this has had on the community as a whole.

Areej Arif will present some findings from her thesis for her MA in Psychology at Massey University, for which she conducted interviews with mothers who had completed the Triple P Discussion Group series.

WhānauAction Project: Conducting respectful and effective research with families of adults with brain injury in South Auckland

Elisa Lavelle Wijnh ABI Rehabilitation

Michael Denton Brain Injury Association

Leanne Wharepapa-Webb Brain Injury Whānau Action Project

Jazmin Aiavao Brain Injury Whānau Action Project

Hazel Davis Brain Injury Whānau Action Project

Using Māori-Centred Community-Based Participatory Research to increase the capabilities of whānau of adults living with brain injury.

There are risks in conducting research as a Pākehā professional who wishes to work effectively with Māori and other cultures in a predominantly low-income area. Communities can experience research as exploitative and offering little direct benefits to participants. In this situation, research findings may also have little relevance to the communities that are reported on. This paper explores the framework that was used to set up the Brain Injury Whānau Action Project to directly benefit co-researchers and have the capacity to impact policy.

Aims: In conducting research with whānau of adults with serious brain injury, the goal was to be respectful and effective and this needed to be reflected in the design. The principles of both Māori-Centred and Community-Based Participatory Research were drawn on to facilitate these goals. Engagement with whānau, the local community and mana whenua was achieved through a careful and ongoing process. Significant attention and energy was put into maintaining and sustaining the participatory partnerships. This paper will detail the presentation used to achieve these aims.

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Main Contributions: Co-researchers reported benefits from being involved in the research project and whānau who attended the wānanga, that we delivered through the action project, also reported a wide range of benefits. The project was seen as a positive within the community and has been acknowledged as making a significant contribution to the current ACC Strategy and Action Plan.

Conclusions: Using sound and careful processes, academic research can be conducted to directly benefit participants, contribute to knowledge and impact policy.

Please note the focus of this paper will be more methodological and include evaluation of the CBPR process. Results will be covered in a separate paper.

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Brain Injury Whānau Action Project: Educating and strengthening ourselves in order to educate and strengthen others

Elisa Lavelle *Wijohn ABI Rehabilitation NZ*
Marilyn Waring *Auckland University of Technology*
Jane Koziol-McLain *Auckland University of Technology*

Michael Denton *Brain Injury Association*
Leeanne Wharepapa-Webb *Brain Injury Whānau Action Project*

Jazmin Aiavao *Brain Injury Whānau Action Project*

Background: Brain injury has long been understood as a family injury, yet families have struggled to access supports to better meet their own needs.

Aims: This research engaged with whānau in South Auckland who had an adult family member with brain injury in order to improve the capabilities of families to live their lives in the ways they have reason to value. The aim was that the research would be directly beneficial to participants, and would also contribute to knowledge and have the possibility of impacting policy.

Methods: Māori-Centred, Community-Based Participatory Research principles guided the process of establishing an action project. We discussed terms such as Brain Injury, Research, Partnership and Family, and talked through the questions of What's worked? What's not worked? and What do we want? in order to determine what useful action we could take. We then pursued the action and evaluated both the action project and the process of conducting the research.

Results: The discussions revealed clear themes with the dominant one becoming the group's mission: To educate and strengthen ourselves in order to educate and strengthen others. The action project chosen was to deliver a wānanga so that education could be delivered to whole families in a setting that was safe, familiar and could support the kaupapa of the group. Speakers at the wānanga were videoed in order to share the information more widely. Co-researchers participated actively throughout the entire research process including phases of dissemination, sustainability, contribution to policy development and the delivery of a second wānanga and other projects in line with the group's

mission.

Conclusions: This process of research highlighted the importance of delivering education in a culturally relevant and participatory manner. The research project has been acknowledged by ACC as having significantly impacted the current strategy and action.

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NZ Psychologists Board Past, Present, Future

New Zealand Psychologists Board: A Consultation session

Presenters: John Bushnell (Chairperson) and Steve Osborne (Chief Executive and Registrar)

The Board will provide a brief update on its activities:

Governance matters: Board review of its governance processes and delegation of duties, 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.

An interactive forum will cover topics that are emerging, including issues around a perceived "proliferation" of Scopes of Practice.

We will welcome questions throughout the forum, and time will also be provided at the end for a general "Q&A" session to address any issues of interest or concern to practitioners.

Bicultural Initiatives

Impacts of colonial history in Aotearoa in tertiary education

Awanui Te Huia, Lecturer at Te Kawa a Māui (Māori Studies) at Victoria University of Wellington; PhD in Psychology

History plays a central role in the construction of group identities (Liu & Hinton, 2005). The ways in which Māori and Pākehā understand the bicultural relationship that exists in a contemporary context, reflects on their knowledge of past actions. In a qualitative study involving ten Māori and six Pākehā students enrolled in Māori Studies courses at Victoria University of Wellington, participants described how learning about the colonial history of New Zealand impacted their learning. Results also explored how knowing about history effected their interpersonal relationships, both within their ethnic groups and cross-culturally.

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Participant learned about New Zealand's colonial history from Māori educators in classrooms that generally had equal representation from both groups. Learning in this context also impacted on how the information was received by students. This study provides insights about the dynamism of group identities in post/neo-colonial contexts.

