

# ALBERTA SOCIAL PSYCHOLOGY SYMPOSIUM

## ASPS 2025

### PROGRAM SCHEDULE

Conference location - Geology Building, Room ES342

#### Thursday, June 19<sup>th</sup>

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Registration 6:00 p.m. - 7:30 p.m.

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

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**Key Note Speaker: Dr. Michael Wohl** 7:30 p.m. - 9:00 p.m.

*Rose-Tinted Glasses and Red-Hot Politics: Collective Nostalgia Shapes Intergroup Attitudes and Support for Strong Leader*

#### Friday, June 20<sup>th</sup>

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

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

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**Speaker 1: Dr. Alain Morin** 9:15 a.m. - 10:00 a.m.

*Inner Speech and Self*

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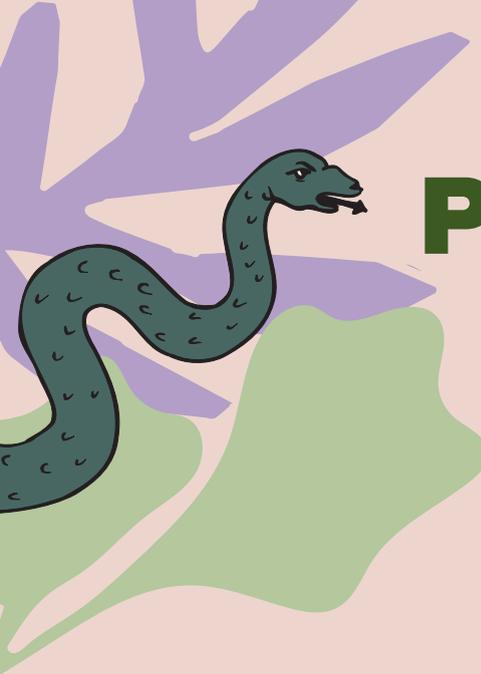
**Speaker 2: Dr. Ruth Pogacar** 10:00 a.m. - 10:45 a.m.

*Buying a Vowel: Vowel-Beginning Brand Names: Increase Perceived Warmth and Brand Preference*

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

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# ALBERTA SOCIAL PSYCHOLOGY SYMPOSIUM

## ASPS 2025

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Conference location - Geology Building, Room ES342

### Friday, June 20<sup>th</sup>

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**Speaker 3: Dr. Ken Ito**

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

Cultural Psychological View of Honor Culture and  
Pro-Environmental Behaviours

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**Poster Session #2** and Lunch Break

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

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**Speaker 4: Dr. Lia Daniels**

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

*The Social Psychology of Classroom  
Assessment*

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**Speaker 5: Dr. April McGrath and Natalie McCallum**

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

*Dealing With Dissonance After All These Years*

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Break

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

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**Roundtable**

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

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Closing Remarks

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

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# ASPS 2025 SPEAKERS



## **Rose-Tinted Glasses and Red-Hot Politics: Collective Nostalgia Shapes Intergroup Attitudes and Support for Strong Leaders**

Dr. Michael J. A. Wohl

Professor

Department of Psychology

Carleton University

### **Abstract**

The human mind is a master time traveler, often seeking refuge in the past—especially when a cherished group identity feels under threat. Psychologically this can take the form of collective nostalgia: sentimental longing for a (sometimes imagined) past that reflects desired aspects of the present. Critically, the content of this nostalgia—what group members are nostalgizing about—has predictive power. In this talk, I present data showing that different forms of collective nostalgia are associated with divergent group outcomes, including support for strong leaders. I argue that understanding the specific content of collective nostalgia is essential for researchers and policymakers seeking to explain and address contemporary intra- and intergroup relations, including both pro- and anti-social behaviours.

### **Biography**

Dr. Michael J. A. Wohl (an alum of the University of Alberta; graduating year undisclosed) is a Professor and Graduate Chair in the Department of Psychology at Carleton University in Ottawa, Canada, and Director of the Conflict Resolution Laboratory (CRL). His research sits at the intersection of social and political psychology, with a focus on the psychological underpinnings of intergroup conflict, reconciliation, and political attitudes. At the CRL, Dr. Wohl and his team investigate the causes and consequences of harmdoing between groups, as well as the pathways to forgiveness, justice, and lasting peace. His recent work explores the role of nostalgia—particularly collective nostalgia—in shaping political behavior. This includes examining how longing for an idealized past can both unite groups and, at times, promote polarization, resistance to diversity, and support for anti-democratic leaders.

Dr. Wohl has published over 200 peer-reviewed articles, with his work cited more than 19,000 times. He is a Fellow of both the Association for Psychological Science and the Society for Personality and Social Psychology. At Carleton University, he has been recognized with several prestigious honors, including the Research Achievement Award, the Graduate Mentoring Award, and the Teaching Excellence Award. To support his research, Dr. Wohl has secured over seven million dollars in funding from organizations such as the Canada Foundation for Innovation, the Social Sciences and Humanities Research Council of Canada, Defense Research and Development Canada, the Institute for Humane Studies, and Ontario's Ministry of Health and Long-Term Care.



## Inner Speech and the Self

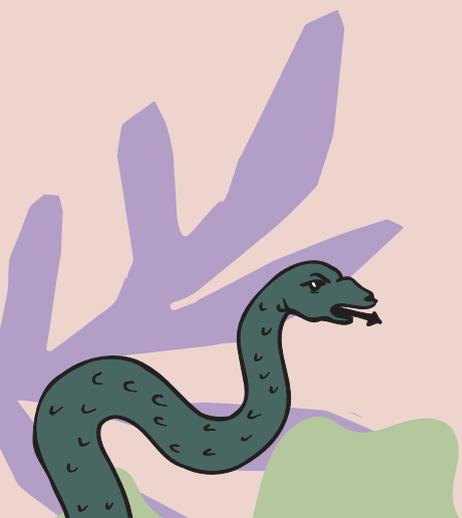
Dr. Alain Morin  
Department of Psychology  
Mount Royal University

### Abstract

This presentation pertains to the role inner speech plays in various self-functions. To illustrate, future-oriented thinking recruits significant inner speech use, and blocking inner speech using articulatory suppression interferes with self-control. I offer empirical evidence that supports an involvement of inner speech in self-reflection. For example, freely generated self-reports of inner speech are substantially about the self. I discuss theoretical reasons potentially explaining this connection between inner speech and self-reflection. Two views dissenting with the above are also critically examined. One view suggests that non-verbal self-recognizing creatures are self-aware; I argue that self-recognition does not implicate access to one's mental states. I also discuss three applications inspired by the ideas presented here, one related to self-reflection, cooperation, and inner speech in robots.

### Biography

Alain Morin got his Ph.D. from Laval University in 1992. Between 1991 and 2001 he taught various courses and conducted research in a host of Canadian universities and colleges in the Maritimes and Québec. At Mount Royal University in Calgary since 2001, he teaches Theories of Personality and The Self. His field of expertise is self-awareness, more specifically: its underlying cognitive mechanisms with an emphasis on inner speech. Dr. Morin regularly presents talks at international venues. He is also Associate Editor for *Frontiers in Cognitive Science* and *Psychology of Consciousness*. Some of his recent contributions include book chapters on self-processes and self-reported inner speech content.





## **Buying a Vowel: Vowel-Beginning Brand Names Increase Perceived Warmth and Brand Preference**

Dr. Ruth Pogacar  
Associate Professor  
Department of Marketing  
University of Calgary

### **Abstract**

Prior brand name research has focused primarily on the sound symbolic effects of micro sound categories such as front vowels versus back vowels. The present work explores the influence of macro sound categories—vowels versus consonants—on brand outcomes. The authors propose that vowel-beginning brand names are associated with warmth due to the linguistic quality of sonority, which makes vowels especially pleasant. Eight studies, including controlled experiments, consequential choice with financial trade-offs, and analyses of secondary datasets of fictional character names and stock tickers, provide convergent evidence for a vowel-warmth effect leading to a vowel-brand advantage. Vowel-brands are particularly beneficial for hedonic, relative to utilitarian, products. However, consonant-brands can gain parity by leveraging alternate paths to warmth, such as supporting warm causes. Further, managers of vowel-brands must be vigilant, because the vowel-brand advantage may reverse following warmth-related failures, such as poor customer service. In sum, this work contributes a novel categorization scheme and demonstrates the value of macro sound categories for brand naming strategy.

