

ALBERTA SOCIAL PSYCHOLOGY SYMPOSIUM

ASPS 2026

PROGRAM SCHEDULE

Location of Talks: **Biological Sciences, Microbiology-145**

Location of Poster Sessions: **CCIS, PCL Lounge**

Thursday, April 30th

Registration and Poster set up 5:00 p.m. - 6:00 p.m.

Poster Session #1 and Reception 6:00 p.m. - 7:30 p.m.

Key Note Speaker: Dr. Steven Heine 7:30 p.m. - 9:00 p.m.
Sleep and Cultural Fit

Friday, May 1st

Registration and Breakfast 8:15 a.m. - 9:15 a.m.

Welcome 9:00 a.m. - 9:15 a.m.

Speaker 1: Dr. John Ellard 9:15 a.m. - 10:00 a.m.
*Social and Moral Psychology Reflections
on the Integrity Challenge of our Era*

Speaker 2: Dr. Arlene Oak 10:00 a.m. - 10:45 a.m.
*Discursive Perspectives on Material
Things*

Break 10:45 a.m. - 11:15 a.m.

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Location of Talks: **Biological Sciences, Microbiology -145**

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Friday, May 1st

Speaker 3: Dr. Shichen Fang

11:15 a.m. - 12:00 p.m.

More than Academic Stress: A Broader Look at University Students' Mental Health

Poster Session #2 and Lunch Break

12:00 p.m. - 2:00 p.m.

Speaker 4: Dr. Holli-Anne Passmore

2:00 p.m. - 2:45 p.m.

Justice, Equality, Giving, Receiving: Complexities of the Human—Nature Relationship

Speaker 5: Dr. Scott Semenyna

2:45 p.m. - 3:30 p.m.

Romantic Competition Between the Sexes: Mixed-Methods Evidence from Three Cultures

Break

3:30 p.m. - 3:45 p.m.

Roundtable

3:45 p.m. - 5:00 p.m.

Teaching Social(+) Psychology in Alberta

Closing Remarks and Award Ceremony

5:00 p.m. - 5:15 p.m.

ASPS 2026 SPEAKERS



Sleep and Cultural Fit

Dr. Steven J. Heine

Professor

Department of Psychology
University of British Columbia

Abstract

People who fit better with their surrounding culture tend to enjoy better well-being in a variety of ways. We explored the role of cultural fit in people's sleep duration. I'll discuss the findings from a few studies where we compared sleep durations across several different countries. People in some countries sleep much longer than people in other countries, and these differences are not easily explained. Moreover, despite that sleep duration is strongly linked with health outcomes within cultures we did not find that countries with shorter sleep durations suffer worse health outcomes than those with longer sleep durations. Rather we find that people whose sleep is more similar to their own culture's norms tend to have better health.

Biography

Steven J. Heine is Professor of Social and Cultural Psychology and Distinguished University Scholar at the University of British Columbia. After receiving his BA from the University of Alberta and his PhD from the University of British Columbia in 1996, he had visiting positions at Kyoto University and Tokyo University, and was on the faculty at the University of Pennsylvania before returning to British Columbia.

He has authored the best-selling textbook in its field, entitled "Cultural Psychology," and has written two trade books called "Start Making Sense" (2025) and "DNA is not Destiny" (2017). Heine has received numerous international awards and is a fellow of the Royal Society of Canada. Heine's research focuses on a few topics that converge on how people come to understand themselves and their worlds. In particular, he is most known for his work in cultural psychology where he has explored the key role that culture plays in shaping people's psychological worlds. More recently he has explored the concept of cultural fit and how people tend to have greater well-being and health when their behaviors and self-concept are more aligned with the surrounding culture. He has also conducted research exploring how people make meaning in the face of meaninglessness, and how people rely on essentialist biases when they make sense of genetic concepts.



Social and Moral Psychology Reflections on the Integrity Challenge of Our Era

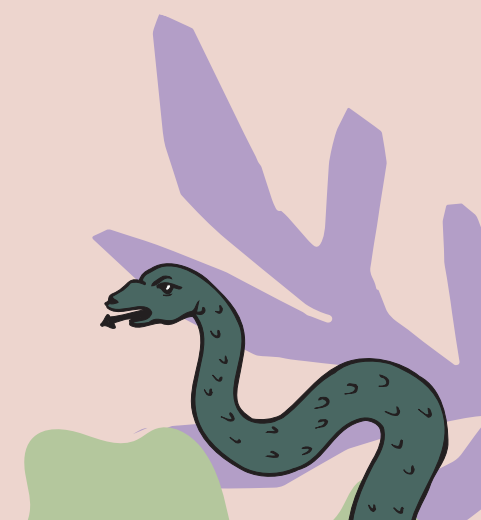
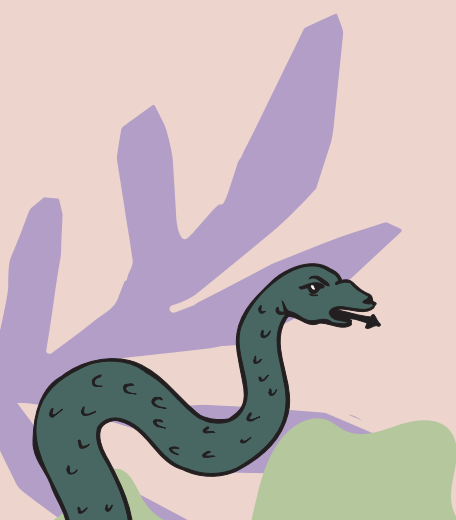
Dr. John Ellard
Associate Professor
Department of Psychology
University of Calgary

Abstract

Drawing on wisdom from social and moral psychology, an analysis of the technical, social, and cultural dynamics that have made being a person of integrity more challenging than ever will be presented. The example of Generative AI and undergraduate education will be examined in support of an argument for establishing moral education as a foundational and required component of the undergraduate curriculum.

Biography

I'm a social psychologist with research interest in moral psychology and the psychology of people's justice concerns. My first research experiences were at the University of Alberta in the 1970s as a research assistant for Dr. Brendan Rule and Dr. Allen Dobbs. I completed my PhD in social psychology at the University of Waterloo and a post doc at the University of Michigan. I will be retiring from the University of Calgary on June 30 after 39.5 years of service.





Discursive Perspectives on Material Things

Dr. Arlene Oak

Professor

Department of Human Ecology

University of Alberta

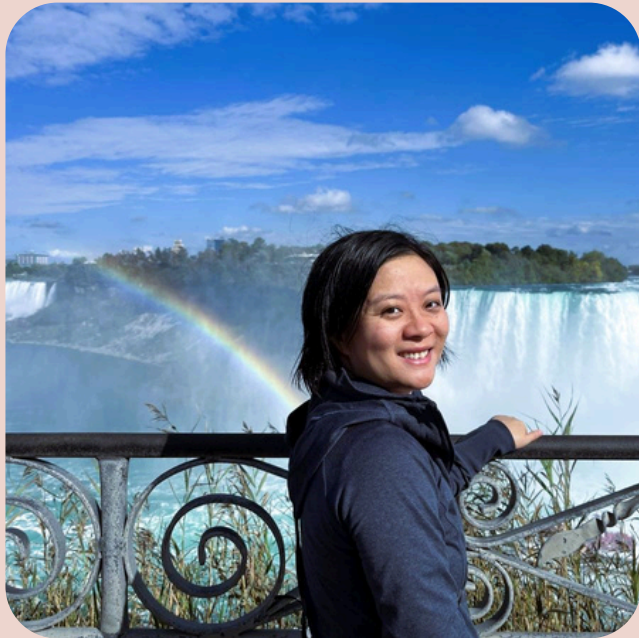
Abstract

This talk is an overview of research that explores relationships between language, particularly talk, and the creation and assessment of the material world of products, buildings, and urban infrastructures.

Biography

Arlene Oak is based in the Department of Human Ecology at the University of Alberta. Her work considers how the material world is shaped and engaged with through social interaction, particularly face-to-face conversation. Her background includes undergraduate degrees in studio-based design education (UAlberta), an MA in the History of Design & Material Culture (Royal College of Art), and a PhD in Social & Political Sciences (University of Cambridge). Her current research focuses on 'design-build' education, where students work with community members and others to plan and physically construct 'real' structures for use by 'real' people, while other projects have considered professional architects meeting with clients, engineering designers working in teams to develop new products, and the presentation of architectural design on reality-TV.





More Than Academic Stress: A Broader Look at University Students' Mental Health

Dr. Shichen Fang
Assistant Professor
Psychology Department
University of Lethbridge

Abstract

University students' mental health has become an important public health concern. This talk examines students' mental health as a dynamic process that extends beyond academic stressors, drawing on both quantitative and qualitative evidence from a multi-cohort longitudinal research project. The findings highlight the importance of situating students' mental health within broader life contexts and developmental transitions.

Biography

Shichen Fang is an assistant professor in the Department of Psychology at the University of Lethbridge. She completed her B.A. in Psychology at Simon Fraser University and earned her M.Sc. and Ph.D. in Developmental Science from the University of Alberta. Before joining the University of Lethbridge, she completed her postdoctoral training at the Pennsylvania State University and Concordia University. Her research interests include lifespan and life course perspectives on human development; intergenerational relationships in adolescence and young adulthood; individual, interpersonal, and contextual risk and protective factors for adolescent and young adult adjustment, mental health, and subjective well-being; and advanced quantitative methods for longitudinal data analysis.