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Opening locked gates: Identifying land owners' attitudes to kaitiakitanga

Our research investigates attitudes, enablers and barriers towards kaitiakitanga. We examined psychological factors (e.g., psychological distance, trust) affecting the ability of tangata whenua to practice kaitiakitanga, focusing on mahinga kai (customary harvest and management of waterfowl and wetlands) due to its ecological and cultural importance to tangata whenua. A general inductive approach was used; and Kaupapa Māori research principles were followed, which assume early and ongoing consultation with, and guidance from iwi (Ngāi Tahu). Thirty participants from two interest groups, tangata whenua (i.e. Māori customary practitioners and harvesters) and land owners, who associate with waterfowl or wetlands (e.g. harvesting or controlling waterfowl populations) in Te Wai Pounamu, took part in semi-structured interviews. Findings suggest that access to or through privately owned land is a major barrier to tangata whenua practicing kaitiakitanga and customary harvest. Moreover, affect plays a primary role in land owners' willingness to grant access onto their property. Affective factors include trust around allowing access, and fears around visitor safety. Other barriers include cognitive factors (e.g. lack of knowledge of kaitiakitanga practices among land owners) and social factors (e.g. quality of social contact between land owners and tangata whenua). Using Contact Theory and Common In-group Identity Theory, the research suggests that (1) positive intergroup contact may reduce fear, increase trust and promote positive intergroup perceptions, and (2) both land owners and tangata whenua may achieve their own goals –around managing and harvesting waterfowl– through collaboration and the adoption of a shared affiliation (e.g. as environmental stewards). These strategies would contribute to the revitalisation of kaitiakitanga and the cultural expressions (e.g. language, kawa, tikanga) that accompany the practices.

"It's always best to sort of speak up, but..." Exploring how students who support ethnic-specific equity programmes at university respond to anti-equity challenges.

Lucy Cowie University of Auckland

Background: Structural inequalities have led institutions like universities to adopt equity initiatives to redress societal imbalances in who has access to, and who succeeds in, tertiary education. Ethnic-Specific Equity (ESE)

programmes, such as targeted admissions schemes, targeted scholarships, and support programmes, have existed for many years, and support student success. Yet they face persistent resistance – anti-ESE expressions on campus are common (e.g., Mayeda, Keil, Dutton & 'Ofamo'oni, 2014), often drawing on both "modern racism" (Augoustinos & Every, 2007) rhetoric, whereby the "unequal" treatment of students is framed as unreasonable, as well as more obvious expressions of prejudice.

Aims: To understand how students who support ESE, respond to or challenge anti-ESE sentiment.

Method: Interviews were conducted with 20 self-identified supporters of ESE about responding to and challenging anti-ESE expressions. Participants were recruited across University of Auckland campuses, through advertising, student networks, and snowballing. Participants' ages ranged from 18 to 40 years (Mean = 25), and the majority of the sample were women (80%). Eleven participants identified with a single ethnicity: five as Pākehā or New Zealand European, four as an Asian ethnicity, and one as a Pacific identity. The other nine indicated multiple or mixed ethnic identities made up of the following: Māori (5); a Pacific identity (5); Pākehā, New Zealand European, or "Kiwi" (5); an Asian identity (4); or a European identity (3). Just over half (11/20) had participated in ESE programmes themselves. Data were analysed using thematic analysis with five themes identified..

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Behavioural

Supporting Individuals with Challenging Behaviour for a Better Life

Angela Arnold Saritepe University of Auckland & Katrina Phillips University of Auckland

Challenging behaviours are problematic for a large number of individuals with developmental disabilities and there appears to be a growing wave of young people with behaviour so extreme that families and educators are at a loss to know what to do. Challenging behaviour interferes with the ability to learn adaptive behaviour and it decreases the range of options in living, educational, and working environments for the person with the disability. This workshop will present function-based strategies for the assessment and intervention of challenging behaviour within a contextual framework. Current and emerging research in supporting people with challenging behaviour such as trial based functional analyses and interview informed synthesised contingency analyses will be outlined. Case studies in educational and family environments will be presented for discussion.

Attendees are invited to bring their own cases to discuss.

Objectives:

To develop an understanding of function-based assessments.

To be develop intervention strategies that are informed by the assessment processes.

To gain awareness of the context surrounding challenging

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behaviour and how this impacts on implementation of behaviour plans.

Audience:

This workshop is aimed at those working to support people with challenging behaviour in the family, residential and educational contexts.

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Clinical/Cognitive

Stimulant abuse during adolescence: subsequent effects on behaviour.

Rob Hughes University of Canterbury

Background: New Zealand has one of the highest proportions of abuse of the stimulant drugs, MDMA (Ecstasy) and methamphetamine, in the world. Because most drug use usually begins during adolescence when the brain is still not fully mature, the potential for harmful consequences from abuse of these and other stimulants during this period (which can last as late as the mid-twenties for some individuals) is significant.

Aims: The aim of this presentation is to briefly examine some later consequences of stimulant use during adolescence drawing upon published research including findings from preclinical animal research conducted over the last decade at the University of Canterbury.