### **Biography**

Ruth Pogacar is a faculty member in the marketing area at the University of Calgary Haskayne School of Business. Her research explores the influences of language on consumers, and how subtle linguistic cues alter marketing outcomes. She is also interested in consumer welfare, for instance how framing choices as opt-in versus opt-out can influence people's decisions for better or worse.



## Cultural Psychological View of Honor Culture and Pro-Environmental Behaviours



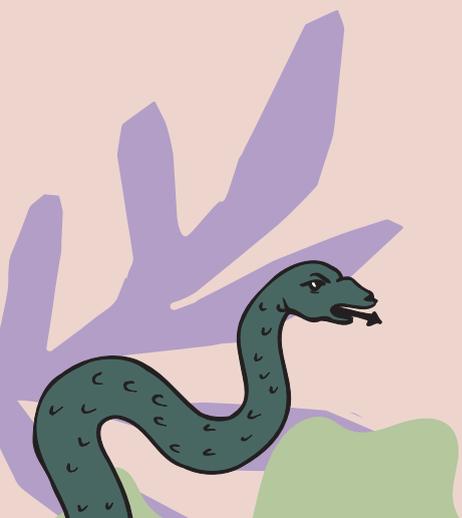
Dr. Ken Ito  
Assistant Professor  
Psychology Department  
University of Lethbridge

### Abstract

Existing cultural psychology literature suggests variations in culture of honor under the rubric of independent vs. interdependent social orientation. However, scholars have called for the necessity of globalizing research sites beyond the U.S. To date, none have explored the psychological processes of southern Albertans who are well-known for continued practice of a traditional farming and family-oriented lifestyle. In addition to culture of honor, I also investigate the composting. Composting helps mitigate climate change because composting plays a significant role in carbon sequestration by capturing and storing carbon from organic waste in the soil. In this talk, I would like to discuss how cultural psychology is related to culture of honor and composting behavior.

### Biography

Ken was born and raised near Tokyo, Japan. After completing a high school, Ken moved to Winnipeg, Manitoba. Ken completed his BA honor in Psychology at the University of Winnipeg, he moved to the University of Alberta to complete MSc and Ph.D. After graduating from University of Alberta, he moved to Singapore to work as a pos-doctoral fellow for one year. Then, he was hired as an assistant professor of Psychology for 9 years at the Nanyang Technological University, Singapore. During the COVID era, he moved to University of Lethbridge in 2002. His main research field has been cultural psychology focusing on Emotion, Pro-environmental behavior, Consumer behavior, and Honor culture.





## The Social Psychology of Classroom Assessment

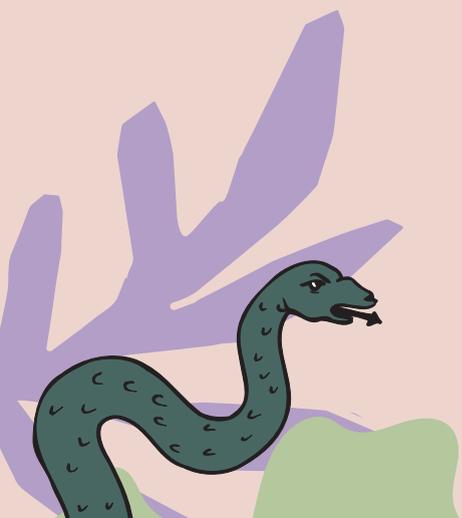
Dr. Lia Daniels  
Professor  
Faculty of Education  
University of Alberta

### Abstract

Assessment is deeply embedded in educational practice. While it's typically described in teaching standards as neutral and objective, the real-life experience of assessments—like exams, essays, and presentations—demonstrates that they are emotional, social, and consequential thereby suggesting an important role for social psychology. Despite this, classroom assessment research has largely developed apart from the insights of social psychology. This disconnect is particularly unfortunate given how much social psychology, especially in the realm of theory-based interventions, can contribute to shaping assessments so they reliably support well-being. In this presentation, I will apply Self-Determination Theory to reimagine assessment through a social psychological lens, highlighting how assessments can be deliberately structured to support student well-being while still maintaining its integrity as a measure of learning.

### Biography

Lia M. Daniels is a Professor of Educational Psychology at the University of Alberta, where she has been a faculty member since 2008. She earned her PhD in Social Psychology from the University of Manitoba. Dr. Daniels' research focuses on motivation and emotions across a wide range of achievement settings including school, therapy, and sport. Her current SSHRC funded research focuses on using social psychological theories to reorient classroom assessment for the betterment of student well-being.





## Dealing With Dissonance After All These Years

Dr. April McGrath and Natalie McCallum  
Department of Psychology  
Mount Royal University and the  
University of Calgary

### Abstract

Cognitive dissonance theory (CDT) is perhaps the best-known theory to emerge from social psychology. The theory, originally conceived by Festinger in the 1950s, is as relevant today as it ever was. In this talk, we will review some of the key developments in the field and explore the various ways that people reduce dissonance. Within the realm of physical activity, we explore how to reduce dissonance through behavioural change. In the context of climate anxiety, we have detailed the modes of dissonance reduction expressed by young adults. And in a new application of the theory, we see connections between cognitive dissonance and the scholarship of teaching and learning. Regardless of the specific topic, we argue that understanding dissonance and our modes of dissonance reduction are key parts of emotional literacy for the twenty-first century.

### Biographies

April McGrath is an Associate Professor in the Department of Psychology at Mount Royal University (MRU) with a background in social psychology. Her research on cognitive dissonance theory includes behavioural interventions based on the theory, investigations into the process and modes of dissonance reduction, and the role of cognitive dissonance in postsecondary learning. Her work on cognitive dissonance has been published in outlets such as *Social & Personality Psychology Compass* and the *Journal of Environmental Psychology*. She has co-organized an international conference on cognitive dissonance theory, and she regularly teaches a seminar on cognitive dissonance theory. She has been teaching at MRU since 2011, and she loves her role and connecting with students face-to-face in small classes.

Natalie McCallum (she/her) received a Bachelor of Arts in Psychology (Honours) from Mount Royal University, where her honours thesis (Supervised by Dr. April McGrath) focused on undergraduate experiences of climate anxiety and cognitive dissonance. She has also received a Bachelor of Arts in International studies from the University of North Florida and is currently pursuing a MSc in Counselling Psychology from the University of Calgary. Prior to her graduate studies journey, Natalie worked at a forensic psychiatric centre, where she supported clients found NCR-MD with community reintegration. Her professional and research experiences have fostered her interest in studying deficit-orientated discourses that impact individual and family well-being.

# POSTER SESSIONS #1: THURSDAY, JUNE 19TH

## 1. Heterogeneity of Externalizing and Internalizing Symptoms in Early Childhood: The Role of Peer Relationships

Presenting Author(s): **C.M. Pan**, Department of Psychology, University of Alberta

Previous studies have examined the developmental trajectories of forms of externalizing (e.g., overt aggression, hyperactivity) and internalizing (e.g., anxiety, depression) symptoms, yet less is known about heterogeneity in these trajectories and how trajectories of externalizing and internalizing symptoms co-occur across early childhood. Peer relationship quality might differentiate between the co-occurring externalizing and internalizing symptom trajectories. Participants included 443 children from diverse ethnic backgrounds in two preschool programs (47.9% girls and 52.1% boys; Mage = 4.11, SD = .35). Teachers rated children's externalizing and internalizing symptoms in the fall and spring of preschool and kindergarten. Peer relationship quality was assessed in the fall of preschool from teacher-reports and observations. Latent growth mixture modeling was used to examine heterogeneity in the externalizing and internalizing symptoms and their co-occurrence. Two latent class trajectories were identified for each construct, with most children following low decreasing trajectories and a small proportion following moderate to high chronic trajectories. From these, four co-occurring latent class trajectories were identified, with most children classified in typical low co-occurring trajectories and modest proportions following comorbid decreasing and elevated trajectories. Children with more peer rejection and conflict and fewer prosocial behaviours in preschool were more likely to follow the comorbid decreasing and elevated trajectories. These findings enhance understanding of heterogeneity in the trajectories of externalizing and internalizing symptoms in early childhood.

