Applied Psychology addresses current and relevant issues such as (but not limited to) work, the environment, health, education, society, and political participation, while paying close attention to both individual and collective concerns, all driven by the major challenge of global sustainability.

The International Association of Applied Psychology (IAAP), a long-established international scientific association, comprising 18 divisions, involves academics, experts, professionals, and students from across the globe to gather and share experiences, insights, and scientific contributions, aiming to tackle the challenges and future directions of psychological practice.

The last few years have seen the UN 2030 agenda push forward Sustainable Development Goals (SDGs), dealing with epistemological, methodological, ethical, and professional implications for the psychology profession and practice across its various fields. These issues were the focus of the 31st ICAP 2026 (International Congress of Applied Psychology), hosted in Florence from July 21 to 25 2026, promoted by IAAP together with AIP (Italian Association of Psychology) and the Universities of Bergamo, Milano Cattolica, Firenze.

The contributions gathered in this volume reflect the richness and diversity of experiences showcased during the Congress, giving access to the abstracts of the researchers' interventions representing over 90 countries, coming from all the continents.

This broad spectrum of studies highlights promising directions that can inspire new trajectories and inquiry's paths for contemporary applied psychology practice.

ANNAMARIA DI FABIO, CONGRESS VICE-PRESIDENT, PRESIDENT OF THE SCIENTIFIC COMMITTEE AND PROGRAM, MEMBER OF ORGANIZING COMMITTEE, PHD, is full professor of Work and Organizational Psychology at the Department of Education and Psychology (Psychology section) at University of Florence. Her international profile encompasses studies on healthy organizations, leadership, career development, decent work, sustainability processes.

EDOARDO LOZZA, CONGRESS VICE-PRESIDENT, MEMBER OF ORGANIZING COMMITTEE, PHD, is full professor of Economic Psychology and Consumer and Marketing Psychology at the Faculty of Psychology at Catholic University in Milan. He authored scientific publications in the fields of economic psychology, consumer psychology and marketing research.

GIUSEPPE SCARATTI, CONGRESS PRESIDENT, MEMBER OF ORGANIZING COMMITTEE, PHD, is full professor of Work and Organizational Psychology at the Department of Human and Social Science at University of Bergamo.His scientific activity is about organizational learning and qualitative methodologies for the study of organizational life.

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ICAP 2026 – New directions in Applied Psychology

ICAP 2026

New directions in Applied Psychology
31st international congress of Applied Psychology

21st – 25th July 2026
Firenze

ICAP 2026
31st INTERNATIONAL CONGRESS OF APPLIED PSYCHOLOGY
FLORENCE ITALY | 21- 25 JULY

Edited by
Annamaria Di Fabio, Edoardo Lozza, Giuseppe Scaratti

UNIVERSITÀ DEGLI STUDI DI BERGAMO

2026

ICAP 2026

New directions in Applied Psychology
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Università degli Studi di Bergamo

2026

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01 - Division 1: Work and Organizational Psychology

PEOPLE @ WORK: EMERGING TOPICS IN ORGANIZATIONAL PSYCHOLOGY

Wednesday 22 July 2026 from 08:00 to 09:30

(R-Arsenale)

Pedro Neves (Nova School of Business and Economics ~), Chair
Alex Newman (Melbourne Business School ~ Melbourne ~), Discussant

The workplace has undergone dramatic changes in the past few years. From remote and hybrid work to digital transformation, from an increased focus on well-being to an emphasis on employee engagement, a multitude of topics have emerged in the literature. In this symposium, we gather a collection of four presentations that advance our knowledge of organizational behavior by examining specific aspects of organizational life that have gathered attention in recent years. The first presentation (Costa & Coyle-Shapiro) introduces a measure of post-violation contract states and examines four profiles of such states and their impact of several outcomes in samples collected both in the UK and USA. Drawing on motivated identity construction theory, the second presentation (Canhilal, Abrantes & Bakici) examines the relationship between organizational injustice and employee withdrawal behavior, and the conditional roles of occupational social value and occupational prestige. The third presentation (Noormandipour, Dimas, Bairrada, Gama, Pereira & Coelho) focuses on financial decision makers and relies on upper echelons theory to examine how the psychological traits of such decision makers, in this case mindfulness, influence their firms' strategic financial choices. Our fourth presentation (Castanheira & Neves) focuses on the relationship between employees' meta-perceptions of deviant work behaviors and their emotional exhaustion and proposes that such process unfolds via an increase in ruminative thoughts and is conditional of the existing levels of technostress. Finally, in light of the state of the art, these contributions will be discussed by Professor Alex Newman, Professor at the Melbourne Business School and Editor of AP:IR, who will also invite questions from the audience.

Abstract 3616

POST-VIOLATION PSYCHOLOGICAL CONTRACT STATES: A LATENT PROFILE ANALYSIS

Costa S.*[1], Coyle--Shapiro J.[2]

[1]ISCTE ~ Lisboa ~ Portugal, [2]London School of Economics and Political Science ~ London ~ United Kingdom

What happens to psychological contracts after a violation? Theoretical work has identified four psychological contract (PC) states capturing how individuals respond in the aftermath of a violation. However, these ideas have not been empirically examined. To address this issue, we develop and validate a measure of post-violation contract states (PVCS). We then take a profile-based approach using latent profile analysis (LPA) to investigate post-violation psychological contract profiles (Phase 1) and their differential impacts on outcomes (Phase 2). In Phase 1, using two independent samples (from the UK and USA), we found and replicated four profiles: deteriorated, compromised, recovering, and flourishing PCs. Moreover, in the second sample, a new profile emerged: PCs in renegotiation. In Phase 2, we found that these profiles differentially predicted relevant work outcomes commonly used in PC research, including organizational membership (identity and identity loss), social exchange (gratitude and relative deprivation), performance (proactive behaviors and silence), and attitudes (turnover intention). Our study expands and complements research that uses variable-centered approaches by revealing new theoretical and practical insights into psychological contracts.

Abstract 3617

WHEN PRESTIGE AND VALUE COLLIDE: OCCUPATIONAL EVALUATIONS, IDENTITY MOTIVES, AND EMPLOYEE WITHDRAWAL

Canhilal K.[2], Abrantes A.*[1], Bakici T.[3]

[1]TBS Business School ~ Toulouse ~ France, [2]ISG Institut Supérior de Gestion ~ Paris ~ France, [3]EDHEC Business School ~ Roubaix ~ France

Building on prior justice theories and Motivated Identity Construction Theory, this paper seeks to map identity motives onto justice motives to explain how employees respond to organizational injustice. Both justice and identity are socially constructed, and in this paper, we argue that their importance stems from the same underlying motives that make individuals care about them. Justice theories emphasize instrumental, relational, and moral motives. Motivated Identity Construction Theory similarly identifies six core identity motives: efficacy, distinctiveness, belonging, self-esteem, meaning, and continuity. These perspectives converge, such that injustice frustrates identity motives and initiates withdrawal responses. Employees often react to injustice with psychological withdrawal such as acquiescent silence and then with cognitive withdrawal in the form of turnover intention. We further argue that these responses are shaped by societal evaluations of occupations that influence which identity motives become most salient. Occupational social value (OSV), the perceived contribution of an occupation to society (e.g. paramedics, firefighters) supports meaning and continuity motives (moral justice motives) and helps employees sustain purpose despite injustice. OSV therefore buffers the effect of injustice on turnover intention by anchoring identity in societal recognition. Yet this buffering is conditional. Occupational prestige (OP), the societal respect accorded to an occupation (e.g. surgeons, Supreme Court judges), heightens efficacy and distinctiveness motives (instrumental justice motives). We theorize that, in high OSV and OP occupations, meaning is tightly coupled with competence, so injustice that undermines recognition of efficacy and distinctiveness also erodes meaning and continuity. We test these hypotheses using a three-wave, time-lagged survey of 411 UK employees combined with externally sourced societal ratings of OSV and OP. Results support our theorizing, showing that injustice predicts turnover intention through silence, buffered by OSV but with this buffer diminished when OP is high.

Abstract 3618

FINANCIAL DECISION MAKERS' MINDFULNESS AND CASH-HOLDINGS: DOES FIRM AGE AND BORROWER DISCOURAGEMENT MATTER?

Noormandipour R.*, Dimas I., Bairrada C., Gama P., Pereira M., Fernandes Coelho F.J.

Universidade de Coimbra, CeBER, Faculdade de Economia ~ Coimbra ~ Portugal

Introduction
Grounded in Upper Echelons Theory (UET), this study explores how a psychological trait of financial decision makers (FDMs) may influence a specific facet of a firm's strategic financial choices. Specifically, this study innovates by investigating the relationship between the mindfulness of FDM and firm cash-holdings, while accounting for relevant contingency factors.
Among financial decisions, cash-holding is particularly important, as it provides liquidity, serves as a buffer against uncertainty, and can finance potential investments. Given the central responsibility for financial management, the FDMs characteristics are likely to exert a considerable influence over such policies.
In this context, mindfulness, defined as heightened present-centered awareness, emerges as a key trait. Mindful FDMs, through greater clarity, deliberate decision-making, and heightened ethical awareness, tend to hold more cash to meet obligations during downturns, maintain flexibility for unforeseen challenges, and seize potential investment opportunities.
However, following UET, the relationship between FDMs' mindfulness and cash-holding is likely to be moderated by personal and contextual factors. Older firms, with deeper-rooted inertia and greater pressure to meet expectations, tend to be more conservative, potentially amplifying the effect of mindfulness. Likewise, when FDMs are discouraged from seeking external financing, the emphasis on liquidity may increase further.
Purpose
This study investigates the impact of FDMs' mindfulness on firm cash-holding policies, extending UET to FDMs, while also examining the moderating effects of firm age and borrower discouragement.
Method
Survey data were collected from 468 FDMs of manufacturing and service firms in mainland Portugal, with minimum of 10 employees. Analyses controlled for UET-related role characteristics and individual-specific factors.
Results
FDMs' mindfulness is positively associated with cash-holdings. This relationship is stronger in older firms and under borrower discouragement.
Conclusions
This study extends UET to FDMs, demonstrating the role of mindfulness in shaping cash-holding decisions and clarifying financial decision-making by addressing potential decision biases, with implications for hiring processes.

01 - Division 1: Work and Organizational Psychology

WORK AND ORGANIZATIONAL PSYCHOLOGY AROUND THE WORLD: LATIN AMERICA, AFRICA, BALKANS, AND CHINA

Wednesday 22 July 2026 from 08:00 to 09:30

(O-Arsenale)

Kristina Potočnik (University of Edinburgh Business School), Chair
Vicente Martinez-Tur (IDOCAL-University of Valencia ~ Valenci), Co-Chair

Traditionally, work and organizational psychology has focused on advancements, designs, and applications arising from the United States and Europe. However, in other regions, often underrepresented at conferences and high-impact publications, work and organizational psychology has been developed along their own unique paths. Understanding these alternative "psychologies" offers a richer perspective on scientific progress and a more comprehensive worldview. This symposium will discuss the state of work and organizational psychology in four regions—Latin America, Africa, the Balkans, and China. Dr. Borges-Andrade analyzes the history, professional training and performance, scientific productivity, and dissemination of work and organizational psychology in Latin America, describing the differences among countries in the region. He also provides information about the region's scientific societies, regular conferences, and journals. Namutebi refers to the work and organizational psychology situation in Africa. She describes the challenges of the discipline in the region, as well as existing opportunities. Despite the existence of a rich and diverse African culture, contextual factors such as unemployment and the informal economy hinder the development of work and organizational psychology. Dr. Sotiroska refers to work and organizational psychology in the Balkans, explaining how contextual factors (economic instability, political uncertainty, and cultural dynamics) impact the development of the discipline in the region. The existence of workplace bullying and toxic cultures as well as obstacles to retaining talent are stressed by Dr. Sotiroska. Dr. Wang explains the evolution of work and organizational psychology in China. She explains the transition from an early phase with minimal interaction between Western and Chinese scholars to the surge in cross-cultural studies and publications in Western journals influenced by China's academic expansion. Finally, officers of IAAP Division 1 explain the results of their project, "This Works in My Place!", whose first two reports focused on Latin America and Africa. This project is based on international dialogue with the regions to identify, through a contextualized approach, practices and strategies from work and organizational psychology that help to achieve sustainable development goals and a better life for everyone while considering the unique contexts of the regions.

Abstract 3976

WORK AND ORGANIZATIONAL PSYCHOLOGY IN LATIN AMERICA

Borges--Andrade J.E., Porto J.B.*

University of Brasilia ~ Brasilia ~ Brazil

The presentation will be based on an entry authored by the presenter and published in the 2024 Elgar Encyclopedia of Organizational Psychology - organized by P. Matthijs Bal. The entry compares Latin American (LA) Work and Organizational Psychology (W&OP)'s shared centenary beginnings with its diverse contemporary deployments, based on an analysis of 14 LA countries by the presenter and two other authors from Colombia and Chile. This analysis included history, professional training and performance, scientific productivity, and dissemination of Psychology and W&OP. It critically suggests contextual factors that may explain differences between these countries. It describes how professional regulation evolved in them and when they created undergraduate and graduate courses and professional councils or boards. The establishment of scientific societies, regular conferences, and journals is also mentioned, as well as the institutionalization of policies for accreditation and constant evaluation of those courses. In parallel, the number of individuals dedicated to W&OP activities in public and private organizations or in consulting services has increased in LA. These activities evolved from applying measurement techniques to various individual, group, and organizational pursuits. Academic networks of graduate program professors and the publication of books and articles escalated - in a few countries due to a combination of factors that did not occur in other LA countries. A virtuous cycle would have improved those countries' teaching, research, and professional practice. The entry also mentions a recent participative process by IAAP, with W&OP experts in LA, that analyzed opportunities and obstacles for achieving five UN Sustainable Development Goals. It identified unequal advances between these Goals and several practices-strategies to promote those advances. A strategic plan was outlined for the future of W&OP in LA.

Abstract 3977

ADVANCING WORK AND ORGANIZATIONAL PSYCHOLOGY IN AFRICA

Namutebi J.*

Nkumba University School of Business Administration and Consultant at Bantu Concepts (U) Ltd. ~ Kampala, ~ Uganda

Work and Organizational Psychology (WOP) in Africa is impacted by a host of socio economic and cultural factors which are both a challenge but also present opportunities.

Even though the need and demand for organizational psychologists is increasing, the field is still not as developed as it is in other regions. One of the main issues faced is the lack of trained professionals. Africa has less than 5% of the global population of organizational psychologists, despite the region comprising over 17% of the world's population. This gap emphasizes the dire need for professional development in the field.

In most African nations, WOP is in its infancy and not many discipline-specific academic and professional bodies exist to promote its growth. Furthermore, the work conditions in Africa present obstacles such as rising unemployment rates among the youth (unemployment for South African youth is over 50%) and more than 80% of employment opportunities in many countries being informal. In many cases, organizational psychologists are tasked with dealing with low resource settings while trying to make significant improvements in diversity, employee wellbeing, as well as leadership management and organizational change. Additionally, Africa has a rich culture and more than 2000 languages are spoken within the continent, giving it unparalleled diversity. Developing contextualised approaches, investment in education and research, creation of regional networks of professionals, and facilitation of cross border collaboration is fundamental to advance WOP in Africa. However, sustainable solutions in this area is often hindered by insufficient funding, poor access to international networks, and lack of coordination between different universities.

Furthermore, incorporating indigenous knowledge with WOP practices could lead to more effective solutions to the organizational and workplace problems Africa faces.

With focused efforts, Africa WOP has the potential to advance great economic growth.

Abstract 3978

CHALLENGES OF WORK AND ORGANIZATIONAL PSYCHOLOGY IN THE BALKANS: A REGIONAL PERSPECTIVE

Sotiroska Ivanoska K.*

Ss. Cyril and Methodius University in Skopje ~ Skopje ~ North Macedonia, Republic of

Work and Organizational Psychology in the Balkans face significant challenges shaped by economic instability, political uncertainty, and cultural dynamics. Frequent economic crises and fluctuating job markets create insecurity, deterring the implementation of long-term strategies for organizational well-being and performance.

Workplace bullying and toxic cultures are prevalent issues that undermine psychological safety and trust, while a lack of policies addressing these problems impairs their impact. Talent retention is another critical concern, as emigration and workforce mobility result in a persistent “brain drain”. Organizations struggle to retain skilled professionals and maintain leadership continuity, further limiting their ability to grow sustainably.