Methods: With the assistance of Google Scholar, relevant published research was identified and scrutinised for possible later effects of adolescent stimulant use on measures of cognition and emotionality. This was combined with University of Canterbury research outcomes.

Results: The most prevalent outcome was evidence of impaired memory and heightened anxiety irrespective of which particular stimulant was investigated.

Conclusions: There is sufficient evidence for concern about possible deleterious effects of adolescent use of stimulants on brain/behaviour development. This concern warrants further research into later behavioural effects of adolescent stimulant abuse along-side implications for clinical practice.

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Poster Abstracts

Risky decisions in the presence of sad mood states

*Seth Harty, PhD The University of Canterbury
Kalie Evans, MS The University of Canterbury
David Fraser, PhD Chatham University*

Background: Negative emotional states have been shown to alter complex cognitive processes such as decision making. Laboratory based mood induction paradigms effectively alter positive and negative mood states. The extent to which state changes in sad mood influence decision making is currently unclear. Aims: To explore the extent to which induced negative mood influences performance on a computerized measure of risk taking behavior, the Balloon Analogue Risk Task (BART). Methods: Individuals enrolled as college students in the United States (n = 22, Mean age = 20.5; 14% Male) participated in this pilot study. As part of this within-subject experiment, participants experienced two mood induction (MI) conditions (Sad and Neutral) each followed by the BART. For each MI, participants listened to Sad/Neutral classical music while reading music congruent sentences. Conditions were counterbalanced across participants. Sad mood was assessed by visual analogue scales before and after all conditions. Mood reactivity (MR) was the difference in sad mood (baseline – post Sad MI). Risk-taking was the average number of pumps on unexploded balloons. The BART consisted of two blocks of 10 trials. Results: Across condition comparisons revealed non-significant differences on all measures of risk-taking. Within condition analyses comparing performance across blocks revealed significantly less risk-taking in the 1st (M= 31.87, SD= 14.82) relative to the 2nd (M= 40.42, SD = 17.69) block of trials (t= 2.72, p = .01) following Sad MI. Simple linear regressions identified a trend where MR (B = .37, p = .06) was associated with reduced likelihood of engaging in risky behaviors directly after Sad MI over and above the propensity for risk-taking as measured performance after Neutral MI (B = .146, p = .03). Conclusion: Decision making processes may be temporarily altered as a function of induced negative mood states. Future research will explore these relationships in a larger sample.

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Appreciative Inquiry Evaluation of Child and Adolescent Community Interventions in South Africa and the United Kingdom

*Dr David John Edwards, Psychology Department,
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Background- Various community psychology models are used in the context of child and adolescent counselling (Edwards, 2002a; 2010). South African community interventions seem relatively more concerned with basic health and education issues (Meyer, 2008; Sibiyi, 2006). United Kingdom community interventions are typically focused on guiding young people, reducing anxiety, depression and conduct difficulties, monitoring school

attendance as well as enrolment in college and other vocational courses (Barlett, 2006; Francis, 2008; Smith, 2005).

Aims- South Africa and the United Kingdom are apparently different in their needs for community oriented child and adolescent interventions. Nonetheless, lessons from the two contexts would further strengthen practices in child and adolescent counselling applying community interventions. Method- Participants were a convenience sample of five psychologists from South Africa (Mean age = 49.80; SD = 9.65 years) and five multi-disciplinary staff from the United Kingdom (Mean age = 43.20; SD = 11.03 years). Thematic content analysis was undertaken of three appreciative inquiry questions (Braun & Clarke, 2006).

Results- Both country's practitioners perceived that individual, family and group community interventions transcended traditional professional activities. South African perceptions were more concerned with rural, grass roots issues involving provision of basic services, as well as community liberation, development and empowerment. United Kingdom perceptions were more structured, concerned with individual monitoring and placement of persons into established systems.

Conclusion - South African interventions were relatively more liberatory and social action orientated and United Kingdom were more mental health and organisationally structured. In view of the lack of evidence for other similar comparative, international, community intervention research, the findings of this research should inform and direct related future studies.

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Essential Questions to GROW Your Team - A practical tool for leaders

Kathryn Jackson, careerbalance Ltd

I'm really proud of my workbook; Essential Questions to GROW Your Team. I have been introducing leaders and managers to the impact of being more coach like since launching my business, careerbalance in 2006. During this time, I noticed that although leaders and managers understood and embraced the idea of asking more questions and doing more listening in conversations at work, they were apprehensive about designing their own questions "in the moment" during those very conversations. As a result, I designed a suite of Conversation Guides to help them. During training, we used these guides as a "safe" way to practice coaching. Leaders and managers simply chose the conversation they wanted to practice, and highlighted the questions they wanted to try out. This helped to keep them focussed on using the world renowned GROW framework, and also gave them a place to start a more natural sounding coaching conversation. Other ways that we have used the Conversation Guides in training include:

- Inviting the person they are coaching to choose the questions they want to be asked.

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- Self-reflection by using the Conversation Guides to consider their own circumstances.
- A start place for designing their own coaching questions.
- A coaching tool that can be used by anybody in the company to support more coaching-style conversations when back at work.