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## 2. Peer Victimization and Internalizing Symptoms in the Context of Ethnicity

Presenting Author(s): **K. Tamkee**, Department of Psychology, University of Alberta

Adolescents from racialized and ethnic minority backgrounds are frequent targets of peer victimization in educational settings. Peer victimization can be relational, overt, or ethnicity-based and is associated with internalizing symptoms, including depression and anxiety. These symptoms are among the most common mental health concerns for adolescents. The current study uses a longitudinal research design to investigate: (1) How trajectories of peer victimization (relational, overt, and ethnicity-based) and symptoms of depression and anxiety change across adolescence; (2) Whether change in peer victimization co-occur with change in these symptoms; and (3) Whether ethnicity and immigration status moderate the co-occurrence. Participants included 1,434 adolescents (45% racialized and ethnic minority backgrounds) in grades 7 to 9, who were assessed in the fall and spring of two school years. At baseline, adolescents reported low levels of peer victimization and symptoms of depression and anxiety; racialized and ethnic minority adolescents reported no difference in overt victimization, less relational victimization, and more ethnic victimization compared to non-minority students. Over the two school years, the frequency of relational victimization decreased, and ethnic victimization increased. Overt victimization and symptoms of depression and anxiety did not change over time.

### **3. Equipped for Transitions: Associations Between Self-Regulation and Academic Skills in Early Childhood**

Presenting Author(s): **J. Evans**, Department of Psychology, University of Alberta

Self-regulation is a broad construct that generally refers to the ability to maintain control over one's emotions and behaviours. Emotional self-regulation includes behaviours, skills, and strategies that allow children to control their emotions. Behavioural self-regulation reflects how children remember and follow instructions, maintain voluntary focus on a task, and override impulsive behaviours. How dimensions of self-regulation are associated with children's early academic skills and whether supporting children in regulating their emotions and behaviours in the classroom translates into improvements in children's academic skills are common questions in early academic settings. Academic skills cover a wide range of abilities necessary for effectively engaging with academic content. The goal of this study is to investigate how emotional and behavioural self-regulation are associated with academic skills. The participants included 68 children (M age = 4.23 years, SD = 0.54; 63.2% boys) in 25 classrooms in four preschool centers. The data were collected in winter 2023. Findings from this study will provide information on how dimensions of self-regulation are associated with early academic skills in preschool.

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### **4. Neighbourhood quality as a moderator of the inhibitory control-aggression link in early adolescents**

Presenting Author(s): **L. Brooks**, Department of Psychology, University of Alberta

Aggression in childhood is a serious developmental concern linked to long-term academic, social, and mental health challenges. Inhibitory control (IC), defined as the ability to suppress impulsive responses in favor of goal-directed actions, is a well-established predictor of aggression. Neurophysiological research has identified the error-related negativity (ERN), an event-related potential reflecting error monitoring, as a neural correlate of IC. Lower ERN amplitudes have been associated with impaired inhibitory control and increased reactive aggression, particularly in emotionally charged contexts. While most studies have focused on early childhood or young adulthood, early adolescence is a critical period marked by heightened vulnerability to aggression. Additionally, few studies have examined how environmental factors such as neighbourhood quality may shape this relationship. The present study investigates whether ERN-indexed IC predicts aggression one year later in typically developing youth aged 9–12, and whether neighbourhood quality moderates this link. We hypothesize that lower IC will predict greater aggression, with stronger effects observed in youth from lower-quality neighbourhoods. Findings may inform developmentally and contextually sensitive approaches to aggression prevention.

## **5. Investigating associations of anxious and depressive symptoms and help-seeking behaviours in adolescence**

Presenting Author(s): **I. Schoettler**, Department of Psychology, University of Alberta

Adolescence is a period in which anxious and depressive symptoms are commonly reported. Seeking help from peers, family members, and other sources of support may act as potential factors for reducing the severity of reported anxious and depressive symptoms. However, findings addressing these associations have been limited. The present study examines: (1) How adolescents' anxious and depressive symptoms and help-seeking behaviours change across adolescence; and (2) Whether adolescents' anxious and depressive symptoms co-occur with their help-seeking behaviours across adolescence. To address the research objectives, a cohort-sequential accelerated longitudinal research design was used. Participants included 1,434 adolescents (Mage = 13.5 years, SD = .9 years, 54.5% girls) in Grades 7 to 9 in seven junior high schools. Adolescents were assessed four times across two school years to capture an accelerated age range of 11.1 to 16.8 years. Adolescents reported low levels of anxious and depressive symptoms at the age of 11.1 years that increased to age 16.8 years. Girls reported higher levels of anxious symptoms and depressive symptoms at baseline than boys. Adolescents displayed low-to-moderate levels of likelihood of seeking help from peers and other sources of support at the age of 11.1 years that remained stable to age 16.8 years. Adolescents displayed moderate-to-high levels of likelihood of seeking help from family members at the age of 11.1 years that decreased to age 16.8 years. Higher likelihood of help-seeking behaviours at the age of 11.1 years were generally associated with slower increases in anxious and depressive symptoms to age 16.8 years.

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## **6. Evaluating Reciprocal Associations Between Peer Aggression and Perceived Popularity**

Presenting Author(s): **H. F. Fell**, Department of Psychology, University of Alberta

Current understandings of popularity in middle childhood suggest that there are two types: sociometric and perceived popularity. Sociometric popularity is where the child is both a coveted playmate and well-liked by peers. Perceived popularity is where the child is a coveted playmate but not necessarily well-liked (Newcomb & Bukowski, 1983; Lease et al. 2002). Peer aggression is interpersonal in nature and includes both overt (e.g., hitting, name calling) and relational (e.g., exclusion, rumor spreading) forms (Crick & Grotpeter, 1995; Espelage & Swearer, 2003). While prosocial behaviours are the key to positive peer relationships, perceived popular children may use aggression to climb the social hierarchy (Crick & Grotpeter, 1995). The current study uses data from a 2 year longitudinal study to investigate: (1) the directional associations of peer aggression with both sociometric and perceived popularity transact in middle childhood; and (2) gender differences in these associations. Participants included 506 low-income, ethnically diverse children in kindergarten to Grade 3 who were assessed on six occasions across 2 school years. The current study aims to provide insight into peer social networks and understand a possible motivation of aggression in middle childhood.

## **7. Directional Associations Between Language Development and Peer Aggression in Middle Childhood**

Presenting Author(s): **C. Peterson**, Department of Psychology, University of Alberta

Middle childhood features a myriad of important changes for language and for how peer aggression manifests. There are at least two forms of peer aggression: overt and relational. Overt aggression, physical and verbal acts intended to cause harm, reduces in frequency across early to middle childhood, while relational aggression increases. (Fite et al., 2023). There have also been gender differences found in how this aggression is expressed. (Nelson et al., 2022). Language and literacy are skills used for reading comprehension, word identification, and communicating ideas to others. These develop in middle childhood, with new environments and more peer and teacher interaction (Bloome & Green, 2015). Previous research on the association between peer aggression and language and literacy has focused on one. The current study examines: (1) the directional associations between peer aggression and language and literacy over two school years; and (2) gender differences in these associations. Participants included 461 children in Kindergarten to Grade 3 and 60 teachers in 63 classrooms located in 10 public elementary schools. Six waves of data were collected over two school years. This study will inform educational strategies to support the children's peer interactions and language and literacy skills in middle childhood.