Justice, Equality, Giving, Receiving: Complexities of the Human—Nature Relationship

Dr. Holli-Anne Passmore

Associate Professor

Department of Psychology

Concordia University of Edmonton

Abstract

Our relationship with the beyond-human natural world underpins every aspect of human wellbeing. Yet, our relationship with the interconnected systems and life on Earth is damaged, characterized by disconnection and inequity. Our ‘human exceptionalism’ mindset regarding (the rest of) nature is at the root of this frayed and dysfunctional relationship. This mindset (substantially more prevalent in WEIRD populations) is causing grave damage to the life-sustaining systems on Earth. Moreover, impacts of this damage (e.g., climate crises and biodiversity loss) are inequitable across demographics. This presentation will discuss these complexities of the human—nature relationship. Connecting with nature will be discussed as an evidence-based way to shift our mindset regarding nature, and spur us to actively repairing and rebuilding our relationship with nature, while boosting our wellbeing. The role of social psychology will be discussed. Practical, evidence-based nature-based wellbeing interventions will be presented—activities that do not add time to your day, but rather can be incorporated into your daily routines by noticing and engaging with the everyday nature you encounter.

Biography

Dr. Holli-Anne Passmore is an Associate Professor of Psychology at Concordia University of Edmonton, and Director of the multi-university Nature-Meaning in Life (NMIL) Research Lab. Holli-Anne collaborates with researchers around the globe examining, in particular, the beneficial impact that noticing every day nature has on our well-being. Holli-Anne’s research has been featured in various media including The Washington Post, The Guardian, BBC Radio, and CBC Radio, as well as in books, textbooks, and of course published in numerous peer-reviewed journals and publications. Further information on Dr. Passmore’s work can be found on her website at <https://nmil.ca>.





Romantic Competition Between the Sexes: Mixed-Methods Evidence from Three Cultures

Dr. Scott Semenyna
Assistant Professor
Department of Psychology
MacEwan University

Abstract

Authors: Scott W. Semenyna, Francisco R. Gómez-Jiménez, & Paul L. Vasey

Humans compete over sexual and romantic partners they find desirable, but past research overwhelmingly conceptualizes this competition as happening within-sex. Females compete with females, and males with males. However, human diversity in sexual orientation, sexual behaviour, and even gender expression or identity, sets the stage for an interesting and underappreciated reality. Males and females can and do compete for the same sexually enticing targets. I will detail the frequency and features of this type of mate competition, focussing special attention on two fascinating cultures. In Samoa, males who are exclusively attracted to other males generally adopt a feminine gender presentation, engage in sexual interactions with masculine men, and identify as fa'afafine—a widely recognized gender category existing beyond the man/woman binary. Women frequently compete with fa'afafine for the romantic and sexual attention of handsome Samoan men. Not infrequently, fa'afafine win these competitions against their female rivals. The same is true in the Zapotec Isthmus (Mexico), where women conveyed fascinating stories of competing against feminine males known as muxes for the romantic affections of men. Mating market dynamics are far from exclusively heterosexual, and these cross-cultural data highlight a form of inter-sexual mate competition Darwin didn't recognize. Insights gleaned from this research program also tell us where to look for mate competition between the sexes in our own culture.

Biography

Scott Semenyna completed an honours psychology degree at MacEwan University (2012) and a PhD in Evolution and Behaviour at the University of Lethbridge (2021). He held a faculty position at Stetson University (Florida) before returning to his alma matter, where he has been an Assistant Professor since 2024. Scott uses evolutionary and cross-cultural frameworks to study sex and sexual orientation, and the many fascinating ways each of these factors influence human behaviour.

POSTER SESSIONS #1: THURSDAY, APRIL 30TH

1. Longitudinal Connections Between Early Goal Encoding and Later Moral Judgment

Presenting Author(s): **A. Wong**, J. Cormier, N. Oguz, R. Drew, J. K. Hamlin

Department of Psychology, University of British Columbia

Early social cognition undergoes substantial changes across the first two years of life. By 6 months, infants represent human reaches as goal-directed, prioritizing target objects over physical paths. By the end of the first year, infants evaluate agents based on their social intentions, favoring those with benevolent motives even when attempts to help are unsuccessful. By early toddlerhood, infants demonstrate sensitivity to representational states such as false beliefs in spontaneous-response tasks. Although these abilities emerge in sequence, it remains unclear whether they reflect a continuous developmental process or independent achievements. Building on these milestones, the present longitudinal study of 75 infants, assessed at 6, 10, and 18 months, investigates the developmental relationship among early goal encoding, intention-based moral evaluation, and Theory of Mind. We utilized a visual habituation paradigm to assess goal understanding at 6 months, a puppet-choice task to assess intention-based responses at 10 months, and a looking-time task to assess false-belief understanding at 18 months. Preliminary analyses examine whether individual differences in early goal understanding predict later intention-based moral evaluation and spontaneous-response Theory of Mind across the first two years of life.

2. Classroom Climate and School Engagement: The Role of Ethnic Background

Presenting Author(s): **M. Merwaha**, W. L. G. Hoglund

Department of Psychology, University of Alberta

School engagement in early elementary classrooms reflects children's active participation, persistence, and involvement in learning activities and is closely linked to school belonging and emotional adjustment. Although engagement is often conceptualized as an individual characteristic, it is shaped by the wider classroom climate. Supportive classroom environments characterized by emotional support, positive peer interactions, and effective organization promote children's motivation and participation. However, children's experiences of these classroom climates may vary depending on their ethnic or racialized status within the classroom. Research on ethnic context suggests that numerical minority status can shape peer dynamics, relational experiences, and vulnerability to social exclusion, with implications for emotional adjustment and engagement. The present study examines associations between supportive classroom climate and participation-based engagement among children aged five to eight and investigates whether these associations differ across ethnic backgrounds within diverse classroom settings. Guided by a contextual framework, ethnic background is conceptualized as a moderator of the relation between classroom climate and engagement. The findings aim to clarify how classroom diversity shapes the role of supportive environments in promoting equal engagement in early elementary classrooms.

3. Profiles of Self-Regulation in Early Childhood

Presenting Author(s): **L. S. Eni**, B. Zatto, W. L. G. Hoglund

Department of Psychology, University of Alberta

Self-regulation includes children's management of emotional (e.g., anxiety, excitement), cognitive (e.g., distraction), and behavioural (e.g., impulsivity) arousal. Children may vary in their self-regulation of emotion, cognition, and behaviour depending on developmental abilities and contextual factors. Some children may show integration in self-regulatory abilities and perform similarly in tasks of emotional, cognitive, and behavioural self-regulation; however, others may show differentiation in aspects of self-regulation, resulting in profiles of self-regulatory abilities. The current study used latent profile analysis to identify profiles of self-regulation with a sample of 443 ethnically diverse children from low-income households (47.9% girls; Mage = 4.08 years, SD = 0.35). Self-regulation was assessed in the fall of preschool using a multi-method approach with ratings from teachers, caregivers, trained observers, and behavioural assessments. Three self-regulation profiles were identified: typically-regulated (69.65% of children), behaviourally-overregulated (20.84%), and emotionally-dysregulated (9.50%). The analyses indicate that most children show moderate self-regulation across emotional, cognitive and behavioural dimensions with some children showing behavioural inhibition or difficulty regulating negative emotions. Results suggest that children can demonstrate integration and differentiation across different aspects of self-regulation. These findings will inform strategies to promote self-regulation in childhood, particularly in children from low-income households.

4. How Do Children's Social Evaluations Impact Their Behaviour in Health Care Settings?

Presenting Author(s): **E. James**, M. Turgeon, K. A. Marchak

Campus Saint-Jean, University of Alberta

Prior research has found that children form social preferences based on the way people speak (e.g., whether or not they have an accent; Byers-Heinlein, 2017). This research, however, did not analyze the link between children's social evaluations and their behaviours. In health care settings, in particular, a positive evaluation of a provider may increase a child's trust and motivation. In a preregistered study, we presented 5- to 12-year-olds (n = 108 of a planned sample of 150) with audio clips of simulated SLP, OT, or PT sessions in which the professionals were either native or non-native English speakers. After each clip, children were asked to rate the speaker's "niceness", "smartness", how hard they would try to follow instructions from the speaker, and if the speaker could "help" them with their task. Preliminary results show that older children tend to evaluate native speakers more positively than non-native speakers. Children were also more likely to try harder and trust the speaker more when they rated the speaker as "nicer" and "smarter". The results of this study help us to understand how children's social preferences affect their learning, which will ultimately promote diversity and inclusion in health care settings.

5. Grieving in Silence: Adolescent Boys, Loss and Peer Support in Schools

Presenting Author(s): **J. Stevenson**

School of Education, School and Applied Child Psychology, University of Calgary

Adolescent grief is socially constructed, with systems of power shaping whose grief is expressed, recognized and validated (Doka, 2017). Dominant masculinity norms discourage emotional vulnerability, leading bereaved boys to suppress their grief and cope in potentially harmful ways (Creighton et al., 2016; Oliffe et al., 2018; Zylla, 2017). Consequently, many young males experience a paradox in which personal loss coincides with limited social recognition (Dutil, 2019; Gross, 2024; Pabon & Basile, 2022). Although peer relationships have been identified as important sources of grief support, providing emotional validation and opportunities to share experiences (Geradine, 2024; Linder & Zimmerman, 2022), adolescent boys' experience of peer-based grief support remains under-examined. This study aims to explore the lived experiences of adolescent bereavement through a gendered lens. Using a qualitative approach, this planned study will involve semi-structured interviews with young males reflecting on their experience of personal loss during high school and early university (ages 18-24). Particular attention will be paid to the role of peer support in shaping grief experiences in bereaved males. It is hypothesized that the experience of bereaved adolescent males is shaped, in part, by peer dynamics within gendered social contexts. Findings may inform gender-responsive, inclusive school and peer support initiatives for adolescent boys, a population often underserved in grief research. Data collection is scheduled to begin in September 2026.