The workbook began life as PDF resource to support my workshops but soon began to be used by companies outside those that I worked with. I was blown away when it became recommended reading on a number of “Manager as Coach” training programmes in Business Schools around the world, and it’s even received a 5-star rating from Graham Alexander, the inventor of GROW. It’s now available in multiple formats.

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Randomized Double Blind, Placebo Controlled Trial Exploring the Effectiveness of a Micronutrient Formula in improving symptoms of Anxiety and Depression: Trial Protocol

*Meredith Blampied, University of Canterbury
Professor Julia Rucklidge, University of Canterbury
Dr Caroline Bell, University of Otago
Claire Gilbert, Canterbury District Health Board*

Anxiety and depression are health difficulties that confer an ever increasing burden on society. Although psychotherapy and psychiatric medications treat both conditions, adverse side effects and difficulties accessing treatment prevent many people from receiving adequate treatment. Nutritional approaches have demonstrated some success in treating anxiety and depression. We plan to investigate whether a micronutrient formula, Daily Essential Nutrients, improves symptoms of anxiety and depression compared to a placebo in a community recruited sample. This will be a randomised, double blind placebo controlled study (RCT). Two hundred adults will be assigned to either a placebo or micronutrient group (placebo or Daily Essential Nutrients (DEN)) in a 1:1 ratio. A range of psychometric measures will be used to measure progress and participant adverse effects and safety will be monitored weekly. Participants will then be offered participation in a 10 week open label phase and a natural follow up will take place twelve months after baseline. The primary outcome measures will be total scores on three measures of symptom severity at ten weeks. Linear mixed modelling will be used to measure between group differences and effect sizes will be calculated using pooled mean scores and standard deviations over the course of the trial. If demonstrated as effective in improving anxiety and depression symptoms, micronutrients could provide an alternative treatment for affected individuals.

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A verification of the utility of emotional response cards among Chinese speaking people

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Brandon K Kamimoto Brigham Young University – Hawaii*

*Wai Yan Ng Brigham Young University – Hawaii
Nicole Lee Chip Sao Brigham Young University – Hawaii*

Contemporary psychotherapy sees a diverse and wide range of clientele. Economic and technological growth brings to light the awareness of mental illness around the world. Utilization of western techniques and theories of practice into countries outside the United States, such as Asian and Asian-Pacific countries has been identified as a major concern. (Tsue, 2017) Thus, in order to facilitate the process of therapy for cross-cultural clients originating from Chinese or other East Asian backgrounds prompt cards may be used to facilitate more open responses to therapy. The emotional response cards is a devised method towards psychotherapy utilizing prompt cards that contain Chinese characters representing a variety of psychological states. These cards will be used to elicit responses from the client as they identify which of the characters relate to their recent psychological experiences. Clients who have chosen emotional response cards will show a higher level of openness in terms of ability to speak about their current psychological experiences. Also, they will show a more robust conversational depth of experience as well as a longer duration as compared to the control group. The investigation into the utility of these emotional response cards involves a sample size of 80 BYUH students of Chinese descent (hailing from Hong Kong, Taiwan, and Mainland China) divided into two groups; One group of 40 which will be presented with emotional response cards; And the control group of 40 who will not be using the cards. Subjects will be asked to complete a quantitative measure of openness to emotional self-report. Results will then be analysed through a two-sample T-test, as well as a qualitative approach through NVIVO program to measure the levels of openness between participants.

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Staying in Contact Not Connected: A Study on How College Students Feel About Their Relationship with Their Smartphone

Ana Mendoza, Brigham Young University – Hawaii

This qualitative study looks at college age student’s relationship with their smartphone. Data was drawn using grounded theory to create a narrative based on themes derived from interviews with participants. Participants were selected due to convenience and all owned smartphones, from several countries of origin. Interviews were conducted using a semi-structured interview style, questions were asked to get the participant thinking. Three main themes were drawn including seeing their device as “addictive”, the best use involved mindfulness and moderation, and the healthiest relationship viewed the device as a tool. Possible

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implications go beyond the numbers and look at how young adults see their devices and how they might better use these tools. Future work will look to see how the relationship they have developed with their smartphone will now impact their relationships with other human beings. This research should appeal to all who have a smart device and give motive to have introspection into how they see their device.

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Evaluation of a HeartMath training programme for improving personal resilience and psychophysiological coherence

Prof Stephen David Edwards, Department of Psychology, University of Zululand, South Africa
Dr David John Edwards, Department of Psychology, University of Zululand, South Africa
Jenny Highly, Non-affiliated

Background - The Institute of HeartMath is a non-profit research and educational organization, based in Boulder Creek, California, which has pioneered integral, heart focused research in order to facilitate personal, social and global coherence (Childre & Martin, 1999). The HeartMath system includes a scientifically validated set of tools and technologies for transforming stress, building resilience and promoting optimal performance.

Aim- The aim of this study was to evaluate the HeartMath Building Personal Resilience training program tailored to improve personal resilience and psychophysiological coherence.

Method- A within group, pre-test and post-test, outcome evaluative design was employed to assess changes in dependent variables. A small convenience sample of 6 participants, 4 women and 2 men, with a mean age of 49 years and an age range from 25 to 68 years, each completed 4 HeartMath training sessions which included 9 tools and techniques.