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## **8. Lived Experiences of Gender-Diverse, Young Adult Immigrants in Alberta: The Process of Navigating Intersecting Identities**

Presenting Author(s): **E. Lui**, Department of Psychology, University of Calgary

Young adulthood is a critical period for identity development, with the development of a strong self-concept having important implications for concurrent and future mental health and well-being (Arnett, 2000; Campbell, 1990). Identity exploration is informed by existing social norms and scripts influenced by an individual's unique position in society like their gender and immigrant status. Yet, little is known about how diverse young adults navigate the intersections of gender diversity and immigrant status. The present study sought to address this gap by asking four gender-diverse, young adult immigrants (ages 18-29) in Alberta about their lived experiences with navigating and understanding their complex identities. Using reflexive thematic analysis, I generated four main themes: (1) "There's a Kind of a Freedom That is Not Back There": Increased Opportunities for Gender Exploration, (2) "Censorship of Myself": Compartmentalization of Gender and Ethnic identities, (3) "I Understand This Part of You": The Importance of Accepting Spaces, and (4) "Finding Your Community Within These Shells": Intersectional Experiences. This study provides insight into the complexities of exploring gender-diverse identities post-immigration and the importance of community acceptance and belonging, while highlighting recommendations for improving community support resources for this multiply marginalized group.

## **9. Parenting stress in early childhood: A comparison of mothers' and fathers' self-reported parent-child dysfunction from preschool to grade one**

Presenting Author(s): **C. M. Rinaldi**, School and Clinical Child Psychology, University of Alberta

Parenting young children is demanding with one-third of North-American parents reporting unprecedented high levels of stress. Parenting stress is a unique type of stress affiliated with the parent-child relationship, with higher levels correlated with ineffective parenting styles. The majority of research on parenting stress has focused on mothers' stress, and few studies have included fathers. In the current study, we assessed: (a) the differences between mothers' and fathers' parenting stress reports, and (b) whether parenting stress is differentially related to parenting styles for each parent. Three hundred and twenty families participated across three time points (with n=284 at Time 2, n= 286 at Time 3) by completing the Parenting Stress Index and the Parenting Styles and Dimension Questionnaire when their children were in preschool to grade one. We conducted paired sample t-tests and found that fathers reported significantly higher levels of parent-child dysfunctional interactions for all three time points. Fathers also reported higher levels of total stress ratings at Time 2. We also found that parenting stress was correlated with less effective parenting styles for both mothers and fathers. We will discuss findings and practical implications on how to tailor parenting resources to address specific areas of parent-child problem areas.

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## **10. When Leaders Apologize: The Influence of Leader Prototypicality on Public Support of Tim Cook in the Wake of Apple's Batterygate**

Presenting Author(s): **A. C. Ma**, Department of Psychology, University of Alberta

After public scandals, leaders are often faced with the difficult decision of how to respond. The intergroup apologies literature suggests that victims tend to want apologies as a first step to redressing harm, but leaders may be reluctant to give public apologies. Legal risks aside, the effect of apologizing on people's support for their leadership can be unclear. Social identity theory would predict that highly group prototypical leaders should experience more leeway to undertake controversial actions, such as offering an apology, compared to non-prototypical leaders. Using the context of Apple's 2016 Batterygate scandal, this study examined whether leader prototypicality moderated the effect of a public apology on Apple users' support for Tim Cook's leadership. Our findings suggest that regardless of whether an apology was offered, participants who found Tim Cook to be prototypical of Apple were more supportive of his leadership than those who found him lowly or non-prototypical. Results suggest that leaders who are seen as embodying the core identity of their group may retain support even in the face of controversial decisions.

## **11. Communicating Unforgiveness: How Can I Express That I Don't Forgive You?**

Presenting Author(s): **G. El-Ariss**, Department of Psychology, University of Calgary

Interpersonal offenses are an almost inevitable part of social life and victims are sometimes unable or unwilling to forgive their offenders. We know little, however, about whether and how victims convey their unforgiveness to their offenders. The strategies victims use to do so may reveal important information about their appraisals of/stance toward the offense, offender, and relationship with the offender. They may also have consequential downstream effects on the offender and victim-offender relationship (e.g., diminish an offender's motivation to make amends). We conducted 40 interviews with undergraduates and community members about a time when they did not forgive (victim role) or were not forgiven (offender role). Using thematic analysis, we identified three main strategies for communicating unforgiveness (assertive, passive-aggressive, and evasive). Both victims and offenders identified characteristics that led them to view some strategies as more effective (e.g., allowed for victim self-care) and appropriate (e.g., reflected maturity) than others, but there was variation both within and across roles in such characteristics. Understanding how unforgiveness is communicated may help us understand why unforgiveness can be a psychologically harmful experience while helping victims make informed decisions about how best to communicate unforgiveness depending on their goals.

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## **12. Toxic Leadership and Burnout Across Generations**

Presenting Author(s): **S. Saini**, Department of Psychology, University of Calgary

Burnout remains a major threat to employee well-being and organizational functioning. Although toxic leadership has been established as a predictor of burnout, little is known about how this relationship may vary across generational cohorts. This study investigated the association between toxic leadership and burnout and explored whether generational identity moderates that relationship. A sample of 212 employed adults in Canada and the U.S. completed measures of toxic leadership and burnout. A strong, significant correlation was found between toxic leadership and burnout ( $r = .591, p < .001$ ), but the moderation effect of generation was not statistically significant due to a limited sample size of older generations. However, generational subgroup analysis revealed key differences: Generation Z reported the lowest exposure to toxic leadership but showed the strongest correlation with burnout ( $r = .532$ ). Millennials reported the highest levels of both toxic leadership and burnout, while Baby Boomers showed no significant correlation, potentially due to the small sample size. These findings suggest toxic leadership is universally harmful, though younger generations may experience its effects more acutely. The study contributes to workplace mental health literature by highlighting both the consistent risk of toxic leadership and the nuanced generational patterns that shape how it is perceived and experienced.

### **13. Advice Given to a Close Friend After They Have Been Wronged: Exploring the Role of Advice-Giver Motives**

Presenting Author(s): **M. O'Hearn**, Department of Psychology, University of Calgary

The present study explored how the various motives experienced by a third-party advice-giver influenced their chosen advice response following a romantic transgression experienced by their friend. Participants (N=134) were asked to complete a survey responding to a hypothetical vignette in which a close friend experiences a romantic transgression and is now looking for advice. The survey asked what advice the participant would give, why, and to complete a measure of friendship quality. A parallel mediation analysis was conducted (Hayes, 2022) to investigate the mediating role of advice-giver motives in the association between friendship quality and the type of advice given. This study found that high friendship quality predicted the participant being motivated both to maintain the friendship quality through their advice ( $b=.59$ ,  $p=.004$ ), and for their friend to regain power in their romantic relationship ( $b=.48$ ,  $p=.01$ ). Additionally, as the power motive increased, participants reported being more likely to advise revenge ( $b=.33$ ,  $p<.001$ ) and less likely to advise relationship repair ( $b=-.48$ ,  $p<.001$ ), following the transgression. This study adds to the currently limited literature regarding advice-giving, demonstrating the importance of considering the advisor's advice-giving motives.

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### **14. Understanding protest intentions: perceived legitimacy, group entitativity and violence**

Presenting Author(s): **A. Hodge**, Department of Psychology, University of Alberta

Legitimacy is the perception that the actions of an entity are desirable, proper or appropriate (Suchman, 1995). We investigated whether the perceived (il)legitimacy of intergroup events, including collective protests and democratic elections, would influence future protest intentions. We expected the relationship between perceptions of (il)legitimacy and future protest intentions to be strongest when the ingroup is perceived as a cohesive and distinctive unit (i.e., entitative). Two correlational studies found that those who perceived the January 6th insurrection as a legitimate form of protest (Study 1, N = 177 U.S. Republicans) or the 2022 Brazilian Presidential Election results as illegitimate (Study 2, N = 148 Bolsonaro supporters), were more willing to use radical and violent measures in future protest only when they perceived their ingroup to be high in entitativity. Intentions to engage in future protest included property destruction, rioting and intergroup violence. Our findings indicate that perceived (il)legitimacy of political events interacts with perceived group structure, shaping group norms about the acceptability of violence in achieving political goals.