6. The Role of Face Perception and Eye Contact in Social Communication of Toddlers with Autism Spectrum Disorder

Presenting Author(s): **P. Suthar**, A. Krasotkina

Department of Psychology, MacEwan University

While face perception is critical for social interactions, children with Autism Spectrum Disorder (ASD) often have atypical face processing and eye contact. This study examines the role of face perception, eye contact, and social communication abilities in toddlers with ASD compared to typically developing (TD) toddlers. Using eye-tracking and EEG measures, we investigate how gaze behavior and neural responses to faces are associated with social engagement between the two groups. We will observe the differences in gaze behavior, fixation on key facial features, and neural responses to faces. Participants will view images of human faces with different emotions looking with direct and averted gaze. Social communication behaviors will be measured using standardized parent-report questionnaires. By analyzing patterns of eye contact and facial scanning strategies, we aim to determine whether differences in face perception relate to variations in social communication. Understanding these relationships may provide insight into the neural mechanisms that underlie social difficulties in ASD and inform future research on potential supports social development.

7. Understanding the Nature and Structure of Temperament in Preschoolers Using Caregiver-Reports and Task-Based Methods

Presenting Author(s): **Z. Durrani, J. Hu**, A. Kaser, K. Slater, K. Ghag, Y. Kotelnikova
Department of Educational Psychology, University of Alberta

Temperament captures individual differences in positive and negative emotionality (PE and NE) and self-regulation (SR) that are observable early in life. Preschoolers' temperament traits are important predictors of internalizing and externalizing symptoms later in life. Valid and reliable temperament assessment is essential for the early identification of children at risk for psychopathology. However, there are extensive gaps in construct validity and construct coverage in existing caregiver-report and task-based measures of preschoolers' temperament. Therefore, we developed a novel caregiver-report measure of temperament in preschoolers with improved construct validity of PE, NE, and SR. For the substantive validity phase of the measure development process, we conducted an extensive review of literature on temperament in preschoolers to define the hierarchical structure of the measure, and generated an initial over-inclusive item pool. We also composed a battery of corresponding 10 developmentally appropriate play-based tasks. The initial structure consisted of three higher-order domains, PE, NE and SR, with 5-7 facets each. We are currently conducting a pilot validation study of our novel methods with 50 preschoolers and their caregivers from the Edmonton community. By refining preschoolers' temperament assessment, this study has the potential to support the implementation of interventions that better address temperament-related risk factors.

8. Evaluating Reciprocal Associations Between Peer Aggression and Perceived Popularity

Presenting Author(s): **H. F. Fell**, K. V. Luken Raz, W. L. G. Hoglund
Department of Psychology, University of Alberta

Current understanding of peer popularity in middle childhood suggest that there are two types of popularity: sociometric popularity, where the child is both a coveted playmate and well-liked by peers, and perceived popularity, where the child is a desired playmate but not well-liked (Lease et al. 2020). Peer aggression is interpersonal in nature and includes both overt (e.g., hitting, name-calling) and relational (e.g., rumor spreading) forms (Aimé et al., 2018; Coyne & Ostrov, 2020). Perceived popular children may use aggression against peers to increase their social standing. This study uses auto-regressive latent trajectory models with structured residuals to investigate the following research questions: (1) What directional model best describes the associations of overt and relational peer aggression with sociometric and perceived popularity over two school years (concurrent, aggression-driven, popularity-driven, transactional)? (2) Are there gender differences in these associations? Participants included 506 children in kindergarten to Grade 3 who were assessed on six occasions across 2 years. Children were recruited from 10 elementary schools with low SES and ethnically diverse populations and assessed using peer nominations. This study aims to provide insight into possible relationships between peer aggression and popularity in middle childhood, which may inform interventions for aggressive behaviours.

9. Bias-Based Peer Victimization and Perceptions of School Climate in Adolescence

Presenting Author(s): **K. V. Luken Raz**, M. P. Roth, W. L. G. Hoglund

Department of Psychology, University of Alberta

Bias-based peer victimization occurs when an individual is targeted based on perceived group membership (Jones et al., 2018). School climate is the organizational structure and values of a school, and the quality of social interactions (Cohen et al., 2009). School climate includes students' perceptions of school safety and respect for diversity. Bias-based victimization is associated with negative individual-level perceptions of school climate in adolescence (Burgess et al., 2023). However, few studies have examined the longitudinal associations between bias-based victimization and students' perceptions of school safety and respect for diversity. This study examines (1) How does bias-based victimization and student's perception of school safety and respect for diversity change across adolescence? (2) Do early experiences of bias-based victimization in adolescence relate to change in students' perceptions of school safety and respect for diversity, or vice versa? Participants included 1,434 adolescents in grades 7 to 9 (53.5% girls; Mage = 13.5 years, SD = .90) who were assessed four times over two years. Adolescents reported their bias-based victimization experiences (Hoglund & Hosan, 2012; Mishna et al., 2010) and their perceptions of school climate: school safety and respect for diversity (Bear et al., 2014). This study will inform interventions to reduce bias-based victimization.

10. Does Gender Moderate the Association

Between Teacher-Child Relationship Quality and Hyperactivity?

Presenting Author(s): **M. Oke**, S. Romero Carreon, & W. L. G. Hoglund

Department of Psychology, University of Alberta

In middle childhood, teacher-child relationship quality plays an important role in shaping children's classroom experiences, particularly for children who display hyperactive behaviours such as fidgeting or difficulty sitting still. Using data from a one-year longitudinal study, the following questions were examined: (1) How do teacher-child relationship quality and hyperactivity change over the course of the school year? (2) Does relationship quality at the start of the school year predict change in hyperactivity across the school year or vice versa? (3) Does child gender moderate these associations? Participants were 506 children in Grades 1 to 4 from 60 classrooms. Teachers reported on relationship quality (closeness, conflict, dependency) and children's hyperactivity in the Fall, Winter, and Spring. Parallel process latent growth curve models were used to examine change in and associations between teacher-child relationship quality and hyperactivity. Multiple-group models were used to test gender differences. Results indicated no significant systematic change in closeness, conflict, dependency, or hyperactivity over the school year. Initial conflict and dependency but not closeness were positively associated with initial hyperactivity. Girls with more supportive teacher-child relationships showed lower hyperactivity. Findings highlight the role of relationship quality for behavioural adjustment in middle childhood.

11. The Role of Masculine Discrepancy Stress in Positive Mental Health and Friendship Quality

Presenting Author(s): **E. Zhang**

Department of Psychology, University of Calgary

Masculine discrepancy stress refers to the stress of being perceived as non-conforming to socially expected masculine norms, which has the potential to shape well-being. Yet, little research has examined this stress among adolescent boys' positive mental health and friendship quality. Thus, the current study aimed to investigate the relationship between masculine discrepancy stress, positive mental health, and friendship quality in a sample of mid-adolescent boys (ages 12-15) from Western Canada. Participants (N = 419) completed self-report measures, including the Masculine Discrepancy Stress Scale, the Mental Health Continuum – Short Form, and the Network of Relationships Inventory – Relationships Quality Version. Data was analyzed using multivariable linear regression, and Ethnocultural status was examined as a potential moderator, given that the stress to adhere to Western/White masculine norms may be especially pronounced for racialized minority boys. In multivariable models controlling for dating status, sexual attraction, and Ethnocultural status, masculine discrepancy stress was found to be negatively associated with positive mental health, but not friendship quality. Additionally, Ethnocultural status did not significantly moderate this relationship. Findings highlight the association between masculine discrepancy stress and positive mental health, alongside considerations of developmental changes across adolescent friendships, and ethnic and gender identity development.

12. The Effect of Maternal Age and Only Child Status in Asexual, Bisexual, Heterosexual and Homosexual Populations

Presenting Author(s): **J. Caudron, C. Pavlis, P. Hurd**

Department of Psychology, University of Alberta

Current research on sexuality is often complex and centred around homosexual men. Using a generalized linear mixed-effects model, we tested heterosexuality against homosexuality, asexuality and bisexuality for maternal age, paternal age, effects of older siblings, only children, total siblings and cohort effects. Two models were run, one with older brothers and one with older sisters. The tests run show a significant model effect, with a select few showing effects for maternal age and only-child status. This study suggests that sibship effects are found across multiple different sexual orientations and are not limited to homosexual males. We also found evidence of older maternal age associating with bisexuality and asexuality in females and homosexuals in non-binary individuals. Older child effects appearing in either OSSE with homosexual males and non-binary individuals, and FBOE in bisexual females, imply that birth order cohorts have effects on the older sibling cohorts. This shows not only that significant results can be obtained from a multitude of sexual orientations but also that small populations merit research.

13. Parental Burnout and Intercultural Immigration: An Increased Risk?

Presenting Author(s): **V. Rayne**, S. Newinger, M. Coppry, & I. Roskam

School of Psychology, Université Catholique de Louvain, Belgium

While parenthood is a very stressful life event for many individuals, some may experience a more severe and clinically significant syndrome, known as parental burnout (PB). PB is characterised by chronic and heightened physical and mental strain associated with parenthood. Inter-cultural immigration is another high stress life event that significantly impacts biopsychosocial well-being. Thus, immigrant parents might find themselves subject to these two major stressors; therefore, we aimed to assess the impact of inter-cultural immigration on parental burnout. We sampled subject data from a large parental burnout survey (N = 17,409) to include those who immigrated to an individualistic culture from a collectivistic culture (C-I), or individualistic culture (I-I). We compared PB differences between groups, and also explored the moderating effects of gender and the time spent in the host country. While no significant relationship between PB and intercultural immigration was found, our model incorporating the moderators proved to be globally significant, explaining 18.5% of the variance in PB ($F = 2.170$, $p = .032$). Our findings suggest that parental burnout is influenced by contextual and cultural factors more complex than the migration trajectory alone and highlight a need for more multidimensional approaches.