Results - Non-parametric statistical analysis for quantitative data indicated significant increases in physiological coherence and personal resilience perceptions. Thematic content analysis for qualitative data yielded unequivocally positive, experiential descriptions.

Conclusions - In addition to endorsing the value and effectiveness of the HeartMath system in general and the Building Personal Resilience Programme (Institute of HeartMath, 2014) in particular, the results extended the findings of an earlier study on coherence and resilience (Edwards, Edwards, Buscombe, Beale & Wilson, 2015). Qualitative experiential and evaluative descriptions meaningfully endorsed the quantitative physiological and psychological findings with regard to the perceived value and effectiveness of HeartMath training programme on physiological coherence, resilience and perceptions of mood in terms of positive feelings. Further research is needed to generalize and/or transfer findings in different contexts with other participant samples.

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The Efficacy Of Yoga With Addictions: A Narrative Review Of Evidence

Alexander El Amanni, University of Auckland, Master of Health Practice student; The Salvation Army, Addiction Caseworker
Kahui Tu Kaha, Consumer Leader

Issue/Background: In New Zealand, addiction is a common mental disorder and a population health issue that causes significant social and treatment costs. Relapse rates post addiction treatment are considered high. Yoga has been suggested as a complementary therapy with addiction treatment to prevent relapse. Yoga can help to reduce depression and anxiety by reducing stress hormones and increasing GABA levels.

Aim: To thematise outcome measures areas of functioning that improved and to identify and describe disciplines of yoga that could help with addictions.

Method: The study design is a narrative review of literature with qualitative research objectives. Data from (n=10) studies with a total of (N=671) research participants were used to develop the themes and conclusions.

Results: The themes of the areas of functioning that improved were depression, urges/cravings, anxiety and Quality of Life (QoL). Various disciplines of yoga produce improvements combining breathing techniques, kriya (vigorous poses), mantra (chanting), mediation, mindfulness, and deep relaxation.

Conclusion: Yogic interventions may be recommended as a complementary intervention to substance use disorder patients to improve their depression, anxiety, and QoL, and to reduce urges/cravings. More longitudinal randomised controlled trials are needed to test the relapse prevention efficacy. Conclusions are limited by a high risk of bias due to no patient blinding.

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Mood, Cognition, and Risky Decisions (MCARD): A pilot study

Kalie A. Evans, MS University of Canterbury
David Fraser, PhD Chatham University
Seth Harty, PhD University of Canterbury

Background: Literature points to a relationship between negative mood states and multiple cognitive processes, such as decision making. However, the extent of these relationships is not well understood. Aim: To examine the relationship between negative mood and risky decision making through the implementation of a negative mood induction paradigm and the Balloon Analogue Risk Task (BART). Methods: US college students (n=22) (mean age 20.5, SD 2.7) participated in a mood induction paradigm (MIP) followed by the computer based BART. The MIP included negative (sad) and neutral mood. Participants were counterbalanced. Each participant completed both paradigms with the BART. Mood scores (happiness, sadness, and boredom) were recorded using a visual analogue scale (VAS) at baseline and following each MIP

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and BART. Results: Order effects were found to be non-significant ($p > 0.05$). VAS scores associated with sadness were significantly higher after negative MIPs when compared back to baseline, $t(20) = -4.045$, $p < 0.05$ and after neutral MIP, $t(20) = -5.467$, $p < 0.01$. There were no significant differences on BART performance after the sad MIP when compared to BART performance following the neutral MIP ($p > 0.05$). Conclusions: While sad mood did not appear to significantly impact overall risky decision making, the stability of decision making behaviour and increase in participant reported sadness following sad MIP demonstrate the validity of this paradigm. Limitations/Future Research: This was a pilot study with a small (n). Future research will include replicating the study with a larger (n) and exploration of the moderating and/or mediating factors between risky decision making and negative mood, such as history of anxiety/depression or impulsive behaviour.

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WORKSHOPS

A Strengths-Based Approach to Suicide Assessment, Intervention, and Management: Professional and Community Collaboration and Coping

John Sommers-Flanagan

The word "Suicide" often triggers clinician anxiety. To help you cope with suicide-related anxiety while providing competent assessment and intervention services, this workshop will emphasize eight core dimensions of suicide as they pertain to: (a) clinician self-awareness, (b) fundamental suicide knowledge, (c) skills for conducting suicide assessments and interventions, and (d) treatment and safety-planning strategies. Specific video clips and participant discussion will be used to illustrate how to meet suicide ideation with acceptance, focus on patient strengths, build hope, address culture, and collaborate with patients, families, and stakeholders in understanding and preventing suicide.

Evidence-based Coaching: Deepening Our Understanding, Extending Our Practice

Anthony Grant

Too often as coaches we plough on in our work without having the opportunity to truly extend our perspectives and practices and to ground those on a solid foundation. This workshop presents the core components of an evidence-based approach to coaching as developed at the world-renowned University of Sydney's Coaching Psychology Unit, and will extend coaching practitioners' understanding in terms of coaching models and skills practice. In this Workshop you will explore simple but powerful coaching models and practices which are solidly evidence-based and that real depth to your coaching practice. We will also discuss some of the helpful and unhelpful issues for clinicians seeking to look to coaching as an alternative or supplement to clinical work. Pre-readings will be supplied. This is a rare opportunity to work with Professor Anthony Grant from the University of Sydney's Coaching Psychology Unit and to develop both your theoretical understanding and your coaching skill set.