## **15. Insecurity and Authority: The Role of Self-Esteem in Autocratic Leadership Support**

Presenting Author(s): **D. Purmanan**, Department of Psychology, University of Alberta

Self-esteem plays a crucial role in shaping individuals' leadership preferences, yet its influence on support for autocratic leaders remains under explored, particularly in contexts of uncertainty. This study examines how self-esteem affects individuals' support for autocratic leadership when individuals experience uncertainty. It is hypothesized that individuals with low self-esteem who experience high levels of uncertainty will express greater support for autocratic leadership. Uncertainty is expected to not affect support for autocratic leadership among individuals with high self-esteem. This study will utilize a survey-based quantitative design in which undergraduate students will be randomly assigned to a low- or high-uncertainty condition using a self-uncertainty prime developed by Hogg (2007). Participants will then read a scenario featuring a hypothetical autocratic leader using autocratic rhetoric utilized in previous studies. Following this, they will rate their support for the hypothetical leader using a six-item questionnaire developed by Rast (2012), which measures leadership support. It is expected that uncertainty will increase support for autocratic leadership among individuals with low self-esteem whilst not impacting individuals with high self-esteem. The findings from this study will contribute to understanding how personality traits influence political and organizational leadership preferences, with implications for leadership development and decision-making strategies in the workplace.

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## **16. Virality and Candidate Perceptions**

Presenting Author(s): **J. Edwards**, Department of Psychology, University of Calgary

The 2024 U.S. Presidential Election was fought as much online as it was offline. A surge in online support for the hastily appointed Democratic nominee Kamala Harris led many to question whether online popularity would have real effects. Despite the obvious interest, much of the previous literature on social media and politics has focused on candidates' use of social media and social media's role in furthering polarization, rather than the influence of user-generated content. To address this gap, our study investigated the association between social media virality and individual evaluations of candidates. We also investigated the potential role of political awareness as a moderator of this effect. Our study assessed a sample of undergraduate students at the University of Calgary using an online survey administered by the University's research participation system. Results showed a significant positive effect of familiarity with positive content, which predicted higher overall ratings of the target candidate. Familiarity with negative content showed an association with lower candidate evaluations, and finally, contrary to H3, we did not find any effect of political awareness. Our study illustrates that user-generated and shared content is associated with changes in candidate evaluations, a finding which has implications for how campaigns may be run in the future.

## **17. Divided by Diversity: The Role of Self-Uncertainty in DEI Resistance**

Presenting Author(s): **M. Rafi**, Haskayne School of Business, University of Calgary

Previous research has sought to understand why diversity, equity, and inclusion (DEI) initiatives are often controversial and frequently spark public debates about their perceived necessity. Offering a more nuanced exploration of these complex dynamics, the current paper introduces a new conceptual framework that examines how self-uncertainty shapes the dominant group's attitudes toward DEI initiatives and the leaders who promote them. Drawing on uncertainty-identity theory, we propose that DEI initiatives can threaten the collective, relational, and personal aspects of dominant group members' self-concept, leading to increased self-uncertainty. This uncertainty motivates dominant group members to resist DEI initiatives and negatively perceive leaders who promote them. We also propose that these reactions are moderated by leader prototypicality and mediated by group entitativity. We conclude by offering recommendations on how leaders can better manage these reactions to increase the implementation efficacy of DEI initiatives. Our framework contributes to both theory and practice by offering insights into the psychological mechanisms underlying resistance to DEI initiatives. It highlights the importance of considering uncertainty management in the implementation of DEI programs and suggests strategies for leaders to effectively navigate the complexities of social identity and intergroup dynamics in diverse organizational settings.

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## **18. Integrating Motivation Theories: Perspectives from Network Analysis**

Presenting Author(s): **K. Wells**, Faculty of Education, University of Alberta

Theories of motivation in educational psychology have proliferated, resulting in overlapping constructs and conceptual fragmentation (Eccles & Wigfield, 2020). This study proposes an initial data-driven step toward a unifying meta-theory of motivation by empirically examining how motivational constructs from major theories (achievement goal theory, expectancy-value theory, control-value theory, self-efficacy theory, and mindset theory) interrelate psychometrically. We conducted a network analysis using 200 undergraduate students' responses to items on goals, values, expectancies, control, self-efficacy, mindset, and academic emotions. This preliminary network analysis revealed six clusters: the first we entitled "emotions" including positive and negative academic emotions; second, "agentic beliefs" including efficacy, control, and expectancies; third, "meaning-oriented motivation" including value and mastery goals; fourth, "mindset" including growth and fixed mindset; fifth, "loss-averse beliefs" including cost and decrement; and sixth, "performance goals" including performance-approach and -avoidance. These results offer empirical support for integrating motivation theories and aligning construct families around core psychological dimensions such as agency, meaning, and goals. The study responds to long-standing calls for parsimony in motivation research and demonstrates the utility of network analysis in clarifying theoretical overlap and providing future guidance to a meta-theoretical understanding of student motivation (Dalege et al., 2016; Friedrich & Scharlau, 2021).

## **19. Myths of Classroom Assessment: The good, the bad, and the busted**

Presenting Author(s): **A.K. Wagner**, Department of Educational Psychology, University of Alberta

Teachers' beliefs about and implementation of classroom assessment practices are complex, particularly because teachers bring with them years of experience as a student in assessment situations. The complexities of using assessment as a means of supporting and measuring student learning culminate when the best practices do not align with the experience of assessment. We asked 69 preservice teachers to rank 15 myths of assessment - practices that have been proven to be outdated, against best practices, or in conflict with the goals of assessment. Additionally, we surveyed 103 practicing teachers across North America to share their assessment beliefs by asking them to indicate true or false in response to statements that reflect the myths of assessment. We created an Eisenhower matrix to illustrate a) how preservice teachers rank the urgency with which the myths must be busted, and b) practicing teachers' beliefs, categorized into correct and incorrect assessment practices. The results will be discussed in terms of the unexpected findings from the data: practicing teachers' beliefs largely align with best practices; however, the preservice teachers' ranking of urgency for correcting myths suggests to us that these myths are prevalent in classrooms, illuminating a potential gap between assessment beliefs and classroom practices.

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## **20. Language preferences and self-esteem among individuals diagnosed with dyslexia: Person-first vs. identity-first terminology**

Presenting Author(s): **K. Dhindsa**, Department of Psychology, University of Alberta

Dyslexia is widely recognized as a reading and writing disability, yet research on language preference, person-first ("person with dyslexia") vs. identity-first ("dyslexic person") terminology remains limited. While the autistic community has engaged in discourse about preferred language, similar discussions in the dyslexic community are lacking. This study aims to address this gap by exploring language preferences among adults with dyslexia (18+) and examining their relationship with self-esteem along with other factors. A survey will be conducted online via REDCap with a minimum of 300 participants. To ensure accessibility, the survey will include audio-enabled questions, speech-to-text tools, phone call completion options, and dyslexia-friendly fonts (e.g., Arial). The 20-question survey will be divided into four sections: inclusion criteria, preference selection tasks, other diagnoses and language preferences, and background information. The Reading-Specific Self-Efficacy Scale will assess confidence in reading tasks, while the Rosenberg Self-Esteem Scale will measure overall self-worth. This study will be among the first to explore how language preferences relate to self-esteem in adults with dyslexia. By identifying factors influencing language use, the findings aim to promote a more inclusive understanding of dyslexia in research and advocacy along with helping us better understand the impact of language use in adults with dyslexia.