14. Motivation and Psychological Well-Being in Second Language Learning Across Cultural Contexts

Presenting Author(s): **J. Elcehtry**, **S. Awan**, **F. Elgnaoui**

Department of Psychology, Faculty of Arts University of Alberta

Motivation and psychological well-being are essential factors in second language learning. According to Self-Determination Theory (SDT), the three basic psychological needs (autonomy, competence, and relatedness) support motivation and well-being in learning environments. However, cultural differences may influence how these processes function. Western cultures are individualistic, often emphasizing personal autonomy and individual achievement, whereas Eastern cultures are collectivist, and tend to prioritize social harmony and relationships. Because of these differences, the relationship between motivation and psychological well-being in language learning may vary across cultural contexts. The present study examined how five different motivational factors: intrinsic motivation, extrinsic motivation (external regulation, introjected regulation, and identified regulation), and amotivation relate to the psychological well-being of Western and East Asian second language learners. We administered a mass testing survey measuring second language learning motivation and psychological well-being to 1928 University of Alberta students enrolled in PSYCH 104 and 105. Results showed that intrinsic motivation was positively correlated with several indicators of psychological well-being including vitality, life satisfaction, and meaning in life particularly in Western samples. Comparatively, relatedness in Eastern cultures showed stronger positive correlations to well-being, while amotivation showed negative associations amongst both cultures. Overall, findings suggest that intrinsic motivation and psychological need for satisfaction and relatedness play an important role in supporting the well-being of second language learners across cultures in contrast to external motivation. Additionally, introjected and identified regulation showed strong positive associations with one another, which did not fully align with the expected simplex pattern of the self-determination continuum.

15. Self-Complexity: Understanding Your Identity as a Black Canadian Student

Presenting Author(s): **R. Raval, J. Sleiman, G. Okebugwu, B. Abdulkadir, K. A. Noels**

Department of Psychology, University of Alberta

Self-complexity refers to the coexistence of multiple identities, shaped by social interactions and others' perceptions. Understanding self-complexity is crucial, as it sheds light on how identities form and how external labels can affect an individual's sense of self. Taking those concepts and applying them to Black Canadians, we conducted a study on the labels that Black Canadian students associate with, based on their experiences and the influence of others. We collected responses from Black Canadian students through multiple open-ended questions centred on their ethnic, religious, and racial identities. We decided to focus on a subset of the open-ended questions, coded the data in NVivo using thematic analysis, and identified broader themes from participants' responses. Preliminary results show that Black Canadian students have a prevalent theme of feeling more westernized when it comes to their identity being perceived by others. This study provides insight into the experiences of Black Canadian students and can inform their self-complexity. This research explores the experiences of Black Canadians, a group that remains underrepresented in academia. The themes emerging from this study offer valuable insights into how Black Canadian students perceive the labels assigned to them by others. Further exploration in this area could shed light on how these labels, along with other people's perceptions of them, influence their identities and self-reflections. When individuals are viewed by others in a way that differs from their self-perception, it can lead to a dissonance that may contribute to identity denial.

16. Think Languages, Think Who? A Scoping Review of Gender and Language Learning

Presenting Author(s): **J. A. B. Gatchalian, K. A. Noels**

Department of Psychology, University of Alberta

Despite the well-documented social, cognitive, and economic benefits of language learning, enrolment in language courses has declined across Anglosphere countries, including Canada. Participation continues to decrease across educational levels, and this decline is notably gendered, with men underrepresented compared to women. For example, in Canada, enrolment in Indigenous, foreign languages and linguistics reflects this pattern from the bachelor's level through to the PhD (Statistics Canada, 2023). Although many studies have examined sex/gender in relation to language learning, this work is dispersed across disciplines, and no comprehensive review has systematically mapped patterns, gaps, and explanations for the gender gap. We are conducting a scoping review based on PRISMA guidelines to address the following research question: What do we know about the role of sex/gender in shaping language learners' enrolment, achievement, and persistence in educational settings? Our question is intentionally broad, as we aim to take a landscape approach to mapping this extensive body of literature. Drawn from the three most relevant databases (PsycINFO, Web of Science, and LLBA), 4,454 articles have been screened to determine if they report a study involving sex/gender, foreign/modern/second/ new language, and learning/acquisition/development. Those studies that fit these criteria will be coded in terms of their target languages, countries of origin, mother tongues of participants, year of publication, and other demographic characteristics, as well as relevant language-related variables (e.g. aptitude, proficiency, motivation, anxiety, etc.) and gender-related variables (e.g., self-identified sex, gender ideology, etc.). We hope to contribute to the field by identifying theoretical and methodological trends and identifying gaps in the literature to guide future research.

17. What Do We Know about Gender and Second Language Learning over the Past 10 Years? A Comprehensive Literature Review

Presenting Author(s): **T. Y. Shahid, J. Kattel**, J. A. B. Gatchalian, K. A. Noels
Department of Psychology, University of Alberta

Second language learning has been promoted and integrated into educational systems throughout the world because of its benefits like increased opportunities for communication, and career advancements. Researchers have increasingly examined how gender/sex may shape second language learning outcomes. However, findings on gender differences are dispersed across disciplines (e.g., linguistics and psychology), making it difficult to identify consistent patterns in the literature. We conducted a comprehensive literature review. Using Covidence, 639 peer-reviewed articles drawn from PsycINFO have been screened to determine if they report a study involving sex/gender, foreign/modern/second/new language, and learning/acquisition/development. In our research we found that most studies were conducted in China. Most studies came from psychology-related journals (e.g., Frontiers of Psychology). The most prominent psychological measures were anxiety, motivation and self-efficacy. The accumulated gender ratio across currently extracted studies is 36% male, 64% female and 0.2% unknown/other. These findings highlight key gaps and the need for more balanced research on gender in second language learning.

18. More Control, More Fun?: Illusory Control and Enjoyment during Dice Dual

Presenting Author(s): **S. M. Connor**, B. J. Dyson
Department of Psychology, University of Alberta

The illusion of control is a cognitive heuristic in which individuals believe they have the ability to exert control over chance events. While this can be adaptive as it offers a sense of control in uncontrollable environments, it also leads to persistence with risky behaviour in chance situations such as gambling. The present study examined whether the illusion of control was correlated with enjoyment during a competitive game. Participants played 6 blocks of Dice Dual in which they chose from 2, 4 or 6 response options, and played against a computerized opponent operating according to a fixed win rate of either 50% or 80%. Participants indicated their fun rating after each block, and completed a gambling questionnaire at the end of the 6 blocks, which assessed their illusion of control. It was predicted that participants would report similar fun ratings in the 80% conditions, and in the 50% conditions, as levels of illusion of control increased, so would fun ratings. The prediction for the 80% conditions was observed, and the expected positive linear relationship in the 50% conditions was not. The results highlight the complexity of cognitive heuristics and offer insights to inform future research. Thus, with the purpose of contributing to the literature that illusions of control can influence gambling behaviour by increasing task enjoyment, but this is situationally biased.

19. Use and Attitudes towards Code-Switching among Multilingual Young Adults

Presenting Author(s): **Y. Lam, V. Xia**

Department of Linguistics, University of Alberta

This study investigates factors that influence how multilingual young adults use and perceive code-switching. Previous studies observed speakers expressing negative views of code-switching despite actively using it themselves (Lawson & Sachdev, 2000; Pena Díaz, 2004). Larger-scale survey research found that the variables influencing how often speakers code-switched were not necessarily the same ones that affected how they perceived it (Brdarević-Čeljo et al., 2024; Dewaele & Li, 2014a, 2014b). We conducted an online survey of 163 university students (mean age = 21, SD = 3.1) who collectively spoke 38 different languages. Using a linear regression model for mean self-reported use of code-switching and an ordered logit mixed-effects model for ratings of acceptability with different interlocutors, we examined whether the same variables predicted code-switching frequency and attitudes towards its acceptability. Results indicate that higher oracy in the non-English language, being Canadian-born, and greater awareness of code-switching significantly predicted higher mean use. Conversely, none of these variables significantly predicted acceptability ratings. However, interlocutor type was significant, suggesting that code-switching may be more acceptable with some interlocutors than with others. These results suggest that while frequency of code-switching depends on linguistic background, attitudes may be more influenced by the interpersonal context.

20. Positioning the Light Triad on the Interpersonal Circumplex

Presenting Author(s): **A. Lega, M. Giacomini**

Department of Psychology, MacEwan University

People who score high on the Light Triad (faith in humanity, humanism, and kantianism) are believed to have the ideal traits that make up the “everyday saint.” These traits are often seen in people who get along with others, are friendly, and are submissive. The current study tests this assumption by placing the Light Triad traits on the interpersonal circumplex. The interpersonal circumplex is a model for assessing interpersonal motives, with 2 dimensions: agency and communion. In the current research, we sought to determine the overall placement of faith in humanity, humanism, and kantianism on levels of agency and communion. Using self-report assessments (N = 375), we found that faith in humanity and kantianism were positively correlated to communion but uncorrelated to agency (friendly-neutral), and humanism was positively correlated with both communion and agency (friendly-dominant). These findings suggest that although individuals high in Light Triad traits are often assumed to be strongly oriented toward communion (“getting along”), this does not fully capture their profile. There is not a uniformly negative relationship with agency, as some agentic tendencies (“getting ahead”) are still present.