A key challenge is the underutilization of psychological expertise in organizational decision-making, which leaves evidence-based practices underexplored in areas like employee motivation, leadership, and productivity. Generational and cultural differences also pose difficulties for workplace cohesion, as younger employees bring new expectations for flexibility and inclusivity, often clashing with traditional norms.

Additionally, limited resources for workplace well-being programs, a disconnect between academic research and practice, and weak labor law enforcement hinder progress. Organizations often prioritize financial outcomes over employee development, resulting in inadequate attention to work-life balance and mental health.

Despite these challenges, the Balkans offer significant opportunities to advance WOP.

Promoting evidence-based practices, addressing workplace bullying, and implementing policies that protect employee rights can drive meaningful change. This symposium will serve as a platform to bridge gaps between research, practice, and policy while fostering the development of a regional network for implementing good practices from other countries, ultimately promoting healthier, more productive, and inclusive workplaces in the Balkans.

Abstract 3979

THE EVOLUTION OF WORK AND ORGANIZATIONAL PSYCHOLOGY IN CHINA: HISTORICAL DEVELOPMENTS AND CONTEMPORARY TRENDS

Wang J.*

Nottingham University Business School China ~ Ningbo ~ China

The trajectory of Work and Organizational Psychology (WOP) in China has mirrored the nation's remarkable economic ascent since 1978. With the world's second-largest economy today, China's integration into the global market has spurred significant interest in understanding Chinese WOP's nuances among practitioners and scholars.

This presentation will chronicle the evolution of WOP research in China, highlighting the transition from an early phase with minimal interaction between Western and Chinese scholars, to the surge in cross-cultural studies and publications in Western journals influenced by China's academic expansion and the wave of scholars studying abroad since the 1990s. Initially, research from China predominantly applied Western theories, with limited consideration for local context or indigenous theory development.

Anne Tsui's (2004) seminal work distinguished context-embedded research from context-specific indigenous research, underlining the importance of contextualization in WOP studies. Post-2000, there has been a conscious shift toward an explicit theorization of the Chinese context, including variables unique to China within research models.

However, these efforts still grappled with capturing the distinctiveness of the Chinese milieu. Around 2010, a surge in Chinese indigenous theories emerged, reflected in special issues of leading journals, marking a maturation in the field. With global shifts and the normalization of Chinese data usage in recent years, there is a discernible trend away from emphasizing Chinese exceptionalism in research. This talk will review this historical progression and discuss the current state of Chinese WOP research, considering the challenges and opportunities within this vibrant and evolving field.

Abstract 3980

THIS WORKS IN MY PLACE!: LATIN AMERICA AND AFRICA

Martinez--Tur V.*, Potočnik K., Davcheva M., Moliner C., Pérez--Nebra A.

IDOCAL-University of Valencia ~ valencia ~ Spain

The International Association of Applied Psychology (IAAP), Division 1, is currently undertaking a project called “This Works in My Place” to illustrate how Work and Organizational Psychology can contribute to the United Nations Sustainable Development Goals in different geographical regions. The first two reports have been dedicated to Latin America and Africa. Modernization and the knowledge society demand highly educated citizens and workers who embrace values associated with democratic participation and achieving a sustainable and inclusive world. However, there is a risk that the dialogue between Western societies and other regions lacks a contextualized approach. Genuine dialogue requires acknowledging and respecting different regions’ particularities, cultural values, and history. Essentially, international dialogue should be defined through a contextualized approach by pursuing sustainable development goals and a better life for everyone while considering the unique contexts in which these goals are translated into specific strategies and practices. With this in mind, “This works in my place” in Latin America and Africa focused on three objectives, the results of which are presented in this work:
1-We identify contextual factors in Latin America and African associated with achieving a better life for all (as the attainment of the UN Sustainable Development Goals). We define a contextual factor as any political, social, economic, and cultural factor that characterizes these regions, acting either as a facilitator or an obstacle (or perhaps even both) to achieve sustainable goals.
2-We describe how contextual factors in the African region can either facilitate or constrain the achievement of the Sustainable Development Goals, with a focus on "no poverty," "good health and well-being," "gender equality," "decent work," and "innovation”.
3-We identify WOP practices and strategies that can contribute to achieving the aforementioned goals in both regions, considering contextual factors and examining the importance and feasibility of practices and strategies.

01 - Division 1: Work and Organizational Psychology

Workplace Well-Being & Mental Health 1

Wednesday 22 July 2026 from 08:00 to 09:30

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 722

DEALING WITH THE ENTREPRENEURIAL ROLLER COASTER; CHANGES IN EMOTION REGULATION IN RESPONSE TO STRESS

Gorgievski M.*[1], Denoo L.[2]

[1]Erasmus University Rotterdam ~ Rotterdam ~ Netherlands, [2]Tilburg University ~ Tilburg ~ Netherlands

Entrepreneurs face intense emotions in a dynamic world and emotion regulation tendencies such as cognitive reappraisal and expressive suppression can play an essential role in staying healthy and productive and building sustainable entrepreneurial careers. Emotion regulation is generally considered stable over time. However, evidence has shown that people may adjust their use of emotion regulation in a more turbulent environment. We contend that this is the case for entrepreneurs and we aim to shed light on factors that may influence entrepreneurs' use of emotion regulation over time. We contend that entrepreneurs may change their emotion regulation tendencies in response to financial hardship and enduring entrepreneurial job demands (24/7 availability, work pressure and risk taking).

A total of 125 entrepreneurs registered at a Dutch insurance company participated in a two-wave survey study with a one-year time lag (response rate = 1,9 %; attrition 73.1 %). The majority were men (64.8 %), had at least a bachelor degree 86,4 %, were solo self-employed (59.2 %), and worked in health care (28.8 %) or consultancy (24 %). Average age was 54.13 years (SD = 6.60). Study variables (Emotion regulation, financial hardship, Entrepreneurial job demands, and exhaustion) were measured with pre-existing scales.

Paired samples T-tests and structural equation modelling (SEM) showed significant changes in entrepreneurs' emotion regulation over time. SEM showed that financial hardship negatively predicted expressive suppression one year later. Being available 24/7 showed a positive relationship over time, which was suppressed by financial hardship. Risk taking and a high work load did not relate to changes in emotion regulation. Contrary to the expectations, exhaustion did not mediate these relationships.

We conclude that the turbulent entrepreneurial occupation indeed invites changes in emotion regulation. This phenomenon deserves further investigation and it should not be overlooked when investigating their role in dealing with entrepreneurial demands.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1602

WORK FATIGUE AND ABSENTEEISM AMONG PUBLIC HEALTH WORKERS

Durán Lara K.A.*, Moyano Díaz E.

Universidad de Talca ~ Talca ~ Chile

Introduction: Work fatigue (WF) is a multidimensional phenomenon resulting from prolonged work activity. Globally, its prevalence ranges between 10% and 33%, with reaching costs approximately 3.5% of GDP in health expenditures and productivity losses. In the health sector, WF represents a critical issue: in Chile, more than 40% of clinical workers report high levels of fatigue, a condition linked to higher absenteeism rates. In the public system, absenteeism generates a structural impact exceeding USD 1.8 billion annually. Research has mainly focused on clinical staff, overlooking administrative employees of the Health Service Directorates (HSD). However, in 2023, in one HSD, an average of 49.21 days of absenteeism per person was recorded, and 65% reported high mental workload, suggesting that WF could be a determining factor of absenteeism.
Purpose: To analyze the relationship between WF and absenteeism in an HSD and its association with work-related factors such as salary, employment tenure, job type, and frequency of overtime.
Method: A cross-sectional, quantitative design will be employed with a sample of N>400 HSD employees. WF will be measured using the Three-Dimensional Work Fatigue Inventory, and additional questions on work-related factors will be included. The absenteeism index will be provided by the institution.
Results: It is expected to demonstrate an association between WF and absenteeism, as well as to verify the role of work-related factors in the variation of this phenomenon.
Conclusions: The study seeks to fill a knowledge gap by providing empirical evidence to design preventive interventions aimed at reducing WF and, consequently, absenteeism, thereby promoting staff well-being and strengthening the efficiency of Chile's public health system.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 570

TOO MUCH OF A GOOD THING: THE RELATIONSHIP BETWEEN TOXIC POSITIVITY, SHAME, EMOTIONAL EXHAUSTION AND JOB WITHDRAWAL

Loi N.*, Grosvenor S., Gudex B.

University of New England ~ Armidale ~ Australia

Introduction: A psychologically safe work environment plays a crucial role in shaping employees' wellbeing. Studies have consistently linked supportive and authentic workplace cultures to improved mental and physical health outcomes. In contrast, when organisations promote a culture of relentless forced positivity – referred to as toxic positivity – it can have adverse effects on employees' mental health. Despite its growing recognition, toxic positivity remains underexplored in workplace research. Purpose: This study investigated whether shame and emotional exhaustion, in serial, would mediate the relationship between toxic positivity in the workplace and the tendency toward job withdrawal behaviours. Method: A sample of 301 Australian employees (Mage = 34.2, SD = 10.6; 76.4% female), recruited via university platforms and social media sites, completed an online, confidential, and anonymous survey. Results: The results indicated that higher levels of toxic positivity in the workplace were associated with increased experiences of shame, emotional exhaustion, and a greater likelihood of job withdrawal. Moreover, the results supported a serial mediation model in which shame and emotional exhaustion jointly explained the relationship between toxic positivity in the workplace and job withdrawal. Conclusions: These findings highlight the potential risks of promoting overly positive narratives in workplace culture, emphasising that such approaches may undermine employee wellbeing. Organisations are therefore encouraged to recognise the nuanced effects of positivity and avoid blanket applications of optimistic messaging. Further investigation is needed to deepen our understanding of how toxic positivity contributes to emotional strain and behavioural responses on an individual level.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2430

ROADBLOCKS TO WORKPLACE HEALTH AND WELLBEING PRACTICES IN A HEALTHCARE ORGANISATION: A HRM STRENGTH APPROACH

Gifkins J.*, Chan X.W.(., Wilkinson A., Brough P., Shang S.

Griffith University ~ Brisbane ~ Australia

Abstract

Introduction

Despite growing organisational investment in workplace health and wellbeing practices (WHWPs), particularly in healthcare settings where worker wellbeing is critical for employee (e.g fatigue), patient (e.g quality of care) and organisational (e.g staff attrition) outcomes, evidence on WHWPs effectiveness is mixed.

Purpose

The aim of this research is to examine multi-level perceptions of WHWP implementation using HRM strength theory to identify organisational roadblocks.

Method

A qualitative case study collected data from three organisational levels: senior managers (n = 11), frontline managers (n = 15), and frontline employees (n = 59) in a healthcare organisation through semi-structured interviews and focus groups. Questions about if and how the organisation cared for worker wellbeing were asked.

Results

Significant incongruences emerged across organisational levels regarding WHWP effectiveness and organisational support for wellbeing. Using HRM strength analysis, we identified specific implementation roadblocks: limited access to IT/HRM communication systems, high job demands and staff shortages preventing WHWP access, and a reinforcing cycle wherein low participation rates strengthened employee perceptions that WHWPs were not fit for purpose. These roadblocks were framed around HRM strength theory meta-features of distinctiveness, consistency and consensus; and occurred despite widespread agreement that the organisation and managers valued employee wellbeing, and the presence of valued resources such as pastoral care and peer social support.

Conclusions

Organisations can address these multi-level design and implementation barriers by improving communication infrastructure, ensuring adequate IT and temporal access for employees, designing contextually relevant WHWPs, and creating alignment between espoused values and enacted HRM systems to enhance HRM strength and signal genuine organisational commitment to worker wellbeing.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1463

SOCIAL LUBRICANT OR BURDEN? THE DUAL MECHANISMS OF VOLUNTARY AND INVOLUNTARY SMALL TALK ON WORK ENGAGEMENT

Huang T.*

National Changhua University of Education ~ Changhua City ~ Taiwan

Introduction: Workplace small talk is often viewed ambivalently, as either a social lubricant that builds rapport or a burden that disrupts workflow. Existing research has largely treated small talk as a single concept, overlooking the crucial role of employee motivation. This study distinguishes between intrinsically-motivated "voluntary small talk" and instrumentally-motivated "involuntary small talk" to provide a more nuanced understanding of the effects of small talk in the workplace.
Purpose: Drawing on Conservation of Resources (COR) Theory, this study aimed to investigate the dual mechanisms through which voluntary and involuntary small talk affect daily work engagement. We hypothesized that these effects are mediated by the parallel processes of gaining emotional support (a resource gain) and experiencing emotional exhaustion (a resource loss).
Method: An experience sampling methodology was used to track 130 full-time employees over 10 consecutive workdays. Participants completed daily surveys assessing their small talk experiences, perceived emotional support, emotional exhaustion, and work engagement. Data were analyzed using multilevel path analysis.
Results: As hypothesized, voluntary small talk functioned as a resource-gaining mechanism, positively predicting work engagement by both increasing emotional support and decreasing emotional exhaustion. Involuntary small talk revealed a "double-edged sword" effect: it significantly increased emotional exhaustion, which in turn harmed work engagement. However, it also provided emotional support, thereby offering a weaker, indirect positive path to engagement.
Conclusions: The impact of workplace small talk is not monolithic; its value is contingent upon its voluntariness. While voluntary interactions are a clear asset for enhancing employee engagement, involuntary small talk presents a trade-off, offering potential relational benefits but at a significant psychological cost. This highlights the complexity of informal social interactions in the workplace.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 696

THE ROLES OF WORK-FAMILY CONFLICT AND ORGANIZATIONAL SUPPORT IN WELL-BEING OF CANADIAN ARMED FORCES MEMBERS:

Skomorovsky A.*, Charanek N.

Department of National Defence ~ Ottawa ~ Canada

The military and the family are often described as “greedy” institutions, in that they have competing demands and may cause a work-family conflict among military members. Work-family conflict has been found to be an important contributor not only for organizational outcomes, including job engagement and burnout, but also for military members’ psychological health. Although organizational support has been linked to better organizational outcomes, there has been limited research examining the role of organizational support to members and families in well-being of military members in Canada. Therefore, the aim of the study was to examine the role of work-family conflict and the unique and protective roles of organizational support to members and families in the well-being of military members.

Hierarchical regression analyses were conducted to examine the roles of work-family conflict, family-work conflict and organizational support in predicting job engagement, burnout, and psychological distress of military members (N = 3,852). It was found that work-family and family-work conflicts were predictive of the organizational outcomes and well-being of CAF members. Organizational and family support also served as moderators in some aspects of organizational outcomes.

This study demonstrates the importance of maintaining balance between work and family domains. Organizational support provided to the member and the family was found to be directly related to better organizational and members’ well-being outcomes, and also to buffer the negative impact of the conflict between work and family. Providing support to military members and their families plays an important protective role by mitigating some of the negative impacts of work and family conflicts on organizational outcomes and members’ well-being. It is, therefore, recommended that leaders not only reinforce the importance of work-life balance, but also focus their efforts on providing organizational support to members and families in order to improve the organizational outcomes and well-being among military members.

01 - Division 1: Work and Organizational Psychology

Leadership 1

Wednesday 22 July 2026 from 08:00 to 09:30

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 946

SIGNALING INNOVATION: HOW FOUNDERS' PASSION DRIVES EMPLOYEE INNOVATIVE BEHAVIOR

Abuliezi Z.*

Tongji University ~ Shanghai ~ China

Introduction: Founders of innovation-oriented firms often serve as cultural anchors whose passion can energize organizational performance. Yet little is known about how founder innovation passion—defined as a strong and sustained emotional engagement with technological or product innovation—travels across organizational levels to influence employee innovative behavior.

Purpose: This study explores how founder passion becomes visible, credible, and actionable inside organizations. We ask: (a) how founders express passion through observable signals, (b) how these signals are interpreted and transmitted across organizational levels, and (c) under what conditions they activate employee innovation.

Method: We conducted a qualitative case study (2018–2025) of a high-growth technology firm in China. Data included 20 in-depth interviews with the founder, senior managers, and product engineers, complemented by field notes, internal documents, and public materials. Using Gioia procedures, we inductively developed a grounded process model.

Results: We identified three types of passion signals: identity signals (e.g., self-narratives, founding stories), action signals (e.g., visible effort, personal involvement), and vision signals (e.g., aspirational goals, cultural framing). Their interpretation varied across organizational levels and was often mediated by middle managers. We further found that employee innovation depended not only on proactive motivation ("can do," "reason to," "energized to") but also on perceived permission to innovate. While recent work introduces proactive permission as an individual judgment, our findings extend this construct by showing how permission is socially constructed through founder signals, managerial translation, and contextual norms.