# POSTER SESSIONS #2: FRIDAY, JUNE 20TH

## 1. Evaluating the Relationship Between Mood Disorder History and Post-Concussion Emotional Distress: A Retrospective Chart Review of mTBI Patients

Presenting Author(s): **C. E. Neaves**, Glen Sather Sports Medicine Clinic, University of Alberta

Identifying pre-morbid patient characteristics that increase the risk of persisting concussion symptoms (PCS) following a concussion is critical for improving assessment and intervention strategies. This study investigated the impact of pre-morbid mood disorder history on post-injury experiences of emotional distress. This included assessing whether a history of anxiety, depression, or both is associated with heightened subjective emotional distress, as measured by two common post-concussion symptom questionnaires: the Depression, Anxiety and Stress Scale-21 (DASS-21) and Post-Concussion Symptom Scale (PCSS). The study's objectives were to a) evaluate the effect of pre-morbid mood disorder history on stress, anxiety, and depression as measured by the DASS-21 and the affective symptoms reported on the PCSS and b) determine whether pre-morbid mood disorder history predicts post-injury affective outcomes. This study employed a retrospective chart review of a local complex concussion clinic. The responses of patients who completed the measures of interest were analyzed using a) MANOVA to compare post-injury emotional reporting across groups of mood disorder history and b) logistic regression analysis to evaluate whether pre-morbid mood disorders significantly predict post-injury emotional symptoms. Findings contribute to understanding the role of mood disorder history in PCS and inform the validity of mood measures in this population.

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## 2. Dark Machinations: Exploring the Role of Dark Tetrad Traits in Revenge Fantasies

Presenting Author(s): **S.M. Kassam**, Department of Psychology, University of Calgary

The goal of this study was to explore the role of Dark personality factors in individuals' imagination and evaluation of consequences during revenge fantasies, proclivities toward acting on imagined revenge, and reasons for foregoing revenge. Participants (N = 223) completed an online survey answering questions about their most recent revenge fantasy. Although few associations were found between the Dark Tetrad and one's imagination and evaluation of consequences, higher levels of Machiavellianism, psychopathy, and everyday sadism significantly predicted a greater frequency of translating revenge fantasies into action. Additionally, individuals higher in psychopathy and everyday sadism were less likely to endorse moral reasons for refraining from revenge than those scoring lower. The present results highlight the potential premeditated and preparatory nature of revenge fantasies, allowing individuals to imagine and assess the value of carrying out revenge in a safe, cost-free space. Moreover, the findings reveal that fantasizing about revenge often involves a complex mix of anticipated outcomes that may serve to regulate individuals' revenge behaviour. Overall, this study provides useful insights into identifying individuals with proclivities toward acting on revenge fantasies, which may aid in developing preventative measures in clinical, occupational, and societal contexts to deter potentially harmful retaliatory behaviour.

### **3. In my grasp or out of my hands? Belief about where life satisfaction comes from predicts motivation to seek it**

Presenting Author(s): **E. Shanahan**, Department of Psychology, St. Mary's University

People often expect a brighter future. However, expectations of steep improvement have been linked to worse psychological functioning, perhaps because rosy predictions often do not come to pass. Should we conclude that expecting a highly satisfying future is maladaptive? We wondered instead whether the adaptiveness of these trajectories may depend on other belief systems which accompany them. Across three studies (two pre-registered; N = 1,017) we found that although individuals high and low in depressive symptoms both expected a better future, they differed in their beliefs about whether satisfaction comes from primarily controllable or uncontrollable sources. People lower in depressive symptoms believed that satisfaction is impacted by controllable behaviours which predicted motivation to engage in well-being supportive behaviours. In contrast, those higher in depressive symptoms believed satisfaction came from uncontrollable factors, accounting for less motivation to engage in well-being facilitating behaviours. These insights may help clarify how people's expectations for a better tomorrow may only sometimes be accompanied by adaptive beliefs about how to get there.

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### **4. Situated ethnic identity, language use, and interethnic interaction of immigrant students**

Presenting Author(s): **A. Kwon**, Department of Psychology, University of Alberta

Understanding how intercultural contact influences immigrants' practices, thoughts, and feelings are essential. According to the acculturation penetration hypothesis, Canadian identity may be stronger in public spaces, where heritage identity tends to dominate in private spaces. Language plays a key role in this process: greater proficiency in Canadian and heritage languages enables immigrants to align with the identities associated with these ethnolinguistic groups. This study investigates the experiences of individuals from multicultural backgrounds who regularly interact with members of both their own and other ethnic and linguistic groups. Using the Experience Sampling Method (ESM), this pilot study examines how these individuals navigate their ethnic identity across various contexts. ESM involves real-time self-reports, providing data on participants' natural behaviour. Participants, about 25 immigrant university students, will provide data on their ethnic identity, language use, and the social context via electronic prompts over 7 days. It is hypothesized that heritage identity will be stronger in family contexts, while Canadian identity will be more prominent in community domains, moderated by time spent in Canada and language proficiency. This research aims to shed light on the acculturation process, contributing to the understanding of immigrant integration, identity management, and interethnic relations in Canada.

## **5. Beyond PTSD: Moral Injury Implications and Trauma Informed Interventions**

Presenting Author(s): **D. D. Saugh**, Department of Psychology, Burman University, Wilfrid Laurier 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, as well as how it affects the health and spiritual well-being.

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## **6. Understanding Family Acculturation: A Scoping Review**

Presenting Author(s): **C. Mo**, Department of Psychology, University of Alberta

Acculturation, the process by which immigrants adapt to a new culture, has increasingly been studied within the family context due to its impact on psychological well-being, sociocultural adjustment, and family functioning. As the primary support system for immigrants, the family plays a crucial role in the adaptation process, shaping child development, parent-child dynamics, and marital relationships. Given the growing recognition of family acculturation as a critical area of study, a scoping review was conducted to map existing research and highlight gaps in the literature. This review synthesized reports from 111 studies, including empirical research, review articles, and book chapters, with a specific focus on co-ethnic immigrant families. We outlined theoretical frameworks commonly used in this field, such as Berry's acculturation model, family systems theory, and the acculturation-gap model. Additionally, we explored trends in publishing patterns, research methodologies, and key variables examined. By identifying limitations and underexplored areas, this review provides insights into future research directions, contributing to a deeper understanding of family acculturation in a cross-cultural environment.

## **7. Redefining Autonomy: Parenting Adolescents Across Cultural Contexts**

Presenting Author(s): **T. Akinola**, Department of Educational Psychology, University of Alberta

Autonomy is a core developmental task of adolescence, yet how it is expressed and supported are shaped by cultural context. This qualitative study explores how Yoruba immigrant parents in Canada understand and practice autonomy support while raising adolescents within a bicultural context. Specifically, it examines how parents negotiate tensions between traditional Yoruba parenting values—such as interdependence, respect for elders, and family hierarchy—and Canadian sociocultural norms that emphasize adolescent independence, self-expression, and choice. Using semi-structured interviews with six Nigerian-born parents and analyzed through reflexive thematic analysis (Braun & Clarke), preliminary findings suggest that while parents continue to uphold core cultural values, they actively reinterpret and adapt these values to support their children’s growing autonomy. Emerging themes include: redefining respect by loosening strict hierarchical expectations to foster voice and agency; shifting from authoritarian to authoritative parenting in order to balance guidance with independence; prioritizing open parent–adolescent dialogue and emotional safety; and reimagining cultural values in a new context by blending traditional norms with Canadian expectations. These findings provide early insight into the mechanisms of autonomy support in African immigrant families and highlight the active role parents play in co-constructing autonomy alongside their adolescents.