21. HEXACO Personality Correlates of Self- and Other- Forgiveness:

A Motivational-Based Analysis

Presenting Author(s): **M. Blankenstein**, K. Lee

Department of Psychology, University of Calgary

Forgiveness research in relation to interpersonal transgressions has focused on forgiveness of others, largely overlooking self-forgiveness, which is often defined as accepting responsibility for a wrongdoing followed by restoring one's sense of self. This study applies the HEXACO model consisting of six dimensions of personality: Honesty-Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, and Openness to Experience. Personality correlates of both forgiveness of others and self-forgiveness were investigated using a sample of 185 undergraduate students who completed questionnaires including the HEXACO Personality Inventory – Revised (HEXACO-PI-R) and fictional scenarios read in either the victims' or perpetrators' perspective of an interpersonal transgression. Items following the fictional scenarios were based on the Transgression-Related Interpersonal Motivations (TRIM) model, which suggests that revenge, avoidance, and benevolence motivations constitute forgiveness. Honesty-Humility and Agreeableness were found to positively correlate only with forgiveness of others and TRIM motivations. For self-forgiveness, Conscientiousness and eXtraversion significantly contributed to its prediction. Emotionality played a role in both types of forgiveness. These results indicate that the personality correlates of self- and other- forgiveness differ, suggesting that the psychological underpinnings for these forms of forgiveness are not the same. These results broaden our understanding of the personality traits associated with forgiving others compared to oneself.

22. Older and Younger Parental Ages at Birth Influence Schizotypal Trait Dimensions

Presenting Author(s): **C. Pavlis**, C. F. Wasel, J. Hodson, T. B. Irvine, N. T. Bartlett, A. Muth, P. L. Hurd

Department of Psychology, University of Alberta

The risk of schizophrenia in offspring increases with increasing paternal age, specifically in those born to fathers over the age of 40 years. A subclinical personality-trait level of schizophrenia known as schizotypy exists at higher rates among first-degree relatives of schizophrenia patients. Schizotypy is highly heritable, and high levels of schizotypy are associated with an increased risk of schizophrenia in genetic relatives. Paternal and maternal ages at birth have shown differing relationships to the sub-dimensions of schizotypy. The accumulating de novo mutation hypothesis predicts that paternal, and not maternal, age at birth drives this effect, with the risk of schizophrenia increasing linearly as paternal age increases. Here, we investigated non-linear relationships between paternal and maternal ages at birth and three different sub-dimensions of schizotypy: cognitive-perceptual, disorganized, and interpersonal. Data for this project were collected between 2010 and 2023 from an undergraduate student population (N = 8964). Results showed different and significant effects of parental ages on each schizotypy sub-dimension, and non-linear effects showed increasing schizotypy at both the older and younger parental age at birth ranges. These results suggest that parents with these highly heritable schizotypy traits, and a greater propensity to schizophrenia in their offspring, are more likely to have children both earlier and later in life, compared to typical parental age ranges.

23. Trait Unforgiveness and Third-Party Advice Following Romantic Transgressions

Presenting Author(s): **A. Da Silva**, S. D. Boon

Department of Psychology, University of Calgary

Advice is not neutral; it reflects the advisor's dispositional tendencies. Drawing on Jones Ross et al.'s (2018) state unforgiveness framework, this thesis examines whether trait unforgiveness, an enduring tendency to respond to transgressions in unforgiving ways, predicts the type of advice individuals provide to a friend coping with a romantic transgression. Emotional-ruminative unforgiveness, cognitive-evaluative unforgiveness, and offender reconstrual were examined as predictors of advice endorsement. Participants (N = 130) completed a measure of trait unforgiveness and responded to a hypothetical transgression by reporting the advice they would give to a friend whose partner had wronged them. We assessed advice endorsement using a 2 × 2 typology, distinguishing between constructive and destructive responses, as well as relationship-focused and friend-focused responses. We conducted hierarchical multiple regression analyses to test whether each facet of trait unforgiveness uniquely predicted endorsement of the four advice types, controlling for age. Results revealed that only cognitive-evaluative unforgiveness uniquely predicted relationship-focused advice, with higher levels of cognitive-evaluative unforgiveness associated with endorsing less constructive and more destructive responses. The other facets were not significant predictors. These findings suggest that moral evaluations of transgressions, rather than emotional or perceptual tendencies, may play a central role in shaping relationship-focused third-party advice.

24. Attachment and Experiences of Friendship Transgressions

Presenting Author(s): **T. Grewal**, S. D. Boon

Department of Psychology, University of Calgary

Friendship transgressions are common, yet in forgiveness research, the emphasis has largely been on romantic relationships. In addition to this, the literature on forgiveness in friendships has rarely been analyzed through the lens of attachment theory, leaving important relational dynamics unexplored. Using a quantitative survey design, participants were asked to report on a personal experience involving a friendship transgression, their experiences in the aftermath, and their friendship status with the offending friend. Moderation analyses were used to test whether attachment dimensions (anxiety and avoidance) moderated the association between perceived remorse and feelings of benevolence, along with the association between perceived costliness to forgiveness and negative relationship outcomes. Analyses were done separately to address the experiences of those who remained friends after a transgression and those who did not. Although attachment did not present itself as a significant moderator, perceived remorse was positively associated with feelings of benevolence, and perceived costliness was positively associated with negative relationship outcomes. These associations were both stronger among those who remained friends, suggesting that contextual factors and ongoing relationship status may play a more prominent role than individual differences in shaping responses to friendship transgressions.

25. Female Use of Sexual Coaxing and Coercion: Motivations, Sociosexuality, and Dark Traits

Presenting Author(s): **O. G. E. Piché**, S. W. Semenyna
Department of Psychology, MacEwan University

The Dark Tetrad (DT) describes four intercorrelated traits: narcissism, psychopathy, Machiavellianism, and everyday sadism. DT traits frequently lead to manipulative and self-serving behaviours in sexual and romantic contexts to acquire and maintain mates. DT traits correlate positively with interest in casual sex (sociosexuality), and using sexual coaxing and coercion. Male DT scores are moderately higher than females, and literature demonstrates that DT traits correlate with male use of sexual deception and coercion. Less literature recognizes that DT traits in females may be related with using these strategies. In a large female undergraduate sample (n = 1,162), we measured DT traits, sociosexuality, and willingness to use sexual coaxing and coercion to acquire and retain sexual or romantic partners. Multivariate regression models accounted for 6.8% of the variation in female's willingness to use sexual coaxing to acquire and 12.9% to retain a mate, and Machiavellianism and narcissism were the strongest predictors. Study variables accounted for 5.0% of the variation in willingness to use sexual coercion to acquire and 5.9% to retain a mate, and the strongest predictor was psychopathy. Results show that females can use sexual coaxing and coercion to obtain or defend mates, and DT traits are related to these tendencies.

POSTER SESSIONS #2: FRIDAY, MAY 1ST

1. What Matters for Life Satisfaction in Canada?

A Regression Analysis Among Chinese Immigrants

Presenting Author(s): **L. Hu, A. Xia**, Y. Zhu, J. Zhang, X. Zhang, K. A. Noels

Department of Psychology, University of Alberta

Understanding how language experiences and identity processes relate to well-being is central to immigrant adaptation in multicultural societies such as Canada. Prior research suggests that language proficiency and cultural identification influence immigrants' adjustment, belonging, and psychological well-being. This study examined whether English language confidence, Chinese identity, Canadian identity, and length of residence were associated with life satisfaction among first-generation Chinese immigrants in Canada. A total of 317 participants (60% female), aged 19 to 65 ($M = 42.13$, $SD = 9.91$), completed an in-person questionnaire assessing English language confidence, identification with Chinese and Canadian cultures, length of residence in Canada, and life satisfaction. Regression analyses were conducted to evaluate associations among these variables. Results showed that English language confidence was positively associated with life satisfaction, indicating that greater confidence in English corresponds with higher levels of well-being. Chinese ethnic identity was not significantly related to life satisfaction. In contrast, Canadian identity and length of residence were both positively associated with life satisfaction. These findings underscore the importance of host-society identification and language confidence in supporting immigrant well-being, and contribute to understanding factors that facilitate successful adaptation in multicultural contexts.

2. Between Identities: Mapping Belonging in Daily Life

Presenting Author(s): **A. Kwon, I. Y. E. Ng**, K. A. Noels

Department of Psychology, University of Alberta

Canada's growing ethnocultural diversity, with immigrants comprising approximately 23% of the population, highlights the importance of understanding how individuals adapt to multicultural societies through everyday social interactions. For immigrant students, identity is not fixed but a dynamic and context-dependent process that shifts across situations, languages, and interaction partners. This study examines how immigrant university students negotiate their ethnic and Canadian identities in daily life, and how these identities fluctuate across different contexts. Using the Experience Sampling Method (ESM), this research captures identity as it unfolds in real time rather than relying on retrospective reports. Approximately 70 immigrant students received brief electronic prompts three times per day over a five-day period. At each prompt, the participants reported their momentary identification with both their ethnic and Canadian identities, along with a sense of belonging to both cultures. It is hypothesized that both ethnic and Canadian identities will vary across situations, reflecting the fluid nature of identity in multicultural environments. By conceptualizing identity as a situated process, this study advances acculturation theory and provides a more nuanced understanding of immigrant adaptation. The findings will highlight how everyday social and linguistic environments can shape individuals' sense of belonging and inclusion.