Conclusions: Innovation passion does not diffuse automatically but requires deliberate signaling and organizational embedding. By integrating signaling theory with emerging research on proactivity, this study advances understanding of how founder passion is transmitted across levels and contributes to developing the proactive permission construct. It offers a multilevel account of how founder passion activates innovation in founder-led enterprises.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 964

SWIPE RIGHT ON LEADERSHIP: GEN Z'S SEARCH FOR AUTHENTICITY AT WORK

Camire M.*

Husson University ~ Bangor ~ United States of America

As Generation Z (born 1997–2012) enters the workforce, managers face a potential shift in expectations and supervisory dynamics. Unlike previous cohorts, Gen Z has been shaped by a fully digital upbringing, resulting in both advanced tech fluency and heightened anxiety from navigating between online and offline worlds. Existing research has focused largely on Baby Boomers, Generation X, and Millennials, leaving a gap in understanding how Gen Z's needs may differ from those of the leaders who will manage them. This study investigates Gen Z's preferences for supervisory behaviors and workplace conditions through an anonymous online survey distributed via social media platforms. Participants identify their generational cohort, rank ten workplace priorities, and describe ten supervisory practices they most value. Preliminary hypotheses suggest that Gen Z will prioritize meaningful, engaging work, authentic leadership, and stronger work–life balance over traditional career-centered approaches. By illuminating generational differences, this research seeks to inform leadership strategies that foster connection, authenticity, and productivity in the modern workplace.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 513

"HE'S MY BOSS, SO I DO WHAT HE SAYS." A GROUNDED THEORY STUDY ON FRAMING AND MAKING MEANING OF OBEDIENCE IN POLICE, MILITARY, AND HEALTHCARE INSTITUTIONS

Kärgel K.*

SRH University ~ Heidelberg ~ Germany

Empirical evidence indicates that a significant proportion of employees comply with their superiors' orders, even when they raise moral concerns or result in organizational misconduct. While a growing body of suggests that people's identification with the authority figure as strong predictor of authoritarian obedience, the underlying framing and meaning making processes remain underexplored. Using the example of German and Swiss police authorities, military institutions and university hospitals, the present qualitative interview study (N = 54) analyzed using Grounded Theory examines how employees frame and make meaning of obedience in their everyday working life. Drawing on social identity theorizing the potential impact of occupational dress is considered by comparing uniformed employees (N = 37) and non-uniformed employees (N = 17).

The findings reveal that both uniformed and non-uniformed employees primarily frame obedience to their superior's orders as functional necessity (e.g. as precondition for vocational actionability) and as a normative construct (e.g. obedience as behavioral norm). This reflects how they make meaning of their occupational role whereby "everyone has to contribute their bit to make the big picture a success." This framing highlights the interviewees' authoritarian submissiveness, which translates into a willingness to obey stemming from their hierarchical position. Employees in leadership roles correspondingly interpret it as their responsibility to persuade subordinates of the necessity of following orders. Unlike non-uniformed employees, uniformed employees make use of sanctions or threats of sanctions for this purpose. This This highlights the varying degrees to which uniformed and non-uniformed employees have internalized obedience as a norm. While uniformed employees' willingness tends to be absolute, non-uniformed employees' willingness tends to be conditional due to perceived feelings of ambivalence. These findings emphasize the critical need for tailored leadership development to foster ethical decision-making and cultivate organizational cultures that balance hierarchical expectations with psychological safety for dissent.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 737

WE-AS-US OR WE-VS-THEM? HOW POLITICIANS' PRONOUN USE SHAPES ENDORSEMENT

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Introduction: Plenary speeches provide politicians with a crucial means to demonstrate leadership and seek endorsement, defined as the voluntary recognition by others that a focal actor is granted influence. A common rhetorical device is the use of "we"-language, often treated as a uniform signal of alignment between speaker and audience. Yet, communication research distinguishes between inclusive "we" (we-as-us) and exclusive "we" (we-versus-them), suggesting they may evoke distinct responses.

Purpose: We disentangle whether politicians' inclusive and exclusive uses of "we"-language differentially predict their immediate and distal endorsement.

Method: We conducted an analysis of 3,606 members of parliament and 119,344 plenary speeches delivered in the German Parliament. Moving beyond traditional word-counting methods, we used new computational text analysis tools (contextual word embeddings with vector projection analysis) to identify inclusive and exclusive "we"-language in plenary speeches. We linked them to two indicators of endorsement: (1) immediate approval through applause and interruptions by fellow members of parliament, and (2) longer-term electoral outcomes.

Results: Inclusive and exclusive uses of "we" were only moderately correlated at both the speech and the speaker level, suggesting that politicians typically emphasized one form over the other – both within individual speeches and across their broader political profile. Inclusive and exclusive "we"-language showed distinct associations with audience reactions: While both were linked to applause, inclusive "we"-language was associated with fewer and exclusive "we" language with more interruptions. Combining the two tended to weaken these effects, indicating that each works best on its own. Both inclusive and exclusive "we"-language was associated with higher reelection likelihood. Combining them did not alter this association, indicating neither benefit nor harm.

Conclusions: By disentangling inclusive and exclusive forms of "we"-language with new computational text analysis tools, this study provides a more nuanced understanding of how collective pronouns shape leader endorsement in the political context.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 994

ADDRESSING EMPLOYEES' RELUCTANCE TO BECOME MANAGERS: THE ROLES OF SUPERVISOR ROLE-MODELING AND SOCIAL LEARNING

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Musashino University ~ Tokyo ~ Japan

1. Research Background and Purpose

Employees' reluctance to pursue managerial roles has been studied in prior research (Nguyen, 2023). In Japan, managerial posts are sometimes even described as a "penalty." This tendency is often linked to employees' own belief that they are ill-suited to leadership or uncomfortable with taking on such roles—conceptualized as low affective-identity motivation to lead (AI-MTL; Chan & Drasgow, 2001). This study investigates what helps employees with low levels of AI-MTL become more willing to accept managerial roles, focusing on the role-modeling of supervisors.

2. Method

We collected data from 361 non-managerial employees working across a range of industries in Japan. The average age was 32.75 years, and 187 participants were female.

3. Results

AI-MTL moderated the association between supervisors' role-modeling and management role acceptance: the positive effect of role-modeling emerged only when AI-MTL was low. A moderated-mediation analysis further showed that social-normative motivation to lead (SN-MTL; the felt normative obligation to assume leadership roles) mediated this relationship. The bootstrapped conditional indirect effects were significant at low levels of AI-MTL, but not at high levels. In sum, for employees with low AI-MTL, exposure to supervisors' role-modeling increases SN-MTL, which in turn enhances management role acceptance.

4. Conclusions

For employees who doubt their fit for leadership, supervisors who model managerial behavior are crucial. Such modeling cultivates the perception that "becoming a manager is normative," thereby increasing acceptance. When identity-based internal motives are weak, external social learning (Bandura, 1977) appears effective. Many organizations rely solely on transactional incentives (e.g., higher pay) to address reluctance toward managerial roles, but overlook a more critical lever—strengthening normative expectations through deliberate role-modeling.

01 - Division 1: Work and Organizational Psychology

Poster Session 1 - Division 1

Wednesday 22 July 2026 from 08:15 to 09:45

(X- Poster 1)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 520

WHEN DOING NOTHING SPEAKS VOLUMES: PASSIVE LEADERSHIP, FELT STIGMA, AND THE TOLL ON WORKERS WITH DISABILITIES

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Introduction: As organizations strive for more inclusive workplaces, understanding what discourages the participation and flourishing of employees with disabilities is critically important. Recent estimates suggest that while over one billion people worldwide have a disability, this diverse community is among the most under-employed and disproportionately subjected to unfair treatment.

Purpose: When it comes to the welfare of employees with disabilities, the role of leadership -and passive leadership in particular– has received little attention. Thus, we asked: What impact does the absence of leadership from a superior have on the well-being and retention of employees with disabilities? Drawing on social safety theory, we conceptualized passive leadership as a social threat that can trigger feelings of stigma, which may lead to loneliness and turnover intentions. We also explored whether close friendships in the workplace could buffer these effects.

Method: An online survey was used. Recruited via Prolific, 233 employees (M age = 40.53 years, range = 19–68 years; 43.8% women) from the U.K, U.S.A, and Canada who self-identified as having a disability (16.4% visible; 73.3% non-visible; 10.3% both) participated.

Results: A moderated mediation model was analyzed. Passive leadership was a cue for social exclusion, evoking feelings of stigma that led to increased loneliness. Passive leadership also led to turnover intentions. Additionally, workplace friendships emerged as a buffer against these negative effects.

Conclusions: This study highlights the negative impact of passive leadership on employees with disabilities and is the first to apply social safety theory to both areas of scholarship. From an equity, diversity and inclusion perspective, it is vital to recognize how leaders may work against or unintentionally undermine the integration, retention, and flourishing of those with disabilities. From a practical perspective, results highlight two critical areas of focus for intervention –leadership behaviour and the cultivation of workplace friendships.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 311

ENGAGE OR WORKAHOLIC? THE PARADOXICAL INFLUENCE OF SERVANT LEADERS ON EMPLOYEE HEAVY WORK INVESTMENTS

Berger R.*[1], Abrome A.[2], Swanzy E.K.[1]

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Introduction: In today's fast-paced work environment, technological advancements, evolving workplace dynamics, and organizational preference for high-performing employees have intensified employees' time and energy investment known as Heavy Work Investment (HWI), expressed through two contrasting forms—work engagement and workaholism. Although both constructs have been studied, existing merely cross-sectional research examines them separately, neglecting shared predictors, underlying mechanisms, the role of leadership and multilevel longitudinal designs, to understand HWIs evolving nature.
Purpose: Building on servant leadership (SL) emphasis on employee development and well-being, we introduce thriving at work (learning, vitality) as a mechanism linking SL to employee HWI. Drawing on Social Exchange Theory, we argue that when SL influence employee thriving, employees might reciprocate back by investing greater time and energy in work, leading to positive and negative HWI.
Methodology: Data were collected online at seven time points across three waves (two-month intervals) from 234 full-time employees with diverse professions. We run multilevel path analysis using the 'lavaan' package in R.
Findings: SL had a paradoxical impact on employee HWI. Specifically, SL significantly had a positive influence on employee vitality ($\beta = 0.22$, $p < .001$), which in turn, had a positive impact on work engagement ($\beta = 0.77$, $p < .001$) and workaholism ($\beta = 0.24$, $p < .001$). Also, SL had a positive impact on employee learning ($\beta = 0.21$, $p < .001$), which in turn, had a positive influence on work engagement ($\beta = 0.51$, $p < .001$) and workaholism ($\beta = 0.25$, $p < .001$).
Conclusion: SL can have a paradoxical influence on employee HWI, influencing its positive and negative forms. To sustain positive forms of HWI, while minimizing negative forms, SL must actively promote healthy work boundaries by encouraging regular breaks, limiting excessive overtime, supporting the use of vacation days, and discouraging work during personal time.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 118

THE CONDITIONAL PROCESS OF WORKPLACE BULLYING ON OCB:THE JOINT PROTECTIVE ROLES OF RESILIENCE AND PSYCHOLOGICAL SECURITY CLIMATE

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Grounded in Conservation of Resources (COR) theory and the resource caravan perspective, this study investigates how workplace bullying reduces organizational citizenship behavior (OCB) through ego depletion. We further propose a moderated mediation model, examining how resilience and perceived psychosocial safety climate (PSC) jointly buffer the effects of bullying on OCB. A two-wave panel study was conducted with a three-month interval, involving 236 employees from various industries in Taiwan. The results reveal that PSC significantly moderates the indirect effect of workplace bullying on OCB via ego depletion. Specifically, the negative link between ego depletion and OCB is strongest when both resilience and PSC are low, but this relationship reverses when PSC is high, regardless of individual resilience levels. These findings highlight the complex interplay of personal and organizational resources in mitigating the adverse effects of workplace bullying on employee prosocial behavior. Theoretical and practical implications are discussed.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 293

WAGE IN THE WATER: SOCIAL REPRESENTATIONS OF LIVING WAGE IN GUAM

Dobrowolski S.*, Arjona J., Atienza M., Quinto J., Cruz E., Taisipic L., Baquiano M.

University of Guam ~ Mangilao ~ United States of America

The pay of workers is generally regulated by minimum wage laws designed to protect their incomes and prevent labor exploitation. However, the minimum wage has not kept pace with inflation or the rising cost of living. There has been a call to raise the minimum wage to the level of a living wage. This study explores the residents of Guam's shared understanding of a living wage through the lens of Social Representations Theory. We conducted six in-depth interviews, a focus group discussion, and a qualitative survey. All participants came from diverse workforce sectors and represented different groups within the island. Our analysis identified themes indicating that a living wage is key to a decent life: it is above the mandatory minimum wage, allows for financial security, promotes mental well-being, supports dependents, enables autonomy, and is a pressing social concern. Our research indicates that the people of Guam believe a living wage is essential for enabling wage workers to attain a satisfactory standard of living, underscoring the need to advocate for a wage significantly higher than the minimum wage: a living wage. This study not only contributes to the existing literature on decent wages but also helps shape Guam's living wage policies.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 9

THE INFLUENCE OF WELL-BEING AT WORK ON WORK PRODUCTIVITY OF UNIVERSITY STAFF.

Janyam K.*

Prince of Songkla University ~ Songkhla ~ Thailand

While previous research has indicated that well-being at work is an important factor influencing the long-term effectiveness of organizations (Diener et al., 2003), limited research in Thailand has explored this relationship, particularly within higher education. Therefore, this study aims to investigate the level of well-being at work among university staff and its influence on their work productivity. The study evaluated work well-being based on Seligman's (2018) PERMA Model. The sample group consisted of 105 staff members from a faculty at a university in Thailand. Participants were recruited through simple random sampling. The research instrument was a self-assessment questionnaire with an 11-point Likert scale, comprising a work well-being assessment and a work productivity assessment. Data were analyzed using descriptive statistics: mean, standard deviation, and multiple regression. The results revealed that university staff had a good level of well-being at work across the aspects of positive emotion, relationships, engagement, meaning, achievement, and health. Negative emotion and loneliness at work were rated at a slightly low level. The results from multiple regression indicated that negative emotion, achievement, meaning, and health could predict 51.7% of the variance in work productivity at a statistical significance level of $p < .001$. Negative emotion was found to have the greatest impact on work productivity. These findings can benefit the university's human resource development initiatives, particularly in self-emotional management training, which would benefit both staff well-being and university productivity.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 10: Reduced Inequalities

Abstract 13

UNDERSTANDING HOW AND WHEN LEADERS DEVELOP STRATEGIC ABUSIVE SUPERVISION CLIMATE

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Extant research on abusive supervision (i.e., subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact; Tepper, 2000) posits that supervisors will strategically behave abusively (e.g., Huai, Lian, Farh, & Wang, 2024) and argues that it can occur at the group level in the form of abusive supervision climate (Priesemuth, Schminke, Ambrose, & Folger, 2014). However, little or no attention has so far been paid to supervisors' strategic use of abusive supervision climate in group settings. We introduce the concept of strategic abusive supervision climate, defined as acts of abuse toward the group as a whole that are thoughtful, deliberate, and driven by leaders' goals. Drawing on the theory of strategic self-presentation (Jones & Pittman, 1982), we examine how and when poor group performance may lead to strategic abusive supervision climate. Specifically, we conceptualize poor group performance as signaling failure regarding leaders' facilitating individual and collective efforts. We theorize that, under certain circumstances, poor group performance may elicit supervisors' perceptions of threat to their leadership ability, and then tackle poor group performance and try to manage their impressions by strategically using abusive supervision climate that gives the attribution of being a competent leader. Specifically, we propose that such a dynamic is more likely to ensue when supervisors are otherwise highly concerned about their reputation maintenance (i.e., reputation maintenance concerns). To provide support for our reasoning, we collected multi-wave data (i.e., three time points with one month in between) from 158 supervisors in Taiwan. Last, we discuss the theoretical and practical implications of these findings and directions for future research.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 414