Psych v2.0: Touch, Pause, Engage

Siautu Alefaio

Drawing on the metaphor of a rugby call, the scrum between Psychology and Pacific is the stage upon which this workshop is set. This workshop presents an interactive learning environment for understanding Pacific peoples in Aotearoa, the interface of psychology and Pacific, and new understandings for re-informing the practice of psychology with Pacific communities.

Touch- Understanding Pacific worldview

History of Pacific peoples in Aotearoa-New Zealand

Pacific Diaspora - Case examples

Pause- Pacific values and beliefs

NIU (New indigenous Understandings) re-informing psychology

Pacific-indigenous cultural-psychological innovations

Engage- Vā Fealoaloa'i: Pacific-engagement and the art of relating well

Psychologist Cultural competencies and Pacific cultural competencies

Cultural supervision, Supervision and Mentoring

Tuaoi – Cultural boundaries

Educational Casework Supporting Learning Intervention

Jeanette Berman

From the perspective of educational casework, this workshop will consider issues around reflective professional practice in educational casework. Under consideration will be how educational and developmental psychology practice works together with responsive, inclusive teaching to increase effectiveness of intervention across contexts for the students who are the focus of our casework.

Integration of technology-based tools in clinical practice – the if, why, when and how.

Kirsten van Kessel

Technology is becoming ever present in our personal and professional lives, and the development and use of

Workshop Abstracts (Pre-conference, 5th September)

technology-based tools and e-Health interventions in clinical practice are increasing. This workshop will be an opportunity for participants to consider the advantages and disadvantages of using technology-based tools in psychological care and will provide an overview of the evidence base of such tools and ways to evaluate various technologies to determine their appropriateness for use. The workshop will also assist participants to consider if, why, when and how to introduce technology in clinical practice, and review some of the professional and ethical issues related to the integration of technology in clinical practice. The workshop will include didactic presentations, case examples, practical exercises and resources for both practitioners and clients.

'Conflict': Moving from the rākau to the ngākau "

Sonja Herahine Macfarlane

There are various levels of knowing. The strongest form of knowing comes about when we have had a suitable experience of something. This kind of knowing is coded inside us in a felt, compacted, living, tacit form, and is part of our total mental structure. With some effort, we can sometimes make this kind of knowledge conscious and think about it verbally" (Sotto) In this workshop, participants will interact with some key ideas relating to the notion of 'conflict' and 'resilience' and its psychological implications as a result of various experiences that humans encounter. It is suggested that by acquiring a greater understanding of how 'conflict' impacts on indigenous people's lived experiences, psychological practice will most likely move from the rākau (surface understanding) to the ngākau (deeper and more meaningful understanding).
Session One: We will explore some of the realms of 'human conflict' from general and historical perspectives, and consider how these may be understood and expressed in the Aotearoa New Zealand context. We will dig more deeply into how conflict is manifested in general, psychological and cultural terms. A range of culturally grounded models will be introduced. An interactive human development quiz that explores our knowledge of some generally accepted theories about human development will be offered. Participants will have an opportunity to share their own rākau and ngākau examples. Session Two: The impacts of 'unexpected conflict' on people will be explored in more detail with a particular focus on how 'resilience' may or may not be expressed. A blending of thinking will be explored. Participants will interact in a range of scenarios in order to explore some common conflicts that exist for many people our society, and will explore both rākau and ngākau positionings. A Cultural Enhancement Framework, based on a marae analogy, will be shared. Participants will finally consider how particular notions about conflict might impact on, and inform, psychological theory and practice that is positioned in the ngākau.

Women in Leadership

Maree Roche

This workshop aims to provide the opportunity for those interested in developing and growing women in leadership. The intent, firstly, is to provide an opportunity for discussion, outlining of tensions and issues that arise for women in terms of leadership development. While we also weave current research and theory into issues, ultimately participants will be given the opportunity to connect, discuss and develop a personalised leadership plan.

Developing cultural competence for working with diverse sexualities

Dr Paula Collens

Dr Elizabeth du Preez

We aim to provide a learning space for participants to grow their awareness, knowledge and skills in working with lesbian, gay and bisexual clients. Through didactic presentation of theory and research and through experiential and creative exercises, we will offer a space to think about sexualities in relation to yourself, other and context. We draw on experience and expertise on sexualities derived from our clinical, academic and research backgrounds including:

- Clinical, consultancy and training experience (London and NZ) on working with LGBTQI
- Co-leaders of LGBTQI research group at School of Public Health and Psychosocial Studies AUT
- Academic Supervision of PhD and Masters theses on sexualities and gender identities.

Conference notes

Conference Notes

HEALTH & SAFETY INFORMATION

Emergency Evacuation Procedure

In case of emergency please note the exits on the attached map. You should exit via the stairs and assemble on Grafton Road until you are told it is safe to enter the building again. In this instance your Event Coordinator will be in contact with you to ensure you and your guests are out of the building and safe.