3. Gender Differences in the Associations Between Academic Motivation and Psychological Well-Being: A Self-Determination Theory Approach

Presenting Author(s): **M. Ewald, A. Singh, K. A. Noels**

Department of Psychology, University of Alberta

Self-Determination Theory conceptualizes motivation along a continuum ranging from intrinsic motivation, driven by interest and enjoyment, to extrinsic regulation (external, introjected, and identified) and amotivation. These motivational orientations relate differently to individuals' psychological well-being. The theory also proposes that well-being is influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness, which support goal-directed behaviour and psychological functioning. Previous research suggests that more autonomous forms of motivation, including intrinsic and identified regulation, are more strongly associated with positive psychological outcomes than extrinsic motivation and amotivation. This study examines how motivational orientations relate to well-being among university students, focusing on the five subscales of the Academic Motivation Scale (intrinsic motivation, three forms of extrinsic regulation, amotivation) and two indicators of psychological well-being: vitality and meaning in life. The survey also assesses the satisfaction of the basic psychological needs of autonomy, competence, and relatedness. Using survey data from undergraduate students (N=1928), this study uses correlational analyses to examine potential associations between motivation types, well-being variables, and examine whether these relationships differ between male and female students. Preliminary analyses indicate varied associations between motivation and well-being indicators, with some patterns aligning with theoretical expectations while others, particularly for introjected and identified regulation, diverge from Self-Determination Theory predictions. Intrinsic motivation is expected to be positively associated with vitality and meaning in life, whereas extrinsic motivation and amotivation may show weaker or negative associations. Examining these relationships may potentially provide insight regarding factors supporting undergraduate students' psychological functioning and overall well-being.

4. Sexual and Gender Diverse Narratives: Communal Gender Identity in Social Context

Presenting Author(s): **M. Withey**

Department of Behavioural Studies and Psychology, Ambrose University

Researchers have long been interested in how Institutional context affects identity, meaning, motivation and belonging for sexual and gender diverse populations. Despite the importance of religion in shaping sexual and gender diverse rights, there has been little comparative research on how their community formation and collective identity varies across faith-based and secular organizations. To address this gap in the knowledge, I conducted narrative thematic analysis with ethnographic observation. The Institutions were identified as Private University and Public University located within Western Canada. Public University with a campus setting of more than 30,000 students is a very large campus. Private University with fewer than 2000 students has a predominantly Christian faith focus. The participant group selected were chosen on the basis of welcoming the sexual and gender diverse community as well as allies. Preliminary results show that Institutional events and artistic expression affect what a sexual gender diverse expression looks like at each University setting. At Private University negotiation of identity revolved around being true to the self and divine relationship. While at Public University there are more opportunities for self-discovery through interactions in novel and stimulating new ways that supported finding of the authentic self and exploration of possible selves.

5. Cultural Orientation and Emotion Regulation: The Mediating Role of Fear of Happiness

Presenting Author(s): **K. Cababat**, S. Wiebe

Department of Psychology, University of Alberta

Cultural differences in emotion regulation have been increasingly explored, particularly in relation to cultural orientation and the use of emotion suppression. The present study examined whether fear of happiness, which is the belief that happiness may lead to negative consequences, predicts the use of suppression as an emotion regulation strategy and whether it mediates the relationship between cultural orientation and suppression. Participants were undergraduate students (N = 131) recruited to complete self-report measures of cultural orientation, fear of happiness, and emotion regulation. It was hypothesized that collectivism would be positively associated with both fear of happiness and suppression, and that fear of happiness would mediate this relationship. Contrary to the hypothesis, collectivism was not significantly associated with fear of happiness or suppression, and the mediation model was not supported. However, fear of happiness was significantly positively associated with suppression, suggesting that individuals who believe happiness may lead to negative consequences are more likely to engage in emotional suppression. These findings highlight the importance of fear of happiness as a significant predictor of suppression, contributing to the literature by identifying a potential mechanism underlying emotion regulation and offering implications for culturally informed mental health practices.

6. Context Sensitivity in Facial Expression Perceptions among Chinese, Japanese, Koreans and European-Canadians

Presenting Author(s): **M. H. Kang***, E. Buchtel**, L. M. W. Li**, J. Na***, Y. J. Tham****, S. Wang**, Y. Yasuda*****, J. Yu***, T. Masuda*

*Department of Psychology, University of Alberta, **Education University of Hong Kong
Sogang University, *Kobe University, *****James Cook University in Singapore

Research on emotion and facial expressions often isolates the target face and discounts contextual information, however facial expressions typically occur in group settings and serve interpersonal functions. Particularly for East Asians, research has shown that context may be important in emotion perception. Therefore, we sampled Chinese, Koreans, and Japanese, and cross-culturally compared them to European-Canadians, a representative of the conventional psychological sample. Using a revised set of pictorial stimuli by Masuda et al. (2008), we examined the influence of surrounding others on individuals' perception of the central figure. Participants rated the intensity of the central figure's happiness or sadness after viewing each stimulus showing different combinations of facial expressions. Results indicated that Japanese, South Koreans, and Chinese shared a tendency to incorporate surrounding individuals when judging the central figure's emotion in general, and this pattern was more pronounced in evaluations of happiness. Considering the large population in East Asia, this pattern of responses that deviate from the European-Canadians' pattern questions the normativity of the data from research centering on Western cultures. Furthermore, by situating facial expression judgments within a social context rather than examining perceptions of isolated faces presented in an artificial context, the present research offers better ecological validity.

7. Differences in emotion perception among European, East Asian, and Southeast Asian Canadians

Presenting Author(s): **A. K. Cook**, S. W. Shi, P. Varma, D. Fisher, S. Shirazi, T. Masuda
Department of Psychology, University of Alberta

Cultural psychologists have demonstrated variations in emotion perception across countries: East Asians, but not Westerners, perceive emotions as inherently influenced by those around them. However, seldom studies have explored cultural variations in emotion perception within countries, nor how Southeast Asian cultures influence emotion perception. To address these two gaps, we examined emotion perception among European (n = 383), East Asian (n = 387), and Southeast Asian Canadians (n = 230) across two studies with different stimuli. Participants viewed images of a happy, sad, or neutral central person surrounded by four others displaying the same (congruent trial) or a different (incongruent trial) emotion than the central person. Afterward, participants rated the emotion (happy or sad) of the central character. We then calculated how much participants' emotion ratings differed between congruent and incongruent trials, with a high difference indicating that one's emotion judgment is highly influenced by surrounding others. Overall, the results demonstrated that the emotion judgments of the Southeast Asian Canadians were highly influenced by the surrounding others compared with the European and East Asian Canadians, who did not significantly differ. We discuss the implications of our study on collecting data within multicultural Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies.

8. Do Online Games Make You More Prejudiced?

What Brain Waves Tell Us About Stereotype Accessibility

Presenting Author(s): **T. Peters***, **C. Sharma***, **I. Suen***, S. Mazidi, N. Andrews**,
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Studying stereotype accessibility becomes increasingly important as online contact between the global community increases. Examining online intergroup dynamics is an essential component of understanding how online interactions influence prejudice. Though research suggests that positive intergroup contact can reduce prejudice (Pettigrew et. al., 2011), it is still unclear how the valence of contact affects the social-cognitive processes of stereotype accessibility. Here, we used EEG to explore how neuro-cognitive indices of stereotype accessibility during a relevant Implicit Association Test (IAT) were impacted by positive/negative/neutral outgroup contact in an online poker game. N400 event related potentials (ERPs) were used to index stereotype accessibility, such that stronger N400 amplitudes are associated with non-stereotypical associations (positive outgroup associations/negative ingroup associations), and weaker N400 amplitudes are associated with stereotypical associations (negative outgroup associations/positive ingroup associations). Results indicate that positive contact with an outgroup member may significantly reduce stereotype accessibility over negative and neutral contact, while negative contact may not increase stereotype accessibility over neutral contact.

9. Validating Challenge vs Threat Manipulations in the Context of Self-Uncertainty: A Pilot Study

Presenting Author(s): **H. P. K. Gonella, R. Raval, E. Sharon**, K. M. Kincaid, D. E. Rast III

Department of Psychology, University of Alberta

Self-uncertainty is when an individual feels unsure about their identity, their values and beliefs, and their place in society. Previous research has shown that high self-uncertainty predicts greater identification with extremist groups and more support for autocratic leadership, wherein one has total control of the decision-making. Additionally, people's responses to uncertainty may differ depending on whether they view the uncertainty as a challenge or a threat. A person's perception of having sufficient resources to overcome the demands of uncertainty is known as a challenge, whereas the lack thereof is known as a threat. Typically, people in a challenge condition feel motivated towards success and overcoming obstacles, while people in a threat condition feel overwhelmed by focusing on potential negative consequences. Our hypothesis is that perceptions of challenge vs. threat will change how people experience and respond to uncertainty. The current pilot study aims to test the validity of an uncertainty manipulation with a novel manipulation for challenge vs. threat using in-person computerized surveys. Results of this study may inform a new manipulation method for challenge vs. threat that can be used for future research. If deemed valid, we aim to translate these methods in a future project to assess whether challenge vs. threat perception acts as a moderator in determining the relationship between self-uncertainty and support for autocratic leadership. We expect that experiencing uncertainty as a threat will amplify support for an autocratic leader, whereas experiencing it as a challenge will reduce this effect between uncertainty and autocratic leadership support.