PSYCHOLOGICAL CONTRACT FULFILLMENT AND WELL-BEING: THE MODERATING ROLE OF WORK FORMAT IN PUBLIC SECTOR WORKERS

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The fulfilment of psychological contracts has gained significant attention due to their impact on employee attitudes, behaviors, and well-being. With its distinctive organizational characteristics and transformations, the public sector presents a unique context to explore the association between psychological contract fulfilment and individual well-being outcomes (work engagement, overall job satisfaction, and overall life satisfaction). The theoretical foundation supporting these relationships was based on the Social Exchange Theory (SET), Job Demands- Resources Theory (JD-R), and the Spillover Effect. The moderating effect of the work format (telework, on-site, and hybrid) was also studied. A quantitative method with a cross-sectional and descriptive-correlational design was followed, using non-probability sampling techniques (convenience and snowball sampling) for data collection through an online platform (LimeSurvey) using a self-report research protocol. The total sample comprised 351 Portuguese public sector employees (72.6% women and 27.4% men). The results supported the positive relationship between psychological contract fulfillment and both work engagement and overall job satisfaction, as well as between overall job satisfaction and overall life satisfaction. However, no significant relationship was found between work engagement and overall life satisfaction. Additionally, the moderating effect of work format was not supported in any of the tested relationships. These findings highlight the crucial role of psychological contract fulfillment in increasing employee well-being in the Portuguese public sector. They also provide practical contributions to promote a healthy work environment, focusing on employee well-being across the various work formats.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 66

VALIDATION OF ORGANISATIONAL CULTURE ASSESSMENT INSTRUMENT IN A DEVELOPING COUNTRY

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Background: Organisational culture (OC) plays an increasingly important role in shaping practices and management approaches in state-owned enterprises (SOEs). Despite this importance, there is a paucity of research addressing the validation and contextual adaptation of the Organisational Culture Assessment Instrument (OCAI) for use in SOEs, particularly in developing countries such as South Africa. Purpose: This study aims to validate the OCAI in the context of South African SOEs by conducting rigorous psychometric assessments and confirmatory factor analyses (CFA). Methods: This study followed a positivist research philosophy and adopted a quantitative approach with a stratified sample of (N=373) permanent employees in a South African state-owned enterprise. After an initial screening, psychometric testing and confirmatory factor analyses were conducted to determine the internal reliability and construct validity of the instrument. Results: The results show that the OCAI represents a four-dimensional structure of organisational culture with good internal consistency for clan culture, adhocracy culture, market culture and hierarchy culture. The CFA showed that the loading coefficients of most factors of the culture model had moderate to high values ranging from 0.39 to 0.92. Furthermore, the results showed that the model had an adequate fit. Conclusion: The results of the study indicate that the OCAI has good reliability and validity, which speaks in favour of its applicability in SOEs in South Africa and similar cultural contexts

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 180

AFFECTIVE EVENTS AT WORK AND EMPLOYEES' PSYCHOLOGICAL WELLBEING: THE MODERATING ROLE OF EXTRAVERSION, NEUROTICISM AND SERVANT LEADERSHIP

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Affective events at work have a significant impact on employees. However, much remains unknow about the processes involved. This study draws on Affective Events Theory (Weiss & Cropanzano, 1996), servant leadership (Liden et al., 2008) and personality research to further our understanding of how affective events influence employees' psychological wellbeing. Specifically, we examine the impact of positive and negative events on hedonic and eudaimonic wellbeing, accounting for employees' extraversion and neuroticism and their supervisors' servant leadership.

We conducted an online survey with 209 employees (45.5% women, mean age 32) using previously validated scales. Variance Inflation Factor (VIF) tests suggest multicollinearity was not an issue in this study. We conducted confirmatory factor analyses (CFA) and multiple regression analyses.

Affective work events were significantly related to employees' psychological well-being, and relationships were in the expected direction. For instance, positive events were positively associated with subjective vitality and eudaimonic wellbeing and negatively associated with burnout, while negative events displayed relationships in the opposite direction with these variables. Employee extraversion moderated relationships with some dimensions of wellbeing. For example, the relationship between positive events and eudaimonic wellbeing was weaker among extraverted individuals. Contrary to hypotheses, neuroticism did not significantly moderate relationships. Interestingly, servant leadership strengthened the negative relationship between negative events and subjective vitality.

This study highlights the relevance and complex functioning of how affective work events may impact employees' psychological wellbeing. The moderating role of extraversion, for instance, could result from the fact that extraverted individuals tend to expect positive events, while such events may exceed introverted individuals' expectations, thus having a greater impact on their wellbeing. Similarly, employees with a servant leader may generally expect fewer negative events at work, and experiencing such events may lead them to exert more effort. This study however has limitations, and further research is warranted.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 30

DEVELOPMENT AND VALIDITY OF THE DARK SIDE LEADERS SCALE（DSPLS）

Tokuyoshi Y.*

Coaching Psychology Center ~ Tokyo ~ Japan

Purpose
Throughout history and in modern times, leaders with a "dark side" have emerged across various domains, such as politics and economics. To address the issue of effectively managing such leaders, we developed a scale of dark side Leaders. This scale aims to measure personality traits often associated with workplace bullying and harassment—such as the Dark Triad traits (Narcissism, Machiavellianism, and Psychopathy), Extreme egocentrism, and Sadism—while emphasizing leadership perspectives. Hypothetically, this scale was assumed to relate some of the Dark Triad and Big Five personality traits.

Method
In this study, the Dark Side Personality Leader Scale (DSPLS) was developed, comprising 20 items representing five factors (Narcissism, Machiavellianism, Psychopathy, Extreme egocentrism, and Sadistic leadership). The total of 1,988 participants (mean age = 51, SD = 15) completed an internet-based questionnaire. The collected data were analyzed using confirmatory factor analysis (CFA).

Results
The results supported a five-factor model, demonstrating a good model fit to the data (CFI = .949, TLI = .939, RMSEA = .066, 90% CI = [.063, .069]). The Cronbach's alpha coefficients for each factor in the DSPLS ranged from .72 to .92. Furthermore, the scale achieved an optimal score in the Mokken Scale Analysis (Ht ≥ .42). The DSPLS score showed significant positive correlations with the Dark Triad Dirty Dozen traits (Jonason & Webster, 2010). Additionally, it exhibited significant negative correlations with agreeableness as measured by the TIPI-J (Gosling et al., 2008).

Discussion
The DSPLS was validated against the Dark Triad scale, confirming its hypothesis and validity through a negative correlation with agreeableness in the Big Five Personality. Leaders with dark personality traits, marked by low empathy, likely exhibit weaker cooperativeness. Future research will explore links between leadership styles and workplace harassment.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 460

EMPOWERING LEADERSHIP AND MEMBERS' SATISFACTION WITH THE GROUP: THE MEDIATING ROLE OF TEAM AFFECTIVE COMMITMENT

Vasconcelos Torres G.*[1], Lourenço P.R.[1], Rebelo T.[1], Soriano A.[2], Dimas I.[3], Alves M.[4]

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Empowering leadership is defined as a process of sharing power by granting autonomy and responsibilities to followers through specific leadership behaviours that enhance intrinsic motivation. Recent research indicates a positive relationship between empowering leadership and members' satisfaction with the group, with team affective commitment serving both as a consequence of empowering leadership and as an antecedent to members' satisfaction with the group. This research, focused on team members with some degree of virtuality, aimed to deepen the understanding of how empowering leadership influences the functioning of work teams by examining the relationships between empowering leadership, team affective commitment, and members' satisfaction with the group, specifically analysing the mediating role of team affective commitment. The approach was rooted in the job demands-resources model and social exchange theory. Data were collected through a questionnaire survey administered to work teams from various organizations, using a quantitative, two-wave design with a two-month interval. The study is based on a sample of 122 participants, pertaining to 33 work teams from 16 organizations, all operating in the services and commerce sector in Portugal. The relationships between the variables were analysed through correlations and simple mediation. The results showed that empowering leadership is positively related to both team affective commitment and members' satisfaction with the group, and that team affective commitment is positively related to members' satisfaction with the group. Furthermore, team affective commitment mediated the relationship between empowering leadership and members' satisfaction with the group, highlighting the importance of emotional bonds within teams as a mechanism through which empowering practices influence satisfaction. These findings deepen the understanding of how empowering leadership shapes team outcomes and underscore the relevance of these dynamics in virtual contexts, providing a strong basis for future research and leadership development initiatives.

01 - Division 1: Work and Organizational Psychology

Poster Session 7 - Division 1

Wednesday 22 July 2026 from 08:15 to 09:45

(X- Poster 2)

Abstract 4969

TUNING INTO TRAITS: PERSONALITY, TEMPERAMENT, AND DAILY MUSIC ENGAGEMENT

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Background

Music is widely used in everyday life for a variety of psychological functions, including emotion regulation, stress management, and the enhancement of well-being (Weinberg & Joseph, 2017). Previous studies have shown that engagement with music is associated with life satisfaction, happiness, and psychological adjustment, suggesting that music serves as an important resource in daily life (Wang & Suh, 2024a; Wang & Suh, 2024b).

Research has also demonstrated that individual differences in music use are related to personality characteristics, with traits such as extraversion and openness being associated with greater musical engagement (Chamorro-Premuzic & Furnham, 2007). However, relatively little is known about how both broad personality traits and temperamental dispositions, such as the Behavioral Activation System (BAS) and Behavioral Inhibition System (BIS), contribute to everyday music use. Understanding these relationships may provide insight into the psychological mechanisms underlying musical engagement in daily life.

This study examined the relationships between personality characteristics and everyday music use among Chinese adults. Specifically, we investigated (a) correlations between everyday music use and the Big Five personality traits, BAS, and BIS; (b) the predictive effects of the Big Five personality traits and BAS/BIS dispositions on everyday music use; and (c) the relative contributions of personality traits and temperamental factors using stepwise regression analysis.

Methods

Participants

The sample consisted of 270 Chinese adults who completed an online survey (135 men and 135 women), aged 18–65 years (M = 41.14, SD = 12.94).

Instruments

Everyday music use was measured using the Use of Music Inventory developed by Chamorro-Premuzic and Furnham. Personality traits were measured using the Chinese Big Five Personality Inventory-15 (CBF-PI-15) developed by Zhang et al., assessing neuroticism, extraversion, conscientiousness, openness, and agreeableness. Temperamental dispositions were measured using the BAS/BIS Scale developed by Carver and White, including the BAS subscales of reward responsiveness, drive, and fun seeking, as well as BIS. Internal consistency was acceptable, with Cronbach's α ranging from .70 to .87 for the Big Five traits, .86 for BAS, .80 for BIS, and .78 for music use.

Data collection and analysis

Following IRB approval and adherence to research ethics standards, data were collected online through a professional survey agency. Analyses were conducted using SPSS 26.0, including Pearson correlation, multiple regression, and stepwise regression analyses.

Results

Correlation analyses showed that everyday music use was positively associated with neuroticism, extraversion, openness, and agreeableness, whereas conscientiousness was not significantly related to music use (Table 1). Among the temperamental variables, drive and fun seeking were

negatively correlated with everyday music use, while reward responsiveness, overall BAS, and BIS showed no significant associations. Extraversion demonstrated the strongest positive correlation with everyday music use ($r=.39$, $p<.001$).

Multiple regression analysis indicated that the Big Five personality traits explained 19.3% of the variance in everyday music use (Table 2). Neuroticism, extraversion, and openness emerged as significant positive predictors, whereas conscientiousness and agreeableness did not make unique contributions after controlling for the other personality traits.

Stepwise regression analysis identified extraversion, neuroticism, and openness as significant predictors of everyday music use (Table 3). Extraversion emerged as the strongest predictor, accounting for 14.8% of the variance ($\beta=.385$, $p<.001$), followed by openness and neuroticism. Overall, the findings suggest that individuals who are more extraverted, emotionally sensitive, and open to new experiences are more likely to engage with music in their daily lives.

Discussion and Conclusion

The findings suggest that personality plays an important role in explaining individual differences in everyday music use. Extraversion emerged as the strongest predictor, indicating that individuals who are more sociable, energetic, and stimulation-seeking are more likely to engage with music in their daily lives. Neuroticism and openness also contributed positively, suggesting that music may serve both emotional and experiential functions for these individuals. In contrast, temperamental variables showed relatively limited accountability compared with the Big Five personality traits. Overall, the results emphasize the importance of personality characteristics, particularly extraversion, neuroticism, and openness, in understanding everyday musical engagement.

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Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1695

APPLIED PSYCHOLOGY RESEARCH: A COMPARISON OF DELUSIONS AND HALLUCINATIONS

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Barrett & Associates ~ Stow ~ United States of America

Meta-Analytical reviews of personnel selection reviews based on delusions were compared with Artificial Intelligence reviews with their hallucinations.

An Artificial Intelligence database of over 100,000 full text documents was used to identify alternative selection procedures, and compare the results with all major personnel selection meta-analyses. This included the major personnel selection meta-analyses cited by I/O experts in U.S. class action discrimination law suits.

The focus was upon alternative selection procedures advocated by expert witnesses. Experts cited a core number of highly cited personnel selection meta-analyses. The meta-analyses were used as the scientific basis for testimony that alternative selection procedures had equivalent validity to cognitive tests with less adverse impact. Alternative tests included personality traits, achievement records, physical ability, bio data, and situational judgement. Meta-analysis results were compared with Artificial Intelligence results. The comparisons included transparency, verification, replication, primary validity studies, adverse impact, and U.S. court decisions. Based on the results, the future of artificial intelligence was compared with meta-analyses.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 11: Sustainable cities and communities

Abstract 1696

ESTABLISHING THE CONTENT VALIDITY OF A NEW MEASURE OF ADAPTIVE PERFORMANCE: DISTINGUISHING BETWEEN PROTECTIVE AND PROMOTIVE ADAPTATION

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Accurately assessing adaptive performance is essential for understanding how individuals respond to change, yet existing measures rarely distinguish between qualitatively different forms of adaptation. This research introduces a new instrument designed to capture adaptive performance along two complementary orientations. The first is protective adaptation, which refers to behaviors aimed at maintaining desirable conditions (e.g., preserving performance standards or team cohesion). The second is promotive adaptation, which refers to behaviors aimed at improving or advancing a situation (e.g., implementing new practices or making better use of technologies).

Building on a Delphi study that identified dimensions of adaptive performance, we developed 96 items reflecting these two orientations. This paper reports the results from two studies examining their content validity and perceived relevance.

In Study 1, 21 Ph.D. students in I/O psychology classified the items along the two orientations (protective vs. promotive) and evaluated their clarity and conciseness. Applying established criteria for strong content validity (psa ≥ .82; csv ≥ .61; Colquitt et al., 2019), 10 items failed to meet the thresholds and another 10 were judged insufficiently clear or concise.

In Study 2, 45 managers from diverse backgrounds assessed how frequently the items occurred in their work environment and the extent to which each represented an indicator of performance in dynamic conditions. Results showed that 10 items were rated as infrequently displayed. Managers consistently viewed protective adaptation dimensions as highly relevant performance indicators, whereas some promotive dimensions (e.g., enhancing stress management in dynamic situations, shaping organizational changes) were perceived as less relevant.

Together, these findings support the conceptual distinction between protective and promotive adaptive performance and provide empirical guidance for refining the items. A reduced version of the questionnaire will be developed and validated with employee samples to offer a more nuanced and evidence-based assessment of adaptive performance in dynamic organizational contexts.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1686

TOOLS ASSESSING THE CORE RESOURCES OF THE HYBRID WORK: A SYSTEMATIC REVIEW OF THE LITERATURE

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Introduction: In recent years, there has been a significant increase in the possibility of doing hybrid work (i.e., working on-site at the employer's location and remotely from home). This can contribute to promoting work-life balance. However, it could also be associated with health problems, such as stress and mental fatigue. Some core resources of the hybrid work (i.e., functional remote workstations, agile offices within the organization, flex-time, and engaging management) could facilitate performance and prevent health problems among workers. Therefore, it is essential to have validated tools for assessing these core resources.

Purpose: The objective of this study is to identify the validated tools existing to evaluate the four core resources of hybrid work, which can promote worker health and prevent psychological health issues, mental disorders and/or musculoskeletal disorders.

Method: A systematic review of the scientific literature is conducted to identify the tools assessing the four core resources of hybrid work. The target publications are quantitative studies published between 2005 and 2025, and available in English, French, Spanish, or Italian. The databases PsycInfo, Medline, and Scopus are used. The PRISMA guidelines for reporting systematic reviews are followed.

Results: The identified tools in the selected studies will be classified according to the four core resources of hybrid work. In addition, the reported psychometric (e.g., internal consistency) and practical (e.g., time administration) properties of these tools will be reported as well.