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## **8. Unpacking Differential Susceptibility: Self-Esteem, Social Media Hassles & Uplifts, and Well-being in Two Studies**

Presenting Author(s): **M. Desjarlais**, Department of Psychology, Mount Royal University

Given growing concerns about the impact of negative social media (SM) experiences on mental health, it is increasingly important to understand who may be more susceptible to unpleasant experiences. Across two studies, we apply the Cognitive Appraisal Theory of Stress and the Dispositional Susceptibility to Media Effects Model to examine the role of self-esteem in susceptibility to uplifts and hassles during SM use and their impact on well-being. In Study 1, 508 adolescents aged 13–17 retrospectively rated SM events for frequency, intensity, and valence. Composite uplift and hassle experience scores were calculated as the sum of frequency multiplied by intensity for positive (uplifts) and negative (hassles) reactions. Controlling for SM use, self-esteem predicted higher uplift and lower hassle experience scores. In Study 2, 242 undergraduates reported recent SM events, rating each for frequency, intensity, and valence. Replicating Study 1, self-esteem predicted higher uplift score. Importantly, higher uplift and lower hassle scores predicted greater well-being. These findings suggest promoting healthier SM use may be especially important for individuals with low self-esteem and may depend on supporting users’ emotional responses—not just limiting their exposure.

## **9. Grief, Coping, Resilience, and Post-traumatic Growth in the Undergraduate population**

Presenting Author(s): **C. McHardy**, Department of Psychology, St. Mary's University

Grief is an unfortunate part of life that everyone must endure at some point. Grief is often seen as a traumatic event; thus, individuals have the chance to experience post-traumatic growth as a result. This study investigated how grief and post-traumatic growth are impacted by depression, anxiety, stress, interpersonal support, sense of control, coping, and resilience levels. Results indicated that grief was associated with emotion-oriented coping style, and anxiety. Post traumatic growth was also associated with anxiety, as well as interpersonal support, resilience, and emotional support. These findings suggest that higher levels of anxiety and emotional-based coping was associated with higher levels of grief. However, post-traumatic growth was also associated with anxiety, and emotion-oriented coping, suggesting that some of the factors underlying grief can also contribute to post-traumatic growth, with a little bit of support and help from others.

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## **10. Investigating Culture's Role on Thought Dimensions of Ongoing Thought: An Ecological Momentary Assessment**

Presenting Author(s): **K. Taylor**, Department of Psychology, University of Calgary

This study investigates how culture, specifically individualism and collectivism, influences the dimensions of ongoing thought. Participants were assessed on their levels of individualism and collectivism using a single time point survey measure. Then, using ecological momentary assessment, participants' thought patterns were measured in real-world settings to assess task-unrelated thought, self-focused thought, and others-focused thought. Findings revealed a near-significant negative association between individualism and self-focused thought, suggesting that individuals higher in individualism engage in less self-focused thought. However, collectivism did not show significant associations with any thought dimensions. The study underscores the complexity of cultural influences on cognition, emphasizing the need for further research. Methodologically, ecological momentary assessment provides strong ecological validity, capturing the dynamic nature of thought in daily life. Limitations include a small sample size and restricted demographic representation. Understanding cultural effects on thought processes could inform therapeutic approaches for affective disorders such as depression and anxiety. Future research should explore broader cultural constructs and incorporate real-time assessments to refine psychological theories of thought and culture.

## **11. Supporting students with perfectionistic tendencies: A look into treatment recommendations for mental health professionals**

Presenting Author(s): **A.M. Beeby**, Faculty of Education, University of Alberta

Perfectionism has been a focus of psychology researchers for three decades, with an abundance of studies dedicated to defining and conceptualizing the construct. Notably, perfectionism is often a concern for adolescents and young adults involved in academic settings, where high grades and succeeding in school come with immense expectations from themselves and others. For mental health professionals who work with this demographic, it is critical to understand and recognize perfectionism, as well as its potential drawbacks (e.g., psychological distress). Conceptualization, treatment planning, and appropriate interventions for perfectionism are key to providing optimal support. Through a comprehensive literature review, a clear definition and conceptualization of perfectionism is presented. Descriptions of the various subtypes of perfectionism, how prevalent it is amongst younger generations of students, its connection to other mental health concerns, and evidence-based interventions for perfectionism among adolescent and young adult students are critically reviewed. A synthesis of current counselling and clinical psychology research informs the development of treatment recommendations for mental health professionals, with a focus on case conceptualization, treatment planning, and interventions best suited for treating adolescent and young adult students with perfectionistic tendencies. I propose resources and tools for mental health professionals to address perfectionism in their practice.

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## **12. Weighing Bias: How Body Size Shapes Engagement with Body-Positive Messaging**

Presenting Author(s): **E. Christensen**, Department of Psychology, St. Mary's University

Research has explored the effects of Body Positive (BoPo) content on mood, well-being, and body satisfaction, but there is limited insight into public perceptions, particularly how body size influences receptivity. This study examines how individuals' perceptions of BoPo messaging are shaped by the body size of the featured models. Participants were exposed to one of four conditions: a BoPo post with text only, a post featuring a thin model, a midsize model, or a plus-size model. They then reported their interest in the post, agreement with the message, perceived benefits and limitations, and assumptions about the model's health (if applicable). Explicit weight bias was measured using the Anti-Fat Attitudes Questionnaire (AFA). Findings revealed that higher weight bias scores were associated with significantly lower engagement with the plus-size model post than the other conditions. Additionally, only those with high weight bias on close-ended measures perceived the plus-size model as less healthy than the thin and midsize models. However, regardless of weight bias scores, open-ended responses revealed a broader assumption of poor health in the plus-size and mid-size conditions, with participants similarly expressing concerns that BoPo content could promote unhealthy behaviors. This suggests that weight bias and healthism are pervasive influences on message reception and shape how individuals interpret body-positive content.

### **13. Exploring the lived experiences of stigma and its impact on mental health in individuals with FASD**

Presenting Author(s): **K. Rabbani**, Department of Psychology, University of Alberta

Fetal Alcohol Spectrum Disorder (FASD) is a heterogenous neurodevelopmental disorder resulting from prenatal alcohol exposure (PAE), leading to an array of behavioural, cognitive, and physical challenges. Although research has shown that individuals with FASD face higher risks of mental health issues, the role of stigma in exacerbating these challenges is underexplored. Past research in the field focuses on the perspective of caregivers and service providers, with less emphasis on the lived experiences of those directly affected. Recently, there has been a paradigm shift toward valuing these lived experiences, as they provide critical insights that can inform interventions to reduce stigma and improve mental health support. This study aims to explore how individuals with FASD perceive the impact of stigma on their mental health and well-being, and ways in which their perceptions may influence, or are influenced by, their experiences with mental health care and support systems. Utilizing snowball sampling, participants aged 12-40 will be recruited within Alberta and will complete semi-structured one-on-one interviews, from which a descriptive qualitative design will be employed and a thematic analysis will be conducted to identify key themes related to how stigma impacts mental health for this population. This research seeks to deepen understanding of the psychological effects of stigma in the context of FASD and may support the development of tailored interventions to reduce stigma and enhance mental health care for individuals with FASD.

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### **14. The Leadership Paradox**

Presenting Author(s): **I. Nanji**, Werklund School of Education, School and Applied Child Psychology, University of Calgary

Neurodiversity in leadership is an emerging area of interest, yet remains critically under-explored within the field of social work. While social work advocates for diversity and inclusion for the communities it serves, questions remain about whether these values extend to leadership opportunities for neurodivergent professionals, individuals with autism, ADHD, dyslexia, and other cognitive differences. This proposed scoping review aims to map the existing literature to better understand the barriers neurodivergent individuals face in pursuing leadership roles in social work. By examining research across workplace inclusion, leadership theory, and social work practice, this study will identify common challenges such as stigma, lack of accommodations, and organizational cultures that favour conventional leadership models. Additionally, this review will explore existing policies that either support or hinder neurodivergent leadership. Findings from this review will highlight critical gaps in the literature and offer practical recommendations for creating more inclusive leadership pathways. This research invites the social work community to reconsider who holds leadership positions and how embracing cognitive diversity can strengthen the profession's commitment to true inclusivity.