10. Low Social Identity Complexity Amplifies the Wish for a Strong Leader in Response to Uncertainty

Presenting Author(s): **K. M. Kincaid**, M. Ali, D. E. Rast III

Department of Psychology, University of Alberta

Strong leaders — those who promise to overcome society's difficulties by any means necessary, including through autocratic tactics and defiance of democratic norms — are on the rise globally, even in many long-standing democracies. Three studies (total N=10,719) tested the hypothesis that uncertainty drives support for such leaders, and that this effect is moderated by individuals' social identity complexity. Study 1, a secondary analysis of 2016 - 2020 American National Election Studies (ANES) data, established that uncertainty predicts greater desire for a strong leader, both cross-sectionally and longitudinally. Studies 2 and 3 provide experimental evidence for the moderating effect of social identity complexity. In Study 2, uncertainty was measured and social identity complexity (high vs. low) was primed. In Study 3, both uncertainty (high vs. low) and social identity complexity (high vs. low) were experimentally manipulated. As hypothesized, uncertainty increased the desire for a strong, non-democratic leader among participants primed with low social identity complexity, but not among those primed with high social identity complexity. These findings suggest that high social identity complexity may buffer against the appeal of strong, non-democratic leadership in response to uncertainty.

11. Intergroup Relational Identity vs. Common Ingroup Identity on Leader Support and Outgroup Bias

Presenting Author(s): **Y. Patel**, A. C. Ma, D. Rast III

Department of Psychology, University of Alberta

Subgroup identities can challenge intergroup leaders by creating an “us vs. the” mindset that leads to intergroup conflict, and leader dissatisfaction as they attempt to unify distinct subgroups to work towards a shared goal. One approach to intergroup leadership is intergroup relational identity (IRI), which states that leader support increases and intergroup bias are reduced when subgroups' distinct differences from one another are acknowledged while maintaining collaborative relationships with each other (Rast et al., 2020). This is in opposition to common ingroup identity theory (CII) where intergroup bias is reduced and leader support increases by eliminating importance of the distinction between subgroups and viewing them as a single group (Gaertner & Dovidio, 2012). This study is going to examine whether IRI rhetoric or CI rhetoric is most effective for leader support and outgroup bias between subgroups. We hypothesize that leaders using IRI rhetoric will be supported more than leaders using common ingroup identity rhetoric. Albertan participants will read a fabricated statement from Mark Carney, that either supports the IRI approach or the CI approach. They will then be measured leader support and outgroup bias, which tells us which rhetoric is most effective in increasing leader support and decreasing outgroup bias.

12. Using a Q-sort Methodology to Map the Subjective Experience of Ambition for Women

Presenting Author(s): **A. K. Wagner**, L. M. Daniels

Department of Educational Psychology, University of Alberta

Ambition is defined as the persistent and generalized striving for success, attainment, and accomplishment (Judge & Kammeyer-Mueller, 2012, p. 759). While ambition is positively related to educational attainment, occupational prestige, and income, research on the experiences of ambition for women is understudied. In this research, we employ the Q-sort methodology to map subjectivity and identify patterns of thought for women-identifying entrepreneurs to create meaningful profiles of women who share similar perspectives on ambition. A purposive sample of women-identifying entrepreneurs (n=40) participated via Prolific and each participant sorted 48 statements related to ambition into a quasi-normal distribution. This method requires that each statement is “forced” into a category, challenging participants to prioritize the statements based on their values, experience, and how “true” the statement is of them, not simply the degree to which they “like” or “agree” with the statement. The preliminary results and observations from the methodological process will be shared.

13. Does Evidence Matter? Preservice Teachers' Knowledge of and Intentions to Use Instructional Practices

Presenting Author(s): **M. Brady**, L. M. Daniels
Department of Education, University of Alberta

Over the past two decades, evidence-based practices (EBPs) have been increasingly emphasized in inclusive education to better support diverse student needs and improve outcomes. Despite this emphasis, implementation research suggests that educators use EBPs infrequently, often relying instead on personal experience and preference. Teachers have identified barriers to EBP adoption, including limited knowledge. Addressing this barrier during preservice training may help foster stronger uptake of EBPs in practice. The present study examined preservice teachers' knowledge of and familiarity with instructional practices. Using a pre–post quasi-experimental survey design, data were collected from 25 preservice teachers to assess familiarity with and intentions to use various instructional practices. Findings indicated that while most participants (at least 60%) reported familiarity with all practices, they overestimated the strength of supporting evidence for 8 out of 10 practices. Exposure to accurate evidence levels led to changes in intended use for only some practices. Results are discussed in terms of its implications for researchers, education stakeholders, and psychological clinicians for promoting EBP adoption among future educators.

14. Strengths and Mental Health in Children With Prenatal Alcohol Exposure: A Longitudinal Study

Presenting Author(s): **S. E. Beeby***, C. A. Lebel**, B. W. Gibbard**, C. Tortorelli***,
C. Beaulieu*, M. Bagshawe**, C. A. McMorris**, J. Pei*

* University of Alberta, ** University of Calgary, ***Mount Royal University

Anxiety and depression are among the most common mental health challenges in children and youth, yet outcomes vary widely. Resilience theory suggests that strengths-based resources, such as supportive relationships, self-esteem, and locus of control, may function as promotive factors that support positive mental health despite risk. Children and youth with prenatal alcohol exposure (PAE) experience disproportionately high rates of internalizing difficulties, but research in this population remains largely deficit-focused, limiting identification of modifiable, strengths-based intervention targets. This study applies a resilience framework to examine whether promotive factors predict mental health outcomes over time and whether these relationships differ between youth with and without PAE. Longitudinal data will be drawn from an ongoing Alberta-based neurodevelopmental cohort (N = 121; ages 7–18; 48 PAE, 73 controls). Promotive factors (parent and peer relationships, self-esteem, and locus of control) and internalizing symptoms (anxiety, depression) are assessed at both time points using the BASC-3, MASC-2, and CDI-2; analyses are based on data from Years 1 and 2. Cross-sectional and longitudinal regression analyses will test compensatory versus protective models of resilience. Findings will advance our knowledge of strengths-based, actionable targets for early, preventative, and personalized mental health interventions, particularly for children and youth with PAE.

15. Exploring the Relationship Between Obstructive Sleep Apnea and Comorbid Neurocognitive and Affective Disorders in Older Adults

Presenting Author(s): **K. Ghag**, Y. Kotelnikova

Faculty of Education, University of Alberta

Obstructive sleep apnea (OSA) syndrome is characterized by disruptions in oxygen flow resulting in nocturnal choking, loud snoring, and poor sleep. OSA impacts older adults at a disproportionate rate, and it is highly comorbid with neurocognitive and affective disorders. Untreated OSA is a significant risk factor for accelerated cognitive decline and affective disturbances in the aging population. This narrative review was the first to our knowledge to examine the complexity of an interplay between OSA and these comorbidities. We highlighted the patterns of under- and misdiagnosis of OSA and neurocognitive disorders in primary care settings due to gaps in construct validity of existing measures, inconsistent terminology and operationalization of neurocognitive and affective disorders, and lack of resources. Pervasive under- or misdiagnosis of OSA and its comorbidities in combination with overwhelmingly poor CPAP treatment compliance negatively impact the geriatric population. We conclude our review by providing recommendations to researchers and healthcare practitioners who work with and support older adults.

16. Psychedelic-Assisted Therapy: A Qualitative Inquiry

Presenting Author(s): **B. McGrath**, C. Peet

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After a long cultural hiatus since early efforts in the 1960s, psychedelic-assisted therapy (PAT) has returned and is an exciting new field. This study explores the qualitative experience of individuals who have undergone PAT using psilocybin. Two participants' experiences are examined based on semi-structured interviews with each. Data was analyzed using Braun and Clarke's (2006) approach to thematic analysis using NVIVO. Analysis of participant interviews resulted in six main themes to their experiences of PAT: (1) expectancy effects, (2) social aspects to healing, (3) PAT is not a cure-all, (4) psilocybin as producing positive shifts in mindset and motivation, (5) increased spirituality and faith commitment, and (6) the mushroom (psilocybin) being described as having almost sentient qualities. Overall the participants express very positive and distinct changes ascribed to their experience of PAT. However they also emphasized the importance of investment into the healing process for best results.

17. Perceptions and Quality of Life in Individuals with ADHD and Visual Impairments: Insights from Formal and Self-Diagnoses

Presenting Author(s): **A. Bhangu***, M. L. Thomas*, S. N. Yildirim-Erbasli*, Harsohail Parmar**

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Attention-deficit/hyperactivity disorder (ADHD) and visual impairments are both associated with functional difficulties, but research on their co-occurrence in adults is limited. Furthermore, most studies focus on formally diagnosed cases, with comparatively little attention to the role of self-diagnosis in shaping symptom perception and experiences. Seventy-nine adults aged 18–34 with formal or self-diagnosed ADHD and visual impairments completed an online survey assessing ADHD symptoms, vision-related difficulties, perceived connections between the conditions, and impacts on daily functioning and quality of life. Participants who self-identified as having ADHD were significantly more likely to also self-identify as having a vision impairment. Individuals with self-diagnosed ADHD reported higher ADHD symptom levels than those without. For vision impairments, both formal and self-diagnosed individuals reported greater symptom severity compared to those without a diagnosis. Regarding perceived ADHD–vision relationships, self-diagnosed ADHD and vision impairments showed significant main and interaction effects. For daily functioning and quality of life, significant interaction effects emerged for formally diagnosed individuals; among self-diagnosed participants, vision impairment showed a significant main effect. Findings highlight differences in symptom perception and functioning across formal and self-diagnosed groups, underscoring the need for interdisciplinary approaches to assessment and support.