Conclusion: Recommendations regarding the use of these tools in research and into prevention programs will be made based on their qualities. The identified tools could be used to recognize and promote quality hybrid working conditions to improve workers' health and performance.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 7: Affordable and clean energy

Abstract 1759

WORKWITHSKILLS – A COLLABORATION WITH MAJOR DUTCH ENERGY-INFRASTRUCTURE COMPANIES TO ASSESS THE EFFECTS OF SKILLS-BASED HR METHODS

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The WorkWithSkills-project (WWS) is a government-backed collaborative project between the Erasmus University Rotterdam (EUR), Tilburg University (TiU), ArbeidsMatchPlatform (AMP) and the employers' association WENB.

In order to successfully complete the energy-transition, a large number of (technically) skilled workers are needed. At the same time, these workers are becoming increasingly hard to find and retain. WWS aim to evaluate whether Skills-Based HR methods (SBHR) could be part of the solution.

In recruitment and selection for example, organisations traditionally look for the appropriate degrees, formal qualifications and past experience. With SBHR, companies would focus on the skills a candidate or employee has acquired instead, allowing them to find candidates from a much larger pool than just those that already possess the required qualifications.

Using action research methods, our consortium is working with ten major Dutch energy-organisations to help them adopt SBHR methods, so that we can then evaluate it's effects. Our goal is to gather data on 1000 participants; ten per team, ten team per company and ten companies total. We aim to evaluate all parts of the HR-cycle; recruitment and selection, onboarding, learning and development etc.

The EUR focusses on the individual level psychological outcomes of SBHR, such as work performance and satisfaction, engagement, Person-Job or Person-Organisation fit, fairness and acceptance by peers; for candidates, (existing) employees, leaders and HR-personnel.

A cross-sectional study into the current state of SBHR-adoption nationwide is ongoing, we aim to present the results at ICAP. We're also looking to identify factors that predict whether or not HR-professionals and organisations are open to or interested in SBHR. Our goal is to gather information from +/- 200 participants from a similar amount of organisations, spanning different sectors and sizes, to get a sample that is representative of Dutch employers in general.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1678

FACETIME OR FACELESS? AN EXPERIMENTAL STUDY ON EXPLOITATIVE LEADERSHIP AND EMPLOYEES' PERCEPTIONS ACROSS DIFFERENT COMMUNICATION CHANNELS

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Introduction. In digital work environments, physical distance makes it more challenging to develop and maintain work relationships. As a result, leadership behavior and how leaders engage with employees have become especially important. Previous research has shown that the choice of communication tools and the level of situational stress significantly influence leadership behavior. However, the ways these factors affect exploitative leadership (i.e., a leadership style where leaders focus on their own interests and take advantage of subordinates) are still not well understood. Drawing on Media Richness Theory, Construal Level Theory, and Conservation of Resources Theory, it is proposed that lean communication media (e.g., text-based channels like email and chat) and higher stress increase psychological distance between leaders and employees, promoting exploitative leadership behavior.
Purpose. This study aims to explore how communication media and leaders' situational stress influence exploitative leadership in digital work environments. It examines whether using leaner communication channels and higher stress levels increase psychological distance, thereby raising the likelihood of exploitative leadership.
Method. A series of laboratory experiments is conducted where the communication channel (i.e., text, audio, video, face-to-face, free choice) and stress condition (neutral vs. stressed) are systematically manipulated. Participants are assigned tasks under either predetermined or freely chosen communication channels. Leadership behavior, stress responses, and psychological distance are assessed using physiological measures (i.e., heart rate, heart rate variability, skin temperature) alongside self-report instruments.
Results. Data analysis is ongoing. It is anticipated that the findings will demonstrate that lean communication channels and heightened stress contribute to increased psychological distance, which in turn facilitates exploitative leadership behaviors.
Conclusions. The expected outcomes are projected to advance the theoretical understanding of the interplay between media use, situational stress, and exploitative leadership in digital collaboration. Practical implications concern the development of communication strategies and training interventions designed to mitigate exploitative tendencies in digital collaboration.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 1624

TYPES OF CRISES AND LEADERSHIP EVALUATION

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This study examines how leadership evaluation differs depending on the type of organizational crisis and the gender of leaders. Building on Coombs and Holladay's (1996) attribution-based typology, crises were categorized by locus of control and intentionality. This yields four types: internal–unintentional (e.g., production failures), internal–intentional (e.g., corporate scandals), external–unintentional (e.g., natural disasters), and external–intentional (e.g., terrorism). Collins et al. (2023) have noted that distinct leadership themes emerge across these types. Extending this framework, the present study incorporates the gender of leader. Bruckmüller and Branscombe (2010) suggested that "glass cliff" occurs because feminine characteristics (e.g., warmth) are suitable for leadership in times of crisis. So, we also examine how feminine characteristics (communion) and masculine ones (agency) of leaders are evaluated depending on the type of crisis. Online experiments were conducted in late 2024 with 800 participants recruited via a research company. Respondents were randomly assigned to one of eight conditions crossing 4 crises type (internal vs. external × intentional vs. unintentional) with leader gender (male vs. female). Each participant read a crisis scenario and a leader's short biography and then completed evaluation measures. Dependent variables included organizational reputation and leader evaluation (communion, agency, task-oriented leadership behaviour, person-oriented one and change potential). Two-way ANOVAs revealed that crisis type affected organizational reputation, and that leader gender affected person-oriented leadership behaviour significantly. Significant interactions emerged for task-oriented leadership behaviour, person-oriented one, and change potential. Notably, evaluations of male leaders remained stable across crises, whereas female leaders were judged differently depending on crisis type. These results echo Kokubo's (2023) findings that female leaders' evaluations vary with organizational performance, while male leaders' evaluations remain consistent. Overall, the study highlights the situational nature of leader evaluations, particularly for women, and suggests that gendered expectations shape perceptions of effective crisis leadership.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 1740

PLURALISTIC IGNORANCE OF NEW GRADUATE WORKERS IN JAPANESE ORGANIZATIONS

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Many organizational silences exist in Japanese workplaces. Pluralistic ignorance is a mechanism of organizational silence that occurs when members of an organization recognize discrepancies between their opinions and that of others. Specifically, new graduate workers would keep silent to avoid conflict with the others' opinion in adapting themselves to their organization. This study examines new graduate workers' possible pluralistic ignorance in Japanese organizations. A web survey was conducted on 90 Japanese new graduate workers (35 males, 54 females, and one participant who did not indicate gender). The average age was 23.02 (range 19–26). The survey contained questions on five workplace behaviors (i.e., taking a moderate rest out of break times, going home at the fixed time, proposing improvement, refusing an additional task, and obeying the regular procedure). Participants responded by either agreeing or disagreeing to each behavior on a 9-point scale. For the same behaviors, they inferred the degree of agreement by Japanese society and their organization on a 9-point scale. We conducted ANOVAs on each behavior in which attitude (participant vs. the Japanese society vs. their organizations) is the independent variable, and attitude score (degree of agreement for a behavior) is the dependent variable. The results revealed that the scores of the Japanese society and their organizations were significantly lower than their own attitude score for only three behaviors (i.e., taking a moderate rest out of break times, going home at the fixed time, and proposing improvement). The results indicate that new graduate workers' pluralistic ignorance could occur, depending on the kind of behavior.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1720

THE IMPACT OF HOSPITAL WORKERS' SOCIAL ENVIRONMENT ON WORKING IN HIGH-RISK SITUATIONS

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Dealing with high-risk situations is a persistent challenge faced by hospital workers (HWs). The consequences of these risks are not confined to patients, hospitals, or the broader health system; they also exert a significant influence on HWs themselves and their social surroundings. The way HWs perceive high-risk scenarios shapes their coping mechanisms and actions. An essential, yet frequently overlooked, factor are the perceptions of the social environment. The support or strain provided by family and friends can profoundly influence a worker's resilience. Existing research suggests that individual, team and organisational resilience are correlated. Consequently, the social environment has the potential to influence outcomes across all these domains.

In this research project, resilience levels are conceptualised as interdependent perceptions that influence HWs decision-making and thus their behaviour in the workplace. The social environment is defined as a multidimensional construct composed of perceived social support, strain, worries and stigmatization experiences.

The interplay between various aspects of the social environment and their impact on perceptions of risk and resilience was explored through three case studies conducted in Germany. The first two case studies, carried out between 2018 and 2020 in two German hospitals (N = 58/48), investigated HWs' perceptions of their own, their team's, and their hospital's preparedness for managing patients with high-consequence infectious diseases (HCID). The third case study examined experiences and perceptions during the COVID-19 pandemic in 2020 (N = 1710).

The findings indicate that the social environment is not perceived uniformly, both positive and negative aspects coexist and interrelate. These aspects vary in their impact on perceived risks and resilience, and interactions subsequently shape workplace behaviour. In summary, the social environment may function as a resource or challenge for HWs facing high-risk situations. Understanding these complex interactions is essential for improving resilience and outcomes for HWs in high-risk contexts.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1655

DEVELOPING THE ENGLISH VERSION OF THE CAREER URGENCY SCALE (CUS-E)

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Background: In contemporary careers, individuals are expected to proactively manage and develop their own paths. “Career urgency,” originally conceptualized in Japan, captures three affective–cognitive facets—“feeling of being pressurized,” “urge to develop one’s career,” and “concern for one’s career”—that relate to turnover intention and mental health.
Objective: To develop an English version of the Career Urgency Scale (CUS-E) and examine its factor structure, reliability, and validity among U.S. young adult workers.
Methods: Following the ISPOR Task Force guidelines, the original Japanese items were forward-translated, reconciled, back-translated, reviewed by the original authors, and cognitively debriefed with native English-speaking workers. The main study used a web panel survey of full-time U.S. employees aged 23–35 (N = 200; 100 men, 100 women; M_age = 29.52, SD = 3.98), with data collected August 25–31, 2025. Participants completed 16 preliminary CUS-E items (4-point scale), turnover intention (Mobley et al., 1978), introjected regulation from the Work Extrinsic and Intrinsic Motivation Scale (Tremblay et al., 2009), and the GHQ-12.
Results: Cognitive debriefing led to minor wording revisions. Confirmatory factor analysis of the 16 items prompted removal of two low-loading items ($\lambda < .30$). The final 14-item model showed satisfactory fit, $\chi^2(74) = 212.673$, $p < .001$; CFI = .915; RMSEA = .097; SRMR = .064. Internal consistency was acceptable: “feeling of being pressurized” α/ω = .91/.91, “urge to develop one’s career” .75/.75, and “concern for one’s career” .79/.79. Correlations were as follows: “feeling of being pressurized” and “concern for one’s career” correlated ($r > .50$) with turnover intention and GHQ-12; “urge to develop one’s career” correlated ($r > .20$) with turnover intention, introjected regulation, and GHQ-12.
Conclusions: The CUS-E replicated the original three-factor structure, showed adequate psychometrics, and exhibited expected external correlates. Findings support the cross-linguistic applicability of career urgency and provide a tool for comparative research on early-career adaptation and well-being.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1666

COGNITIVE OUTSOURCING AND THE AI WORKPLACE: FROM “WORKSLOP" TO COMPETENCE PENALTY

Pietrantoni L.*, De Angelis M., Fraboni F., Aksy F., Abdulgader A., Mezentseva A., Cioffi G., Mabel S.R.N., Morandini S.

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The integration of AI at work raises concerns about its impact on cognition and collaboration. Historical anxieties about technology eroding mental capacity, from Socrates' critique of writing to fears of digital dependency, reappear in current debates. While AI promises efficiency, it reshapes how individuals think and interact. Recent work on "System 0" describes a AI-mediated layer of cognition preceding Kahneman's dual-process model, complicating notions of ownership, expertise, and responsibility. This intersects with distributed cognition (Hutchins, 1995), activity theory (Engeström, 2001), and extended mind theory (Clark & Chalmers, 1998), which view cognition as distributed across people and artifacts. AI intensifies this extension, but also introduces "competence penalty", professionals judged less capable when their work is linked to AI, even if quality remains unchanged (Gai, 2025). We conducted a review of AI-related cognitive outsourcing at work and its effects on workplace dynamics. Cognitive outsourcing is conceptually broader the “cognitive offloading" and is foundational to distributed cognition and transactive memory systems. Cognitive automation is a newer concept driven by advances in AI/ML, related to knowledge work and human-AI collaboration. Our review shows that cognitive outsourcing impacts the nature of work, affecting job design, skill requirements, and organizational performance, reshaping work by automating tasks, shifting skill requirements, and altering job meaning. A parallel phenomenon is "workslop," low-effort and low-quality AI output lacking contextual understanding (Niederhoffer, 2025). In collaborative environments, this creates a "cognitive commons" problem: individuals maximize efficiency but collective outcomes decline. At the same time, competence penalty pressures workers to obscure AI use, producing tensions between reliance and credibility. These dynamics weaken trust, mentorship, and peer learning, as AI-mediated content lacks the subtle markers of human reasoning that sustain professional growth. Future directions should focus on developing synergies between human and AI cognition, exploring hybridization processes that sustain expertise while amplifying organizational innovation.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1749

BEYOND THE CLOCK: HOW AFTER-HOURS WORK CONNECTIVITY ENHANCES PROMOTION PROSPECTS

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The pervasive use of information and communication technologies has blurred the boundaries between work and personal life, making after-hours work connectivity (AHC) a common phenomenon. While existing research often highlights its detrimental effects on work outcomes, this study explores its potential upside for career advancement. The results support our hypothesized model. After-hours work connectivity was positively related to perceived mattering to the leader, which subsequently was associated with a higher possibility of promotion. Crucially, upward mobility motivation significantly moderated the first stage of this mediation. The positive link between AHC and perceived mattering was significantly stronger for employees with high (vs. low) upward mobility motivation. This study offers a nuanced perspective on the career implications of AHC by identifying a positive psychological pathway (perceived mattering) and a critical boundary condition (upward mobility motivation). It shifts the narrative from AHC as a mere stressor to a potential strategic behavior for career advancement, contingent on individual motives.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1654

INVESTIGATING MECHANISMS LINKING LEADER GRATITUDE EXPRESSION AND WORK ENGAGEMENT: THE MODERATING ROLE OF PAY SATISFACTION

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Introduction:
Leader expressions of gratitude toward subordinates represent a fundamental interpersonal dynamic within organizations and are often associated with improved employee attitudes and behaviors. Conceptually, such expressions reflect verbal signals through which leaders convey appreciation and recognition of employees' contributions. Although commonly regarded as an inherently positive signal, emerging evidence indicates that such expressions may elicit more complex responses. Some employees respond with positive emotions that enhance work engagement, whereas others may experience negative emotions that undermine it.

Purpose:
The present study investigates whether both positive and negative emotions operate simultaneously as mediators in the relationship between leader gratitude expression and follower work engagement, and whether employee pay satisfaction serves as a critical moderator shaping these effects.

Method:
We adopted a multi-source, multi-wave research design with data collected at two time points. The final sample comprised 199 leader–follower dyads nested within 76 work teams across 43 companies in Taiwan.

Results:
Results revealed that leader gratitude expression was positively related to followers' positive emotions and negatively related to their negative emotions. Both emotions mediated the relationship between leader gratitude expression and work engagement, although the indirect effect through positive emotions was substantially stronger. Pay satisfaction moderated these relationships by strengthening the link between leader gratitude expression and positive emotions and weakening the link with negative emotions. Moreover, analyses of conditional indirect effects showed that the indirect pathway through negative emotions emerged only when pay satisfaction was relatively low; when pay satisfaction was relatively high, the negative emotional pathway became nonsignificant.

Conclusions:
Overall, this study demonstrates that leader gratitude expression can activate dual emotional mechanisms, highlights the stronger role of positive emotions, and identifies pay satisfaction as a boundary condition that constrains the negative pathway. These findings advance theory on workplace gratitude and guide leaders in fostering engagement through context-sensitive appreciation.

01 - Division 1: Work and Organizational Psychology

WORKPLACE INNOVATION FOR SUSTAINABLE WELL-BEING (WISEWORK-C)

Wednesday 22 July 2026 from 09:30 to 11:00

(O-Arsenale)

Marisa Salanova (Universitat Jaume I ~ Castellón ~ Spain), Chair and Presenter
Jaime Martín (Universitat Jaume I ~ Castellón ~ Spain), Co-Chair
José María Peiró (Universitat Jaume I ~ Castellón ~ Spain), Discussant

Workplaces across Europe are undergoing profound transformations driven by digitalisation, climate change, demographic ageing, and the integration of artificial intelligence. These shifts create both opportunities and risks for employees' health and well-being, demanding innovative, evidence-based responses. The WISEWORK-C Cluster, which unites five Horizon Europe projects, offers a unique platform to understand how workplaces can be redesigned to become healthier, more inclusive, and sustainable.