ASSEMBLY AREAS: ON THE GRAFTON ROAD OR WYNYARD STREET FOOTPATHS

Fire Alarm Warbling Siren and Voice Message Instructing Evacuation

Anyone who becomes aware of an emergency requiring a building evacuation should:

- Sound the nearest alarm
- Report the incident (or arrange to have it reported) by dialling 1-111 on an in room phone, ask for the Fire Service.
- Give them the building's name, street address, suburb and city and brief details of the incident.
- Owen G Glenn Building, 12 Grafton Road, Auckland City
- Close down any process or machinery if you can do so safely and quickly
- Leave immediately by the nearest exit. Move quickly but don't run. Close doors but don't turn off lights. Don't use any lift.
- Report to the designated assembly area or, if that's not possible, to a safe place
- Stay out of the building until a building warden says you can go back inside.

Injuries

If you or your guests are injured while in the OGGB please report this incident to your Event Coordinator. Your Event Coordinator will provide a first aid kit and first aid if needed.

Security

Unisafe are responsible for all security related issues on campus. Security guards monitor the building 24/7.

IF YOU REQUIRE IMMEDIATE ASSISTANCE CONTACT SECURITY

UniSafe Emergency: Dial from any internal phone 966

Security required by not an emergency: Dial from any internal phone 85000

External phone 0800 373 7550 or 09 373 7550

You will need to give the operator the building number (260) and room number (this is on the door).

Housekeeping

Air conditioning

The air conditioning will turn on 15 minutes after your arrival.

If you are unhappy with the temperature please contact your Event Coordinator.

AV equipment

If you have any issues with the AV please contact your Event Coordinator.

In the case that they are not available please contact reception on 83300 using the in-room phone.

Bathroom facilities

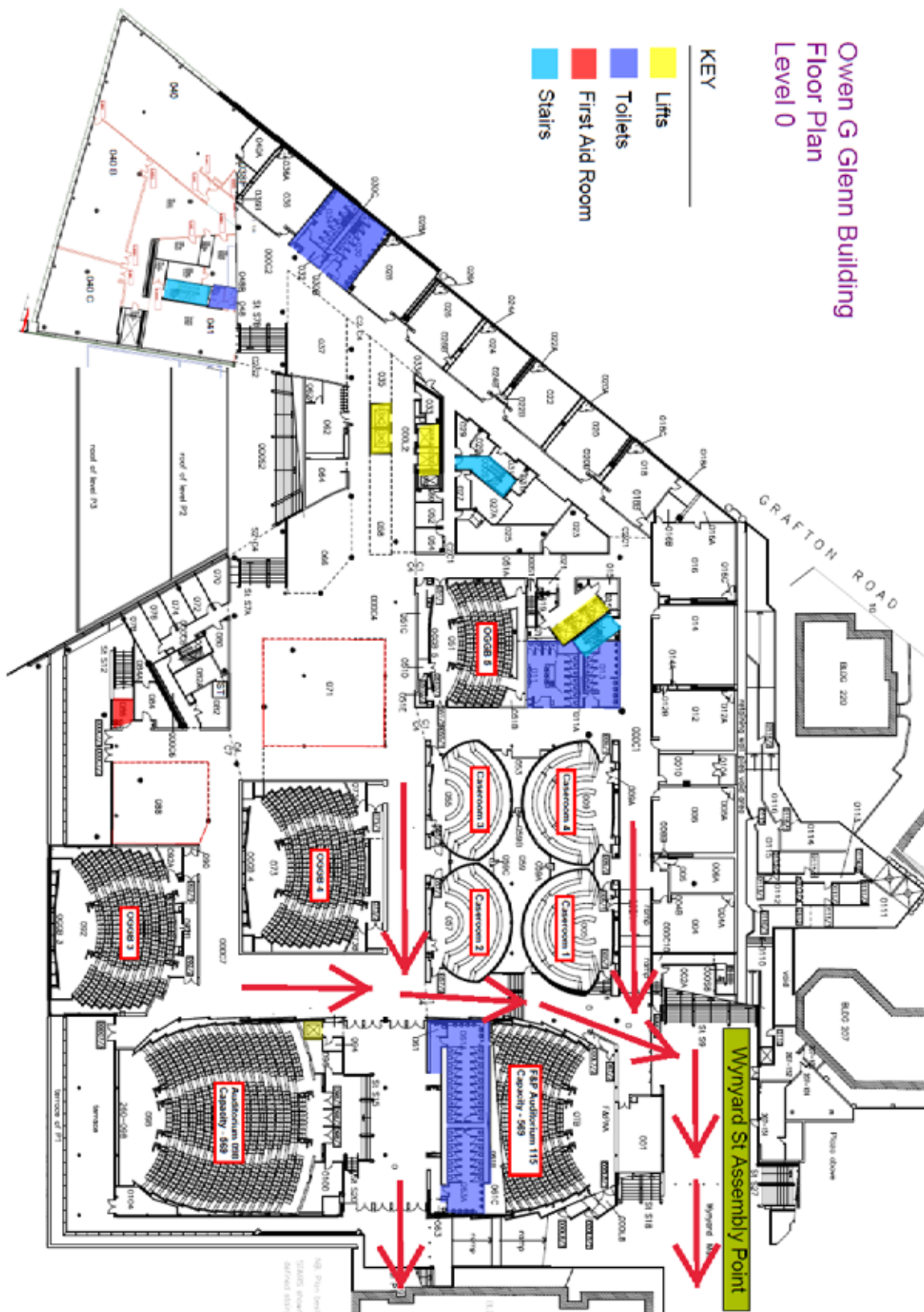
The attached map shows the nearest bathroom facilities.