18. Are Linguistic Markers in Trauma Narratives Indicative of Concurrent Coping Mechanisms?

Presenting Author(s): **L. Caldwell**

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Introduction: More often than not, individuals who experience a traumatic event are asked to re-tell their circumstance in a meaningful way. Research suggests that trauma narratives which include indicators such as pronouns, positive and negative emotion words, and structured, fluent speech are predictive of better concurrent psychological adjustment. In contrast, indications of avoidance including minimal use of pronouns, emotion words or highly disorganized speech may predict low adjustment. This study examines if linguistic markers indicate concurrent coping post-trauma. Methods: 26 participants self-reported 3 different narratives: one neutral event, a happy event, and a traumatic event. Five different linguistic markers were coded for throughout each narrative and repeated-measures ANOVA and Holm post-hoc were conducted. Results: Results revealed significant condition differences between emotion words and pronouns. Trauma conditions differed by heightened use of emotion words and reduced use of first person pronouns than neutral conditions, suggesting strong emotional concurrent coping.

19. Anxiety and Writing Skills in Middle Childhood: Testing Concurrent, Unidirectional, and Transactional Models

Presenting Author(s): **S. Romero**, M. Tafur, W. L. G. Hoglund

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Children with elevated anxiety symptoms are more likely to experience learning difficulties (Vieira et al., 2024). Anxiety may be particularly relevant for writing, a cognitively demanding skill that requires the coordination of attention, working memory, motor skills, and language- and orthography-based knowledge. A recent review (McArthur, 2022) suggests that relations between anxiety and academic outcomes may be reciprocal; however, few studies have directly tested bidirectional associations between anxiety symptoms and writing development. This study will examine four competing models: a concurrent model (bidirectional associations within time), an anxiety-driven model (anxiety predicts writing), a writing-driven model (writing predicts anxiety), and a transactional model (bidirectional associations over time). To achieve this, a longitudinal accelerated cohort design spanning Grade 1 through Grade 4 (N = 506; five waves) was used. Anxiety was assessed using teacher reports from the Behavior Assessment System for Children–3 (BASC-3), and writing skills was measured using the Kaufman Test of Educational Achievement (KTEA). Autoregressive Latent Trajectories with Structured Residuals (ALT-SR) will be used to distinguish within-child change over time from stable between-child differences. Findings will clarify whether anxiety precedes, follows, or co-occurs with writing performance, informing school-based assessment and intervention of emotional and academic development in middle childhood.

20. When Do Undergraduate Students Prefer AI? Insights into AI Scoring and Feedback

Presenting Author(s): **M. L. Thomas**, S. N. Yildirim-Erbasli, N. Lesoway

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With the growing integration of artificial intelligence (AI) into higher education, this study aims to fill a gap in the literature by examining students' preferences and perceptions regarding AI scoring and feedback, with particular attention to context, assignment stakes, and post-interaction reflections. Ninety-three undergraduate students completed a survey consisting of Likert-type items, scenario-based questions, and an activity in which they generated AI-based scoring and feedback using ChatGPT. Results showed that students preferred structured, moderately detailed AI feedback, particularly for grammar and organization, but generally favoured human evaluation, especially for subjective tasks. While AI was seen as useful in lower-stakes contexts, concerns remained about its ability to assess more complex aspects of writing. Participants expressed a strong preference for hybrid approaches in which AI augments rather than replaces human judgment, along with a need for transparency and opportunities for human review. Collectively, these findings highlight that undergraduate students' preferences are highly context-sensitive and role-specific, underscoring the importance of student-centred implementation strategies of AI in higher education.

21. Assessment Design Matters: Student Perspectives on Features that Support Wellbeing

Presenting Author(s): **K. Wells**, D. Kim, M. Ram, L. M. Daniels
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The sentiment of most students is that assessment compromises wellbeing. However, this broad statement overlooks the fact that assessment consists of many small facets that are experienced holistically. No research has focused on how discrete facets of assessment such as type, weighting, and spacing each contribute to wellbeing. To address this gap, we collected data from pre-service teachers in a classroom assessment course to explore these facets of assessment. In open-ended responses, students emphasized that high weighting and clustered deadlines were associated with increased stress and anxiety. In contrast, assessments that were clearly structured, appropriately weighted, and spaced across the semester were perceived as more supportive of student wellbeing. Through ranking and rating questions, students identified multiple-choice questions as the most supportive of their wellbeing and attendance-based assessments as the least supportive. Students indicated that an average of 5 summative assessments over a 12 week term is optimal for supporting their wellbeing with ideal weights ranging from 20% to 35%. Importantly, weighting for wellbeing varied depending on the type of assessment from about 16% (discussions) to 35% (essays). Students were adamant in both forms of data that assessments worth less than 5% or greater than 35% compromised their wellbeing.

22. Addressing Low Perceived Competence and Utility Value to Reduce Statistics Anxiety and Improve Learning Achievement

Presenting Author(s): **L. I. Arnusch**, S. B. R. E. Brown, H. J. Brazeau
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Statistical knowledge has become an integral component of higher education; however, students regularly display statistics anxiety, which hinders academic performance. Moreover, statistics anxiety decreases confidence in research skills, discourages help-seeking, and reduces engagement and persistence. This quasi-experimental study examined whether an intervention targeting low utility value of statistics and low perceived competence improves students' attitudes toward statistics, reduces anxiety, and enhances achievement. Outcomes are compared between students who received the combined utility value and perceived competence intervention, those who received an active control condition targeting perceived competence alone, and the control condition. Undergraduate students enrolled in introductory psychology statistics (N = 36) completed pre- and post-test surveys to assess differences across the three groups. Analyses revealed significant differences in class anxiety and interpretation anxiety, but not in course achievement. These findings add a new perspective to the existing literature by evaluating the combined effects of utility value and competence-based support, which are typically examined independently. From an instructional standpoint, this intervention is simple, low-cost, and can be embedded within regular course delivery. It provides a scalable model that instructors can implement without increasing workload.

23. Teacher Self-Efficacy and Severe Student Behaviour

Presenting Author(s): **L. Coyne**

Department of Psychology, University of Alberta

The post-COVID increase in severe adolescent behaviour in Alberta public middle schools has a complex relationship with teacher self-efficacy. This study explores the factors influencing teacher self-efficacy in responding to severe student behaviour, as defined by DSM-5-TR diagnostic criteria for Oppositional Defiant Disorder, Intermittent Explosive Disorder, and Conduct Disorder. Using a sequential exploratory mixed-methods design, data was gathered from current middle-school teachers using both surveys and semi-structured interviews, and reflexive thematic analysis was conducted using Chat GPT 5.1 as a researcher-directed analytic tool. Results emphasized the impact of professional experience as the most critical factor in developing strong teacher self-efficacy in the face of adolescent severe behaviour, alongside classroom size, complexity, and emotional burden. Furthermore, this study reveals the systemic misalignment between current educational expectations and the resources available to schools – particularly in relation to the increased social-emotional needs of students. The implications of this study are discussed, as well as their relationship with educational policy, government funding, teacher pre-service training and professional development, and, ultimately, adolescent psychosocial development in the post-COVID era.

24. Accommodation or Advantage? Stigma Towards Academic Accommodations in Competitive Postsecondary Environments

Presenting Author(s): **S. J. Earle**, B. L. Lindsay, A. C. H. Szeto

Department of Psychology, University of Calgary

Stigma is a threat to neurodivergent (ND) postsecondary student wellbeing and a barrier to accessing academic accommodations. This study addressed a gap in the literature by examining contextual factors that impact the stigmatization of ND students by fellow peers. Competition, peer diagnosis, and peer academic accommodations usage were investigated as predictors for stigma-related attitudes towards an imagined peer in the postsecondary setting. The results from an undergraduate sample (N = 280) showed that scores on two stigma-related measures were significantly higher towards a peer with an anxiety disorder (GAD) than towards a peer with attention deficit hyperactivity disorder (ADHD). Furthermore, participants had significantly higher scores on a fairness measure, denoting a perceived advantage, towards a peer using academic accommodations than one who was not. There were no significant effects of competition. These findings contribute to established literature demonstrating that stigmatizing attitudes towards a peer vary depending on their diagnoses. Implications of these findings highlight a potential need for stigma reduction efforts for GAD and psychoeducation on why affected students may benefit from academic accommodations. In conclusion, this study contributed to a growing body of research examining the social experience and stigmatization of academic accommodations in the postsecondary context.

25. Student Use and Perceptions of Generative AI

Presenting Author(s): **A. Beaton**, C. Midgley

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Since its introduction to the public in the fall of 2022, generative AI has become increasingly integrated into daily life. Research on use of this technology is rapidly expanding but has focused primarily on academic and productivity-related uses, and relatively few studies have examined whether users have conflicting feelings about using this technology. The present study aimed to explore how generative AI is used in everyday and personal contexts, as well as how individuals feel about using it. Survey data from 148 University of Calgary undergraduate students indicated that 98% of participants have used ChatGPT or other AI tool, with 86% using it for decision-making or problem-solving, 58% using it for creative purposes, 40% using it for emotional or mental health support, and 37% using it for relationship support or companionship. However, despite this widespread and varied use, 71% of AI users reported that they have tried to discontinue or reduce their AI use, reporting concerns about overreliance (85%), accuracy and reliability (72%), and AI replacing critical thinking (67%). Taken together, these findings suggest that AI is being integrated into everyday life and there is broad concern about this trend among users.

26. Beyond PTSD: Moral Injury Implications and Trauma Informed Interventions

Presenting Author(s): **D. D. Saugh**

Department of Psychology, Burman University

This study investigates how moral injury may emerge from a potentially traumatic event(s) and/or psychological trauma and/or independent from such trauma and how moral injury may come to exist in members of the Toronto Police Service, by extension members of military and first responders. It explores how it affects the mental, emotional, and spiritual well-being of the individual. Recovery through resilience building, social support, faith, and related resources are identified.