The novelty of this symposium lies in its multi-dimensional, cross-sectoral approach. Rather than focusing on isolated risks, WISEWORK-C explores how organisations can proactively foster resilience while addressing societal megatrends. This makes the symposium highly pertinent to ICAP, as it highlights psychology's role in shaping future-ready workplaces across Europe and beyond.

Each presentation will bring a complementary perspective:

● WAge tackles the challenges of an ageing workforce by developing the WAge Index and applying the HERO model to promote health across life stages.

● INTERCAMBIO investigates how climate change and the green transition affect work, combining biomonitoring, surveys, and co-creation to design preventive interventions.

● EU-CoWork addresses end-of-life situations at work, proposing Compassionate Workplace Programmes to foster inclusion and organisational support.

By presenting these diverse but interconnected projects, the symposium will provide an integrative view of psychosocial measures and interventions for healthier and more resilient organisations.

The session will conclude with reflections from Professor José María Peiró, Emeritus Professor of Work and Organizational Psychology at the University of Valencia, who will serve as discussant.

Abstract 3186

WHAT IS WISEWORK-C? GENERAL CONCEPT OF THE CLÚSTER AND PREVIOUS WORK IN MENTAL HEALTH TEAM

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Universitat Jaume I ~ Castellón de la Plana ~ Spain

WiseWork-C is a robust cluster of five projects funded by the European Union's Horizon Europe Research and Innovation Programme. With a wide-reaching network of 50 partners across 25 countries, the cluster is at the forefront of developing evidence-based interventions to promote mental and physical health in a rapidly evolving work landscape, particularly shaped by the digital and green transitions and the post-pandemic era.

To achieve this, WiseWork-C has already spearheaded several key initiatives. It facilitates internal benchmarks, allowing projects to share best practices on essential tools and variables within organizational psychology. The cluster also hosts informative webinars that translate complex research into practical examples, demonstrating the critical importance of mental health in the workplace through the concrete work of each project.

Within the cluster, a dedicated mental health task force plays a crucial role, providing a focused perspective and organizing key events. A core part of their mission is to hold symposiums where they present not only the initial results of the projects but also their overarching methodologies and key tools. A central objective of these presentations is to engage the audience in a brainstorming session on WiseWork-C's future lines of action. This collaborative approach serves a dual purpose: it allows for the effective dissemination of the project's findings while also building a community of followers who can help shape the cluster's trajectory. This reflects the group's proactive goal of becoming a leading voice in advancing workplace health.

Abstract 3187

'WAGE: A EUROPEAN FRAMEWORK TO ADDRESS AGEING AT WORK AND PROMOTE HEALTHY WORKING ENVIRONMENTS'.

Merhi R.*, Llorens S., Martín J., Salanova M.

Universitat Jaume I ~ Castellón de la Plana ~ Spain

Europe is facing a growing challenge: an aging population. Since 1950, the proportion of people over 65 has increased from 12% to 19.2%, and is expected to surpass 36% by 2050. While life expectancy is rising, this does not guarantee a healthy or active old age, particularly in the workplace, where issues such as physical frailty, functional decline, and managing multigenerational teams are becoming more pressing.

In this context, the European project WAge ("Healthy Working Environments for All Ages"), funded by the HORIZON-HLTH-2023 programme of the European Commission, was launched. Its goal is to develop a comprehensive framework to enhance the physical and psychosocial health of workers across age groups, with a focus on industrial sectors. The project involves nine organisations from Europe and Malaysia, and studies over 400 workers in car factories across Spain, Portugal, and Poland.

WAge assesses both physical and psychosocial aspects of work. A key innovation is the focus on well-being, its causes, and its outcomes. Central to this is the HERO (Healthy & Resilient Organisation) model, a validated tool that analyses psychosocial well-being at individual, team, leadership, and organisational levels. Using the HEROCheck instrument, both qualitative and quantitative data are gathered to identify risks, protective factors, and to develop tailored Positive Psychological recommendations and guidelines for each age group.

One of the main outputs will be the WAge Index, a tool to accurately measure physical health (e.g. musculoskeletal disorders), functional decline, and psychosocial well-being factors like work engagement, considering age and gender. Grounded in scientific evidence and cutting-edge methods, this framework aims to support the creation of healthier, more inclusive and sustainable working environments throughout the entire working life.

Abstract 3189

EU-COWORK: CREATING COMPASSIONATE WORKPLACES IN EUROPE

Vasquez C.*

Sheffield ~ South Yorkshire ~ United Kingdom

Europe's workplaces are undergoing major changes driven by the digital and green transitions, creating new challenges for employee wellbeing. These shifts particularly affect workers dealing with end-of-life (EoL) experiences—such as serious illness, caregiving duties, or grief—which are often ignored in workplace policies and culture. Despite affecting millions of employees each year, support for these situations remains limited, leading to mental health issues, reduced wellbeing, and productivity loss.

The EU-CoWork project (2024–2028), funded by the HORIZON-HLTH-2023 programme of the European Commission, seeks to address this gap. It aims to build a comprehensive framework to improve workplace support for employees facing EoL challenges, and for their colleagues, across various sectors and countries. The project unites five academic and three dissemination partners from Belgium, Sweden, Austria, Greece, and the UK, working with 12 workplaces in four European nations.

EU-CoWork includes two interconnected studies: a co-creative, developmental evaluation of tailored Compassionate Workplace Programmes (CWPs), and a mixed-methods impact evaluation using surveys, interviews, fieldwork, and policy analysis. A core element is co-creation—moving away from one-size-fits-all approaches by involving organisations directly in designing their own CWPs. These may include developing policies, adapting workspaces, reshaping wellbeing services, and boosting employee skills.

The project maps both organisational and individual factors and creates tools based on real workplace needs through workshops, communities of practice, and shared resources.

Expected outcomes include evidence-based tools to help organisations design inclusive environments that support employees dealing with EoL situations. By applying participatory and context-sensitive approaches, EU-CoWork aims to foster more compassionate, resilient, and sustainable work environments in line with Europe's changing workplace landscape.

01 - Division 1: Work and Organizational Psychology

DECENT WORK AS A PATHWAY TO FLOURISHING: SHOWCASING THE NEW "RESEARCH HANDBOOK ON DECENT WORK"

Wednesday 22 July 2026 from 09:30 to 11:00

(R-Arsenale)

Ishbel McWha-Herman (University of Edinburgh ~ Edinburgh ~ Un), Chair and Presenter

This symposium showcases the forthcoming Research Handbook of Decent Work. The book takes an interdisciplinary and international approach to explore the concept of decent work and its importance in today's society. Decent work refers to employment that is productive, provides a fair income, offers social protection, and respects workers' rights. It is a fundamental human right, essential for promoting economic growth, reducing poverty, and achieving sustainable development. It is featured in the United Nations' Sustainable Development Goal 8 and is linked to many more, including quality education, the elimination of poverty, and gender equality.
Research on decent work has accelerated over the past decade, drawing attention to its importance beyond disciplinary boundaries, and across various geographic, economic, and social contexts. Academic researchers have operationalized the concept and scrutinized its applicability in different contexts and for various workers across the globe. Beyond all this scrutiny, what has emerged is a compelling case for decent work as a means to promote social justice and well-being and create a more equitable and sustainable society. The strength of this session is the diversity of voices and perspectives, with speakers from across the globe sharing their research. Following an introduction from the Chair, David Blustein will take a contemporary perspective to explore if/how existing ideas of decent work may be understood through a neo liberal lens. This is important because initiatives to enhance decent work should prioritise universal concepts such as dignity and decency. Providing a clear exemplar of how decent work experiences can vary indifferent locations, Esther Garcia-Buades will share insights from empirical research undertaken in the tourism sector in the Balearic Islands. Moving to a different regions of the globe, Ines Meyer will focus on how decent work is understood and studied in "Africa", highlighting how certain perspectives might be excluded and the need for inclusion of diverse voices in conceptualisation. Examining migrant workers experiences of decent work, Maha Yomn Sbaa's research will focus on how individual perceptions of decent work can change due to life experiences, and what we can understand from this about the fundamental meaning of decent work. The symposium brings this all together with Tania Ferraro's work interrogating the role of HR managers inside organisations in shaping decent work for employees.

Abstract 3958

A NEOLIBERAL CRITIQUE OF DECENT WORK

Blustein D.*

Boston College ~ Boston ~ United States of America

In this presentation, we offer a contemporary analysis of the decent work concept from the lens of a neoliberal critique. After defining these terms, we identify the historical overlap between the development of the decent work agenda and neoliberalism. We articulate ways in which the ILO's Decent Work Agenda (and the decent work concept) can be expanded to more fully embrace a social justice and human rights ethos. A core aspect of this expansive and inclusive vision includes framing decent work via a vision of work that centers decency and dignity, which counters the neoliberal trend of commodifying work. Specific attributes of this broadened vision incorporate a focus on equity, diversity, and inclusion as well as pathways for meaningful and purposeful work. This critique includes ideas about how to manage work in an environment characterized by precarity, AI-based work technologies and other forces that may mitigate decent and dignified work.

Abstract 3959

DECENT AND PRECARIOUS WORK IN THE TOURISM SECTOR: CHALLENGES AND OPPORTUNITIES

Garcia--Buades E.*

University of the Balearic Islands ~ Palma ~ Spain

The hospitality sector in the Balearic Islands (in Spain), a major tourism-dependent region, exemplifies the duality of decent and precarious work. Tourism employs 28% of the workforce, yet faces persistent challenges tied to precarious employment, such as seasonal contracts, high living costs, and demanding working conditions. While collective agreements have improved wages and job stability, many workers still experience financial strain and limited career prospects. These conditions undermine well-being, increase turnover, and threaten the long-term sustainability of tourism. However, efforts to enhance work conditions, such as stable contracts, increased wages, and improved human resource practices, demonstrate the potential for improvement. Balancing economic imperatives with social equity requires strategic collaboration among businesses, policymakers, and unions. This presentation explores the interplay between employment conditions and sustainable tourism in the Balearics, offering insights into how decent work can promote social sustainability and align with the Sustainable Development Goals (SDGs) in a highly tourism-dependent context

Abstract 3960

DECENT WORK IN "AFRICA"

Meyer I.*

University of Cape Town ~ Cape Town ~ South Africa

Whenever we label different types of work as "good" or "bad," decent or non-decent, we adopt a specific lens on what work means, shaped by the discipline-specific and cultural socialisations of those who defined the categories. The stories of three diverse individuals working in South Africa show the value of Duffy et al.'s Psychology of Working Theory (PWT). They highlight the theory's value and conceptual concerns in South Africa. From this, the presentation (a) underlines why we have to think critically about what constitutes decent work, (b) advocate for the importance of considering individuals' stories about their experiences of and with work to generate more diverse views on work, its purpose and what it could be, (c) empirically underline some of the constraints of the PWT and (d) propose future areas of research to develop further thinking around the PWT.

Abstract 3962

DECENT WORK AND HUMAN RESOURCE MANAGEMENT

Ferraro T.*

Coimbra University ~ Coimbra ~ Portugal

This presentation discusses aspects and trends in human resource management processes that promote decent work in organisations, and the organisational responsibility to do so. We structure our argument around the different facets of human resource management commonly outlined in the literature, to demonstrate how decisions at all stages of the HR process can impact an overarching experience of work as decent. Drawing on research about the importance of HR managers for shaping fair and decent working conditions, we highlight how HR managers are a key site of intervention to shape decent work. By raising awareness of the importance of decisions across the whole employee lifecycle, we demonstrate how much agency HR managers have over decent work. Furthermore, while the concept of decent work is often considered from a moral perspective, we will argue for the importance of HR managers making a business case for decent work within their organisations. In doing so not only will individual experiences of work be improved but so too will organisational effectiveness increase.

01 - Division 1: Work and Organizational Psychology

Workplace Well-Being & Mental Health 3

Wednesday 22 July 2026 from 09:30 to 11:00

(T-Monumentale)

Abstract 3284

OPTIMIZING SURGICAL TALENT: A TEN-YEAR JOURNEY IN SELECTION SCIENCE INTEGRATION

Gardner A.*

SurgWise ~ Denver ~ United States of America

Selecting individuals into the future surgeon workforce in the United States comes with an array of inefficiencies and high costs. Traditional selection methods – typically consisting of test score cutoffs and unstructured interviews can be inequitable, costly, inconsistent, and poorly predictive of later success in the role. Given the high attrition rates associated with these high-stakes and demanding roles, more rigor and implementation of evidence-backed approaches from applied psychology are warranted.

This presentation describes a ten-year effort of integrating data and approaches from the organizational psychology literature into selection systems for surgeons across the United States. While incorporating assessments such as structured interviews, personality assessments, and situational judgment tests have successfully enhanced efficiency, reduced remediation and attrition, and improved equity, these efforts have brought with them an array of lessons learned regarding barriers to integrating applied psychology into the healthcare selection realm. This presentation provides an overview of the most common barriers experienced during this ten-year experience integrating these two industries and the strategies we undertook to address them, with the hopes of aiding other practitioners similarly intending to integrate approaches from applied psychology into a new field or industry.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2087

PSYCHOSOCIAL AND ORGANIZATIONAL FACTORS INFLUENCING NURSES' WELL-BEING AND BURNOUT IN HOSPITAL SETTINGS

Khaoudi A.*[1], Belhaj A.[2]

[1]Moulay Ismail University (FLSH) ~ Meknes ~ Morocco, [2]Higher School of Psychology ~ Casablanca ~ Morocco

Nurses play a central role in healthcare systems (ICN, 2023; Ndenzako, 2023), yet they are exposed to multiple professional and psychosocial constraints that can undermine their psychological health. Job demands such as workplace violence, workload, atypical schedules, and emotional demands are major sources of stress, often leading to psychological distress and burnout (Vitale et al., 2023; Guay, Goncalves, & Jarvis, 2014, 2015; Wang et al., 2021; Montgomery & Lainidi, 2024). Conversely, organizational and personal resources such as job autonomy, social support, work climate, coping strategies, and perceived job utility may act as protective factors (Gilbert, 2009; Azouaghe, 2019). This research aims to examine the combined effects of job demands and resources on nurses' psychological well-being and burnout, in line with the Job Demands-Resources model (Bakker & Demerouti, 2017, 2023).

A series of self-administered surveys were conducted among samples of 442 nurses working in public hospitals. The instruments included scales assessing burnout, psychological well-being at work, job demands, and job resources. Multiple regression analyses were performed following methodological guidelines (Judd et al., 2018). Findings indicate that workplace violence, atypical schedules, workload, and emotional demands are negatively associated with well-being and positively related to burnout. In contrast, autonomy, work climate, social support, coping strategies, and perceived job utility are positively correlated with well-being and negatively with burnout;

These results confirm that prolonged job demands generate emotional overload and threaten psychological health, whereas resources serve as protective buffers that foster resilience and well-being among nurses (Bakker & Demerouti, 2017, 2023). Improving nurses' well-being requires a dual organizational approach: reducing structural job demands while strengthening available resources. These findings provide evidence-based insights for designing interventions aimed at preventing burnout and promoting quality of work life in hospital settings.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1402

LATENT PROFILES OF WORKAHOLISM, PERFECTIONISM, AND CORE SELF-EVALUATIONS: IMPLICATIONS FOR JOB BURNOUT

Hirva L.*, Saija M., Anne M.