## **15. Exploring Characteristics and Accuracy of ADHD-Related Content on TikTok**

Presenting Author(s): **A. Pepler**, Department of Psychology, Mount Royal University

Concerns about misinformation on social media have grown alongside the popularity of platforms like TikTok for mental health discussions. This study examined the accuracy of ADHD-related content on the platform, focusing specifically on alignment with DSM-5 diagnostic criteria. A total of 100 publicly available videos under the search term "ADHD" were analyzed using content analysis to assess creator characteristics, content types, and clinical accuracy. The findings revealed that while most videos referenced ADHD symptoms, only 46% of symptom portrayals aligned with DSM-5 criteria, and contextual diagnostic details were largely absent. Influencer-created content dominated the sample, with minimal representation from mental health professionals. Notably, even among professional creators, inaccuracies were present. These results highlight the gap between popular representations of ADHD and clinical standards, raising concerns about potential misinformation and self-diagnosis. The study underscores the need for improved platform policies, clinician awareness, and public education to promote accurate, DSM-5-aligned mental health information online.

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## **16. Addressing Anti-Black Racism and Mental Health for Racialized Youth: A Facilitator Guide for Leadership Development**

Presenting Author(s): **R. Deloria**, Faculty of Social Work, University of Calgary

This facilitator guide aims to support Black and other racialized youth in developing a critical understanding of mental health and leadership capacity to intervene and advocate for improved mental health for them, their peers, and communities. Research shows that exposure to anti-Black racism (ABR) contributes to significant mental health challenges, including racial trauma and stress, with long-lasting effects (Gee et al., 2012; Gibbons et al., 2012). Black youth face unique mental health risks due to experiences of racial discrimination, peer victimization, and systemic marginalization (Williams & Etkins, 2021). The facilitator guide outlines a 10-session curriculum that combines content delivery and interactive reflection, addressing topics such as the impact of ABR on mental health, youth leadership in combating racism, and building critical awareness of the historical and contemporary impacts of anti-Black racism. The objective is to help youth critically engage with their personal and community experiences, develop strategies for coping with racial trauma, and advocate for mental health support. By fostering leadership capacity, the program aims to use the facilitator guide to train Black youth to become peer facilitators and receive mentorship to develop their leadership abilities to promote and advocate for better mental health in their own lives and in their respectful communities. The expected outcomes include increased resilience, improved mental health literacy, and enhanced leadership in addressing systemic anti-Black racism within communities.

## **17. Situated identities, language anxiety, and well-being of Canadian international students: A pilot study**

Presenting Author(s): **I. Y. E. Ng**, Department of Psychology, University of Alberta

There is a lack of research exploring the relationship between situated ethnic identity, language anxiety, and well-being in international students. While studies have explored situated ethnic identity, also known as identity variability, and well-being of first-generation immigrants, few studies examine these variables alongside language anxiety using the experience sampling methodology (ESM). Existing research has explored identity variability through case studies, offering nuanced, context-specific insights but limiting generalizability. ESM, which collects data in real-time across various contexts, offers a promising approach. We prompted participants through electronic notifications at predetermined intervals, gathering data multiple times throughout a week. Data from 22 international students, collected three times a day for seven days, were analyzed with regard to situational variations in language anxiety and feelings of identity. It is hypothesized that students who have lived in Canada longer, and who intend to remain in Canada after graduation, will have stronger English skills and stronger Canadian relative to heritage identity at least in public domains. This research has implications for understanding the interplay between situated ethnic identity and language use. By capturing identity variability in real-time, our findings could inform programs supporting international students' cultural adjustment and psychological well-being.

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## **18. Understanding Stressors Among Black Canadian Students: A Thematic Analysis**

Presenting Author(s): **G. Okebugwu & A. Stewart**, Department of Psychology, University of Alberta

We conducted a study about the various stressors experienced by Black Canadian students. Prior research focused on the stressors and experiences of African Americans, however, this may not generalize to Black people outside of the US. In Canada the majority of Black Canadians are either immigrants or the children of immigrants. In this study, we administered a survey to undergraduate students (N= 170) currently enrolled in a university or college in Alberta. The survey consisted of several open-ended questions assessing the stressors faced by this population in several domains. Data inputted into NVivo was coded using thematic analysis, and broader themes were created based on participants' responses. This study is ongoing, but so far, our preliminary thematic analysis shows that Black Canadian students experience stress related to education, family, and their (or their parents') immigration. This research helps us better understand the experience of Black Canadian students as separate from the United States and hopefully lead to improved outcomes. One potential outcome is that by identifying key stressors, we may get a better understanding of the coping strategies used. This understanding will help us create better programs to help Black Canadian students manage stress more effectively, leading to improved well-being.

## **19. Co-occurrence of Homophobic Victimization and Loneliness in Adolescence**

Presenting Author(s): **L. Francoeur & S. Skobkareva**, Department of Psychology, University of Alberta

2SLGBTQ+ (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, and/or Queer or Questioning) adolescents are more likely to experience both peer victimization and internalizing problems. Homophobic victimization is defined as aggressive behavior, with homophobic motivations, in the form of intentional mistreatment repeatedly perpetrated against 2SLGBTQ+ adolescents, based on their actual or perceived sexual or gender orientation. Loneliness is a specific type of internalizing symptom, defined as a perceived discrepancy between the interpersonal relationships an individual has, and the ones they desire. There has been limited research on homophobic victimization and loneliness, with existing research exploring other internalizing symptoms, or disregarding the role of sexual orientation as a moderator. The current study uses an accelerated growth curve model to examine (1) the developmental co-occurrence of homophobic victimization and loneliness during adolescence, (2) the directional associations between homophobic victimization and loneliness, and (3) whether sexual orientation moderates the co-occurrence between homophobic victimization and loneliness. Participants included 1,434 adolescents in grades 7 to 9, assessed across two school years at four time points. Adolescents completed surveys and self-reported their experiences of homophobic victimization and loneliness. Results may provide insight on potential preventative strategies that schools can enact to support 2SLGBTQ+ students.

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## **20. Defining Roles – Insights from a Scoping Review on Factors Related to Interprofessional Decision Making**

Presenting Author(s): **D. Staff & J. Stevenson**, Werklund School of Education, University of Calgary

Summary. School psychologists frequently collaborate with external health providers to deliver mental health services. The effectiveness of these interprofessional teams often hinges on how well each member's role is defined and understood. Drawing from a subset of studies in a comprehensive scoping review on interprofessional decision-making, this poster examines the theme of role definition. Methods. A systematic search across five databases yielded 14,510 studies published between 2005 and 2022. After screening, 218 studies were included for data extraction. These were categorized through thematic analysis, with factors grouped into individual, interpersonal, and organizational levels. Eighty-four studies addressed the theme of role definition based on this process. Results. Role definition emerged as the third most common factor influencing team decision-making. Key components included role clarity, awareness, professional boundaries, expectations, competing priorities, and role overlap. These factors provide insight into what influences how well team members understand and perform their responsibilities. Conclusions. Findings emphasize the importance of how clear role definition and awareness of boundaries are critical for effective teamwork. Ambiguity can lead to role blurring and conflict. Action/Impact. This research underscores the importance of promoting role clarity to improve collaboration among mental health professionals, enhancing support coordination for students.

## **21. Attitudes and Perceptions of Sexual History Communication**

Presenting Author(s): **E. Mills**, Department of Psychology, University of Alberta- Augustana Campus

Researchers have widely investigated perceived social norms as a factor influencing interpersonal communication. This study examined whether discrepancies between actual and perceived norms affect how university students (N = 99) communicate about sexual history. The study involved a survey measuring participants' attitudes and behaviours regarding sexual history disclosure, as well as their perceptions of how most people felt. Data was analyzed using a series of paired sample t-tests to compare actual versus perceived norms. Results showed significant discrepancies on 12 out of 14 items, with participants underestimating the extent to which their peers were open about sexual history communication. A series of 2 (gender) x (response type) mixed factorial ANOVA was used to examine gender differences. One significant gender interaction emerged, suggesting that the discrepancy between actual and perceived fear of negative evaluation was greater for women than men. This pattern, along with participants' consistent underestimation of peer openness and overestimation of others' discomfort with sexual history conversations, suggests that misperceptions about others' attitudes may inhibit open sexual communication.