Blinds

Rooms with windows have blinds in the room – these are controlled by the white buttons near the door. Press both at once to stop the blinds mid-way.

Owen G Glenn Building
Floor Plan
Level 0




- KEY
- Lifts
 - Toilets
 - First Aid Room
 - Stairs

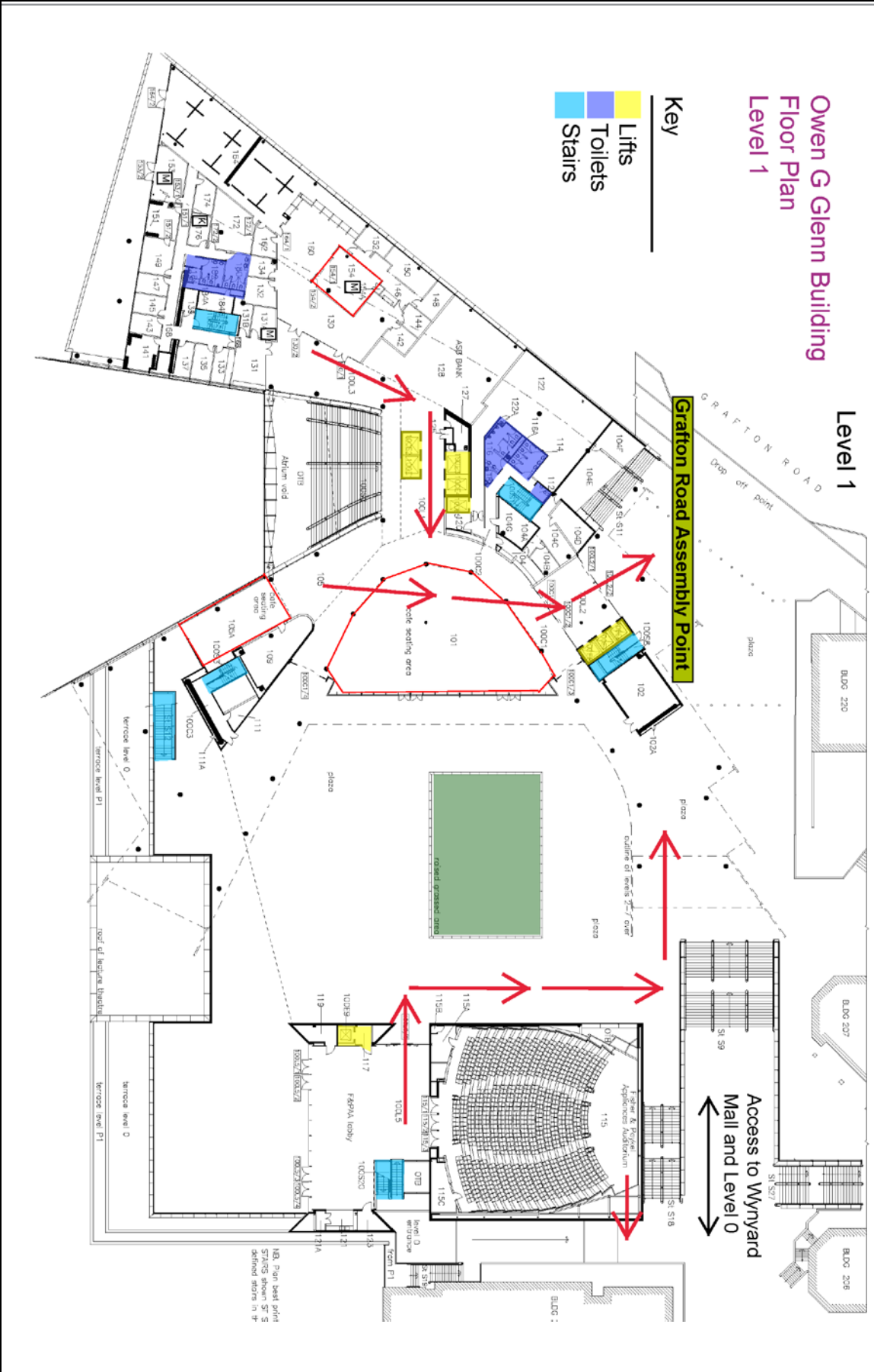


Last updated: 13/08/2018

FIRE EVACUATION & BATHROOM LOCATION

**Owen G Glenn Building
Floor Plan
Level 1**

Key
 Lifts
 Toilets
 Stairs



Level 1

Grafton Road Assembly Point

**Access to Wynyard
Mall and Level 0**

Last updated: 13/08/2018

FIRE EVACUATION & BATHROOM LOCATION

**Owen G Glenn Building
Floor Plan
Level 1**

Level 3

- Key**
- Lifts
 - Toilets
 - Stairs





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