Tampere Universities, Faculty of Social Sciences, Work Research Centre ~ Tampere ~ Finland

This study aimed to identify individual profiles based on three trait-like burnout risk factors: workaholism, perfectionism, and low level of core self-evaluations (CSE). Using a person-centred approach and cross-sectional survey data from a multi-industrial sample of Finnish employees (n=10,470), we examined how these individual risk factors combine, and how the combinations relate to job burnout (i.e., exhaustion, mental distance, cognitive impairment, and emotional impairment). Results indicated six distinct profiles based on the combinations of the studied trait-like phenomena. Profiles characterized by elevated workaholism and perfectionism and low core self-evaluations showed higher job burnout symptoms, particularly exhaustion. The profiles that combined higher CSE with low workaholism and low perfectionism were associated with higher mental distancing. Only among one profile, "positive perfectionism", characterized by low workaholism, but high level of perfectionism and high CSE, burnout was lower. Additional analyses examined the impact of work- and individual-related predictors (e.g., occupational status, remote work, gender, age, and previous burnout) on the profile membership. Women and those with previously diagnosed job burnout were more likely to be in the high perfectionism-high workaholism profile compared to other profiles. Older workers were less likely to belong to this risk profile than other profiles. The findings suggest that the combination of high workaholism and perfectionism together with low core self-evaluations is a risk for all burnout symptoms. The emergence of a “positive perfectionism” profile emphasizes that perfectionism and workaholism are distinct constructs. Although perfectionism and workaholism may often co-occur, high perfectionism can also occur without workaholism, especially in individuals with high CSE. Overall, low core self-evaluations appear to be a more critical risk factor for job burnout than high perfectionism or workaholism alone. Our study contributes to the understanding of trait-like vulnerability factors behind job burnout. The results can help design targeted interventions to better support employee well-being.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1927

BURNOUT AND PSYCHOLOGICAL WELL-BEING AT WORK AMONG EMPLOYEES WITH DISABILITIES: A QUALITATIVE STUDY IN THE MOROCCAN PUBLIC SECTOR

Khaoudi A.*[1], Azouaghe S.[2]

[1]Moulay Ismail University (FLSH) ~ Meknes ~ Morocco, [2]Mohammed V University (FLSH) ~ Rabat ~ Morocco

Psychological health in the workplace is widely recognized as a fundamental determinant of job satisfaction, organizational engagement, and overall quality of life (Schaufeli & Bakker, 2004; Bakker et al., 2016; Upadyaya et al., 2016). For employees with disabilities, work is not only a source of income but also a critical dimension of social inclusion and identity (Akkerman et al., 2018). Previous research among employees with disabilities has highlighted that they experience both generic demands (e.g., workload, time pressure) and disability-specific stressors (work environment barriers), while valuing resources such as supportive social relations and inclusive work climate (Efimov et al., 2022; Flores et al., 2021; Tuan et al., 2021; Ybema et al., 2020). Consistent with the Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2017; Bakker et al., 2023), high demands and limited resources predict burnout, whereas resources foster engagement and psychological health (Kordsmeyer et al., 2022; Bakker & Demerouti, 2023). Building on this theoretical framework, the present study aims to identify both general and disability-specific factors that influence well-being and burnout among employees with physical disabilities working in the Moroccan public sector. Results show that these workers are exposed to various job demands, including workload, discrimination, and physical work environment. Moreover, the findings reveal that an inclusive work environment, job autonomy, social support, recognition and appreciation of skills have been the most significant resources promoting well-being of workers with physical disabilities. In line with previous research, the present findings emphasize the importance of the work context in order to enhance psychological health and well-being of workers with physical disabilities (Alcover & al., 2018; Flores & al., 2011; Li & al., 2015). Theoretical and practical implications, limitations of the study and recommendations for improving the well-being of workers with disabilities will also be discussed during the conference.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1098

WHEN SUPPORT MATTERS: THE ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT IN MITIGATING BURNOUT

Rodrigues A.*, Castro P., Pinto V., Peixoto R.

Universidade Católica Portuguesa Centro Regional de Braga Faculdade de Filosofia e Ciências Sociais ~ Braga ~ Portugal

Burnout has become one of the most significant psychosocial risks in modern workplaces, adversely impacting employees' well-being and job satisfaction. Perceived organizational support (POS), the extent to which employees feel valued and supported by their organization, is recognized as a crucial protective factor against burnout. This study aims to explore the relationship between burnout and job satisfaction while investigating the potential moderating role of POS. A total of 288 employees from various occupational sectors in Portugal participated by completing an online questionnaire. The survey included validated measures for burnout (using the Copenhagen Burnout Inventory), job satisfaction (via the Short Index of Job Satisfaction), and perceived organizational support (using the colleague and supervisor support subscales of the COPSOQ III). The results showed that burnout is negatively related to job satisfaction, indicating that higher levels of exhaustion are associated with lower satisfaction at work. In contrast, perceived organizational support (POS) is positively correlated with job satisfaction and negatively correlated with burnout, with supervisor support being particularly significant. The hypothesized role of perceived organizational support (POS) as a moderator in the relationship between burnout and job satisfaction was not confirmed. These findings highlight that while POS directly contributes to increased job satisfaction and reduced burnout, it may not be enough to mitigate the negative effects of burnout on its own. The study emphasizes the importance of organizations enhancing their support structures and implementing additional strategies—such as workload management, leadership training, and well-being programs—to create healthier and more sustainable workplaces.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2108

SHE GETS IT: SUPERVISOR GENDER MODERATES WORK–FAMILY CONFLICT AND BURNOUT

Patras L.*[1], Villajos E.[2], Soriano A.[2], Plamenova Djourova N.[3]

[1]ESIC Business & Marketing School ~ Barcelona ~ Spain, [2]IDOCAL, University of Valencia ~ Valencia ~ Spain, [3]UPF - Barcelona School of Management ~ Barcelona ~ Spain

Introduction. Work–family conflict arises when demands from work and family roles interfere, and is a known antecedent of burnout. Supervisors can buffer or amplify these effects, yet the role of supervisor gender remains unclear.
Purpose. We examined whether the gender of the direct supervisor moderates associations between two directions of work–family conflict—work-to-family and family-to-work—and multiple burnout dimensions.
Method. A two-wave longitudinal survey (three-month interval) was completed online by 327 employed adults with immediate supervision and ≥6 months of experience. Burnout dimensions included exhaustion, mental distance, cognitive and emotional impairment, and psychological/psychosomatic symptoms. Structural models showed acceptable fit (RMSEA=.063, CFI=.983, TLI=.965, SRMR=.065).
Results. Moderator analyses revealed distinct patterns. With a male supervisor, work-to-family conflict positively predicted exhaustion, mental distance, cognitive impairment, emotional impairment, and psychological symptoms; family-to-work conflict showed no significant links to burnout. With a female supervisor, work-to-family conflict positively predicted exhaustion, whereas family-to-work conflict was negatively associated with exhaustion and psychosomatic symptoms.
Conclusions. Supervisor gender appears to shape how different directions of work–family conflict translate into burnout. Our results underscore the value of distinguishing both conflict directions and multiple burnout dimensions and encourage organisations to reduce work–family interference and adopt burnout-mitigation practices. Promoting women's leadership may contribute to healthier workplaces, potentially through greater recognition and empathetic handling of role conflict, thereby lessening its adverse consequences for employees and organizations.

01 - Division 1: Work and Organizational Psychology

Leadership 2

Wednesday 22 July 2026 from 09:30 to 11:00

(P -Arsenale)

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1327

EMPOWERING LEADERSHIP, ENGAGEMENT, AND SATISFACTION OF HYBRID TEAM MEMBERS: THE MODERATING ROLE OF THE DEGREE OF VIRTUALITY

Arenas Melendez H.Y.*, Rebelo T., Lourenço P.R.

Universidade de Coimbra ~ Coimbra ~ Portugal

Working modalities have become more relevant since pandemic, which has generated an increase in hybrid work settings, has become a new normal in work-life, as long as the job functions allow it. In consequence, the role of empowering leadership gains more relevance. These emerging work settings require consideration of factors such as job demands and resources, empowering leadership, employee engagement, team member interactions, and the degree of technology use. Grounded in Social Exchange Theory and the Job Demands–Resources model, this study examines these dynamics by testing two hypotheses: team engagement mediates the positive relationship between empowering leadership and job satisfaction, and the degree of virtuality moderates this indirect relationship, such that the mediation is stronger at lower levels of virtuality. The study analyzed data from a sample of 121 participants distributed across 32 hybrid teams using a survey questionnaire. The proposed moderated mediation model was tested using the PROCESS. The findings support the significant association of empowering leadership with work engagement, which subsequently predicts job satisfaction

Consistent with the JDR model, engagement emerged as a significant mediator, highlighting how empowering leadership serves as a valuable resource in fostering employee satisfaction. Results supported both hypotheses: empowering leadership was positively associated with engagement, which in turn significantly predicted job satisfaction. Furthermore, the strength of this indirect effect decreased as the degree of virtuality increased, highlighting the contextual sensitivity of leadership processes in virtual work settings. These findings contribute to leadership and virtual team literature by underscoring the importance of adapting leadership strategies to sustain employee engagement and satisfaction across varying degrees of virtuality. These results emphasize the contextual sensitivity and complexity of leadership processes in modern, increasingly virtual organizations and highlight the importance of adapting leadership practices to maintain engagement and satisfaction in hybrid work environments.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being

Abstract 1413

SUPERVISOR–SUBORDINATE GUANXI AND SUBORDINATES' PERCEIVED SUPERVISOR OSTRACISM: THE ROLES OF PERCEIVED INSIDER STATUS AND TEAM MEMBER'S SIMILARITY TO LEADERS

Siu O.L., Guo P.*, Lam H.W.H.

Department of Psychology, Lingnan University ~ Hong Kong ~ China

Purpose
Perceived ostracism from supervisor undermines employees' efficacy needs, yet its antecedents remain underexplored. Prior research has linked supervisor ostracism to low leader–member exchange (LMX), which primarily focuses on work-related interactions only. However, employees' evaluation of supervisor ostracism is also developed through non-work interactions, such as shared meals or holiday greetings. This personal, informal, and outside-work exchanges is captured by the concept of Supervisor-Subordinate Guanxi (SSG), which includes affective, hierarchical, and personal involvement aspects of social connections. Drawing on social identity theory, we test whether perceived insider status (PIS) mediates the SSG–supervisor ostracism relationship and whether this indirect effect is moderated by perceived leader–member similarity. We control for LMX to rule out work-related interactions explanations and to assess SSG's incremental value.

Design/methodology/approach
We tested our hypotheses using longitudinal cross-level moderated mediation design with 134 Chinese employees across 30 teams. Data were collected in two waves with a 4.5-month lag.

Findings
Controlling for team-level LMX (T1), individual PIS (T2) fully mediated the negative relationship between team-level SSG (T1) and individual perceived supervisor ostracism (T2). The negative indirect effect was stronger when team members perceived low similarity with their supervisor (T2) compared to high similarity.

Theoretical Contribution
This study identifies novel antecedents and boundary conditions of perceived supervisor ostracism. It expands social identity theory by integrating SSG, perceived insider status, and team member-leader similarity. Additionally, it highlights the spillover of social exchange from private to work domains, as SSG explains incremental value beyond work-related exchanges.

Research limitations/implications
Although the two-wave design supports temporal precedence, future research using larger samples with three-wave longitudinal design is recommended to establish causal ordering more robustly.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1287

PERSONALITY TRAITS AND EMOTIONAL INTELLIGENCE INFLUENCE HOW SOUTH AFRICAN LEADERS FUNCTION OPTIMALLY IN THE CORPORATE WORLD POST THE COVID-19 PANDEMIC

Coetzee N., Ndlovu P.*

University of Pretoria ~ Pretoria ~ South Africa

Introduction: Personality traits and emotional intelligence (EQ) are key components in the optimal functioning of leaders navigating the corporate world post-Covid-19 (Ndlovu, 2025). After the pandemic, leaders shifted from traditional management roles to more empathetic ones, showing sensitivity toward employees affected by illness or loss. Bergner (2020) linked personality traits to optimal leadership. George et al. (2022) emphasized that leaders with high EQ are more attuned to others' emotions, aiding recovery from workplace challenges post-pandemic. This aligns with Goleman's (2011) view that EQ fosters strong interpersonal relationships. However, limited research has focused on the South African (SA) context.

Purpose: To (1) identify prevalent personality traits and EQ facets among SA corporate leaders post-pandemic, and (2) determine whether a relationship exists between personality traits and EQ.

Methods: Participants included 70 corporate leaders (45 males, 25 females), aged 31–65. Each completed a biographical questionnaire, the Hogan Personality Inventory, and the EQi2.0. Data were analyzed using SPSS Version 26©, employing descriptive statistics and Spearman's Correlation Coefficient.

Results: Prevalent personality traits were Ambition, Sociability, Interpersonal Sensitivity (IS), Inquisitiveness and Learning Approach (LA). Self-perception (SP), Self-expression (SE), Interpersonality, Decision-making (DM) and Stress Management (SM) were the prevalent facets of EQ. With p $p \leq 0.01$, SP displayed moderate relationships with Adjustment ($r = 0.04$), IS ($r = 0.37$) and LA ($r = 0.33$). SE showed moderate correlations with Adjustment ($r = 0.43$), Ambition ($r = 0.33$) and IS ($r = 0.38$). DM showed moderate relationships with Adjustment ($r = 0.52$) and LA ($r = 0.49$). SM displayed moderate relationships with Adjustment ($r = 0.46$), Ambition ($r = 0.36$) and IS ($r = 0.39$).

Conclusions: The findings underscore the importance of personality traits and emotional intelligence in supporting the optimal functioning of South African corporate leaders in the aftermath of the Covid-19 pandemic.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality

Abstract 1041

EXPANDING LEADERSHIP RESEARCH BEYOND WEIRD: A GENDERED ANALYSIS IN COLOMBIAN SMES

Escobar M.*, Cedeño V.

Universidad de La Sabana ~ Bogota ~ Colombia

Introduction

In Colombia, where cultural diversity, inequality, and gender dynamics shape organizational life (Uniandinos, 2023), leadership is a driver of performance and social transformation (Holland & Knight, 2023). Yet, women continue to face barriers to leadership opportunities (Great Place to Work, 2023). Globally, they account for 50% of the working-age population and 40% of the labor force (World Bank Open Data, 2022), but remain underrepresented in managerial roles (Buss et al., 2024). These disparities limit growth and inclusion. Leadership research has largely focused on WEIRD contexts, overlooking regions such as Latin America, where small and medium-sized enterprises (SMEs) dominate the economic landscape.

Purpose

This study examines leadership behaviors—task, relationship, change, and external environment orientations (Yukl, 2012)—from a comparative gender perspective within SMEs in Antioquia and Cundinamarca, two regions that significantly contribute to Colombia's GDP. It seeks to analyze the relationships between leadership behaviors and organizational outcomes (sales, growth, profitability), considering the mediating role of occupational well-being and the moderating role of gender (Post & Byron, 2015). By doing so, it broadens leadership research beyond WEIRD settings.

Method

A quantitative-comparative cross-sectional design was employed. Data collection averaged 200 participants per region, including SME leaders and employees. Structural equation modeling (SEM) with Mplus version 8 (Muthén & Muthén, 2017) tested hypothesized relationships, with occupational well-being modeled as a latent construct (burnout, job satisfaction, absenteeism).

Results and Conclusions

Results on mediation and moderation, including gender-based group comparisons, will be presented. Findings are expected to enrich understanding of gendered leadership in Colombian SMEs, offering evidence from a non-WEIRD context to inform inclusive practices aligned with SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth).

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1104

EMOTIONAL INTELLIGENCE AS A BUFFER? EXPLORING THE ROLE OF EMOTIONAL INTELLIGENCE IN THE LINK BETWEEN TOXIC LEADERSHIP AND LIFE SATISFACTION

Rodrigues A.[1], Lopes S.*[2], Carvalho C.[2], Pereira S.A.[3]

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Toxic leadership is characterized by abusive, authoritarian, narcissistic, and unpredictable behaviors. It has increasingly been recognized as a destructive phenomenon within organizations, significantly impacting employees' overall well-being and extending its effects beyond the workplace. On the other hand, emotional intelligence (EI) is seen as an essential personal resource that can enhance resilience and promote healthier adaptation in challenging environments. This study aimed to examine the relationship between toxic leadership and overall life satisfaction while testing the moderating role of emotional intelligence. The study involved 329 employees from various professional sectors in Portugal, who were recruited through a non-probabilistic convenience sample. Participants completed a sociodemographic questionnaire, the Toxic Leadership Scale (TLS), the Satisfaction with Life Scale (SWLS), and the Wong and Law Emotional Intelligence Scale (WLEIS). The results did not support the expected negative relationship between toxic leadership and life satisfaction, showing that perceived toxic leadership was not a significant predictor of well-being. However, a positive and moderate association was identified between emotional intelligence (EI) and life satisfaction, indicating that individuals with higher EI experience greater life satisfaction. Additionally, EI moderated the relationship between toxic leadership and life satisfaction, with those possessing higher EI being more sensitive to toxic behaviors, sometimes intensifying the negative impact on their well-being. These findings offer valuable insights into the complex role of emotional intelligence (EI) in organizational settings. While EI typically promotes well-being, in toxic environments it can also increase awareness of dysfunctional leadership behaviors, potentially worsening their negative effects. The study emphasizes the importance of organizations not only investing in EI training but also implementing preventive measures and leadership development programs aimed at reducing toxic behaviors and safeguarding employees' well-being.

01 - Division 1: Work and Organizational Psychology

Poster Session 2 - Division 1

Wednesday 22 July 2026 from 09:50 to 11:20

(X- Poster 1)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 504

THE IGÉTETROPIC EFFECT: WHY WE NATURALLY LEAD AND HOW WORKPLACES SHOULD RESPOND

Camire M.*

Husson University ~ Bangor ~ United States of America

What if leadership isn't assigned, but awakened? In this fast-paced, practice-forward session, Dr. Michael Camire introduces The Igétetropic Effect, a groundbreaking framework grounded in industrial-organizational and positive psychology. This theory proposes that humans are naturally inclined to step into leadership roles when certain social, emotional, and contextual cues are present. Leadership, in this view, is less about hierarchy and more about attunement, action, and shared responsibility.

Drawing on examples from his book The Igétetropic Effect, Dr. Camire blends scientific insight with stories from organizations where leadership emerges organically. Attendees will explore how this effect can be seen in high-performing teams, during crises, and in inclusive workplaces, and how organizations can activate it intentionally.

This session includes a brief interactive moment to surface personal experiences of emergent leadership and leaves applied psychologists with tools to recognize, nurture, and design for everyday leadership in their work with clients, teams, and systems.

Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 503

THE DIFFERENTIAL ASSOCIATIONS BETWEEN EMPLOYEE EXPERIENCE AND RETENTION INTENTION ACROSS GENERATIONAL COHORTS: INVESTIGATING THE MEDIATING ROLE OF RELATIONAL PSYCHOLOGICAL CONTRACT

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Soochow University ~ New Taipei city ~ Taiwan

This study explores the relationships among employee experience, relational psychological contract, Intention to stay, and generation differences. In the face of ongoing labor shortages and high turnover costs, retaining existing talent has become a strategic priority for organizations. Rather than focusing solely on recruitment, organizations are encouraged to enhance employee experience as a means to foster long-term commitment. The research proposes the relational psychological contract as a mediator between employee experience and intention to stay, with generational differences serving as a moderator. A structured questionnaire was administered to full-time employees in Taiwan aged 20 and above, using both online and paper-based formats, yielding 345 valid responses. Results reveal that employee experience has a significant positive impact on relational psychological contract, which in turn positively affects intention to stay. The relational psychological contract mediates the relationship between employee experience and intention to stay. Moreover, generational differences moderate both the relationship between employee experience and relational psychological contract and between relational psychological contract and intention to stay, indicating that different age cohorts perceive and respond to workplace experiences and expectations differently. These findings suggest that organizations aiming to improve employee retention should tailor human resource strategies to align with generational characteristics. Understanding the psychological mechanisms behind employee attitudes and behaviors can enable more targeted and effective HR interventions. The study contributes to both theory and practice by highlighting the importance of generational diversity in shaping the employee-employer relationship and its impact on retention outcomes.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 560

KEEPING CONNECTED: UNDERSTANDING HOW AWE HELPS US EXPAND WITHIN ORGANIZATIONS

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Awe experience requires employees to perceive vast stimuli and mentally accommodate (Keltner & Haidt, 2003). Positively valenced awe experiences (i.e., positive awe) are characterized by feelings of pleasantness (e.g., hearing an inspiring story from a leader). In contrast, negatively valenced awe experiences (i.e., threat awe) are characterized by feelings of fear (e.g., hearing a distressing story from a leader; Keltner & Haidt, 2003). Previous research has delineated that talking with people with whom we have close relationships (e.g., between coworkers who are friends) can catalyze a positive awe experience (Graziosi & Yaden, 2021). In contrast, talking with people with whom we have more oppressive relationships (e.g., between employee and coercive leader) may trigger a threatening awe experience (Keltner & Haidt, 2003). This suggests that individuals' interpersonal interactions may influence their experience of awe in the workplace. This paper develops and tests a model of awe that considers both the work and non-work environments. Grounded in Broaden and Build Theory (Fredrickson, 2004), the proposed model examines how the experience of positive awe broadens our cognitive capacity, leading us to build personal resources, while threat awe restricts and limits cognitive processes and outcomes. This work allows us to better understand the link between awe and creativity, the generation of novel ideas and/or products (Hennessey & Amabile, 2010), and prosocial behavior, voluntary action that benefits someone else or the greater society (Penner et al., 2005).

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 11: Political Psychology SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 610

TURNING IMPOSTOR FEELINGS INTO HUMBLE LEADERSHIP

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National Chung Cheng University ~ Chiayi ~ Taiwan

Although the impostor phenomenon has received growing attention in the leadership domain, little is known about its implications for leaders' positive behaviors. This study examines the relationship between leader impostor phenomenon and humble leadership, as well as the boundary condition of perceived organizational support.

Using a three-wave survey with 168 supervisor–subordinate dyads in Taiwan, the findings reveal that leader impostor phenomenon is positively associated with humble leadership, and this relationship is strengthened when leaders perceive higher levels of organizational support. These results contribute to a more nuanced understanding of the bright side of leader impostor phenomenon and highlight the role of organizational support in fostering constructive leadership behaviors.

01 - Division 1: Work and Organizational Psychology

Poster Session 8 - Division 1

Wednesday 22 July 2026 from 09:50 to 11:20

(X- Poster 2)

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2036

M-HEALTH BASED TRAINING FOR EMOTION REGULATION AND SELF-EFFICACY IN SPANISH FIREFIGHTERS: BIOMARKER-VALIDATED EFFECTS ON STRESS, BURNOUT, AND WELL-BEING

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Firefighting exposes personnel to intense psychosocial demands that elevate stress, erode well-being, and heighten burnout risk. m-Health tools may offer scalable, low-cost support for emotion regulation and stress coping in operational settings. The aim was to evaluate the short-term effects of a brief m-Health program, on psychological outcomes (emotion regulation, self-efficacy to cope with stress, perceived stress, well-being, and burnout) and biomarkers (cortisol, alpha-amylase) in professional firefighters. A quasi-experimental design with non-probability, accessibility sampling was implemented. Sixty four firefighters (experimental n=32; control n=32; 96.9% men; mean age=44.11, SD=9.13) participated. The experimental group used the m-health tool for one month; the control group followed routine practice. Saliva samples (08:00, end of 24-h shift) and questionnaires were collected at baseline and post-intervention. Normality of post–pre differences was tested (Shapiro–Wilk). Depending on distribution, intra-group changes were analysed with t-tests or Wilcoxon tests; inter-group differences (post–pre) with independent t or Mann–Whitney. Effect sizes were reported (Cohen's d; r). In the experimental group, emotion regulation improved (p=.002, d=0.43), well-being increased (p=.018, d=0.30), emotional exhaustion decreased (p=.014, d=0.37), and total burnout declined (p=.044, d=0.24). Cognitive impairment showed a small-to-moderate effect suggesting improvement. In the control group, small gains emerged in emotion regulation (p=.044, r=0.36) and well-being (p=.002, d=0.50), while three burnout components were stable or slightly worse and total burnout rose marginally. Between-group analyses indicated a greater reduction in total burnout in the intervention group (p=.034, r=0.30). Biomarkers showed no significant between-group effects; morning cortisol remained within expected ranges on average, with a substantial subset >10 ng/mL at both assessments. Findings support the potential of brief m-Health interventions for psychosocial risk mitigation in firefighters, while underscoring limitations of a small, non-random sample, uncontrolled contextual factors (e.g., vacation periods), limited exposure time, and program adherence.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 1972

EXPLORING THE COGNITIVE PROCESSES LINKING INTERNAL CUSTOMER COMPLAINTS TO HR PROFESSIONALS' VOICE AND DEVIANT BEHAVIORS: THE MODERATING EFFECTS OF SUPERVISOR SUPPORT AND PROACTIVE PERSONALITY

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Introduction
The human resources (HR) department plays a critical role in supporting organizational functions. Yet, HR professionals increasingly encounter complaints and unreasonable demands from internal customers (i.e., employees and supervisors). How and when such complaints lead to either constructive or deviant outcomes remains unclear.
Purpose
Drawing on cognitive theories of rumination and stress-coping theory, this study examines the psychological mechanisms linking internal customer complaints to HR professionals' customer-directed voice and deviant behaviors. We further investigate the moderating roles of supervisory support and proactive personality.
Method
We employed a weekly experience sampling design across four consecutive weeks, collecting data from 140 HR professional–coworker dyads, yielding 404 valid weekly paired observations. Hypotheses were tested using multilevel path analysis.
Results
Findings revealed two distinct pathways. First, weekly internal customer complaints heightened HR professionals' affective rumination, which subsequently increased their customer-directed deviant behaviors. However, this detrimental indirect effect was attenuated when supervisors were supportive. Second, for HR professionals high in proactive personality, internal customer complaints increased their problem-solving pondering, which enhanced subsequent customer-directed voice. However, this constructive indirect effect was not significant for less proactive HR professionals.
Conclusions
This study demonstrates that internal customer complaints can trigger divergent outcomes for HR professionals, depending on contextual and individual factors. By integrating affective rumination and problem-solving pondering as dual mechanisms, and identifying supervisory support and proactive personality as boundary conditions, the findings contribute to research on workplace stress and proactive behaviors. Practically, the results highlight the importance of fostering supervisors' support and developing HR professionals' proactivity to encourage constructive responses and mitigate harmful consequences of customer complaints.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others
SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1895

TEAMWORK READINESS PROFILES AND GROUP IDENTIFICATION: A STUDY WITH INDUSTRY EMPLOYEES

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Introduction: In modern organizations, the shift from rigid, function-based hierarchies to more flexible, team-oriented structures has become increasingly important. In this context, the connection between teamwork and group identity is evident in both measurable results, such as productivity and profit, and in intangible feelings, including commitment, satisfaction, and motivation. However, studying teamwork remains crucial because many organizational tasks today go beyond what a single person can accomplish.
Purpose: Based on the Teamwork Efficacy Model, this study analyzed the relationship between teamwork readiness and group identification among employees from an industry organization, considering their sociodemographic characteristics.
Method: The study includes 188 professionals (52 females, 28.1%; 125 males, 67.6%), with ages ranging from 19 to 67 years old (M = 38; SD = 10.39) and years of professional experience ranging from 0 to 49 years (M = 10.95; SD = 11.31). The evaluation protocol included a Sociodemographic Questionnaire, the Teamwork Readiness Questionnaire, and the Group Identification Measure. Cluster analysis using the K-means method was employed to identify profiles of participants' perceptions of teamwork readiness in their professional activities.
Results: The findings showed that: (a) teamwork readiness levels are high; (b) the group with higher teamwork readiness reported greater group identification than the group with lower teamwork readiness; and (c) differences in teamwork readiness within the profiles do not vary based on participants' sociodemographic variables. In summary, higher teamwork readiness is associated with greater group identification, and this pattern remains consistent across various sociodemographic factors.
Conclusions: Teams benefit from having a clear understanding of why they work together (structure), increased motivation to collaborate (processes), and pride in the potential positive results of their teamwork (products) because this fosters a greater sense of social identification with their teams. Enhancing teamwork can foster a more positive experience for individuals, benefiting their professional and personal growth.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1815

THE MODERATING ROLE OF RESILIENCE IN THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND WORK ENGAGEMENT IN A DEVELOPING COUNTRY

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University of Johannesburg ~ Johannesburg ~ South Africa

Teachers in developing countries often work under difficult conditions that strain their psychological resources and affect their performance. Understanding the factors that promote psychological well-being, and engagement is therefore critical to maintaining teacher effectiveness and well-being. This study investigated the role of resilience in the relationship between psychological well-being and work engagement among high school teachers in the Democratic Republic of Congo (DRC). A quantitative cross-sectional design was used with a random sample of 469 public school teachers. Participants completed the Psychological Resilience Scale, the Psychological Well-Being Scale, and the Utrecht Work Engagement Scale. A hierarchical regression analysis was conducted to test the moderating effect of resilience. The results showed that resilience was positively and significantly associated with both psychological well-being and work engagement. In addition, resilience moderated the relationships between the key dimensions of psychological well-being (autonomy, personal growth, environmental mastery, positive relations with others, purpose in life and self-acceptance) and work engagement. Teachers with higher levels of resilience reported higher levels of psychological well-being and work engagement compared to those with lower levels of resilience These findings suggest that resilience is an important psychological resource that strengthens the link between well-being and engagement. The study emphasises the importance of developing the resilience of public high school teachers to strengthen their wellbeing and engagement and thus promote optimal functioning in the education sector.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1787

THE MEDIATING ROLE OF GUILT IN THE RELATIONSHIP BETWEEN WORKPLACE TELEPRESSURE AND BURNOUT

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Universitat de València ~ Valencia ~ Spain

Introduction: The implementation of information and communication technologies (ICT) in organizations has introduced new work modalities that impact productivity. However, the extensive use of digital communication brings concerns regarding organizational effectiveness and workers' mental health, particularly through new psychosocial factors impacting work-life balance. A prominent concept is workplace telepressure, defined as the perceived urgency and pressure to promptly respond to work-related messages, especially outside regular working hours. Previous research links workplace telepressure to burnout syndrome, including emotional exhaustion, depersonalization, and reduced personal accomplishment.

Purpose: This study investigates the mediating role of guilt in the relationship between workplace telepressure and burnout, addressing a critical gap in the literature. Specifically, it examines how the constant connectivity demands generate telepressure, potentially increasing employees' guilt for delayed or inadequate responses, thereby contributing to burnout development.

Methods: Using a quantitative, cross-sectional design, the study will survey Chilean workers from various industries and organizational levels. Validated scales, including the Workplace Telepressure Scale (WPT) and the Spanish Burnout Inventory (SBI), will be adapted and psychometrically tested in this population. Structural equation modeling will explore the mediation effects of Guilt on the dimensions of burnout: Enthusiasm toward the job, Psychological Exhaustion, and Indolence.

Results: Preliminary results are expected to validate these instruments culturally and linguistically, confirm the mediation role of Guilt, and delineate profiles of workers with elevated telepressure and burnout, considering sociodemographic and organizational variables.
Preliminary data collection is expected to be completed by 04/2026, with initial results available by 06/2026, in time for presentation at the conference.

Conclusions: This research contributes to understanding how telepressure affects occupational well-being by clarifying guilt's role between workplace telepressure and burnout, providing theoretical and practical insights for managing digital work demands and protecting employee mental health.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1889

RELATIONSHIP BETWEEN LEADERSHIP READINESS AND CONFLICT MANAGEMENT STYLES FROM THE FOLLOWERS' PERSPECTIVE

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Introduction: Leaders in competitive settings guide organizations by addressing needs, managing expectations, and promoting teamwork. They must continually adapt and develop their skills. Conflicts, caused by differing values and beliefs, are inevitable, ranging from minor disputes to serious issues like misinformation or hostility. Slater notes that leaders spend about 20% of their time resolving conflicts. Thus, understanding leadership and conflict management is crucial.
Purpose: This study analyzes the relationship between leadership and conflict management styles, specifically examining how followers' perceptions of managers' leadership readiness relate to their perceptions of managers' conflict management styles.
Method: The study included 185 participants (67.6% men, 28.1% women), employees of a metalworking company, with ages ranging from 19 to 67 years old (M = 38.14, SD = 10.94). The evaluation protocol included the Multidimensional Scale of Leadership, the Leadership Cycles Questionnaire, the Leadership Antecedent Factors Questionnaire, and the Conflict Management Styles Questionnaire, allowing for the evaluation of leadership (cycles, styles, and antecedent factors) and conflict management styles. A cluster analysis was performed using the k-means method.
Results: Findings showed that: (a) followers perceived that managers should make their leadership philosophy, practice, and criteria clearer; (b) positive perceptions of managers' leadership were associated with higher levels of transformational conflict management style and lower levels of hesitant and competitive conflict management styles; and (c) leadership readiness profiles do not vary according to the followers' personal and professional characteristics (e.g., age, gender, type of contract).
Conclusions: This study highlights a gap between followers' and managers' perceptions of leadership, revealing more positive views on leadership readiness associated with better management styles. Managers should improve their leadership and conflict strategies. Followers also benefit, as leadership and conflict management are active, reciprocal processes that require engagement from both parties. Including both helps organizations foster collaboration and achieve sustainable, effective results.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1784

THE ROLE OF COGNITIVE APPRAISAL ON TEACHERS' MENTAL HEALTH

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Introduction: Occupational stress in Teaching has been considered a significant health problem related to its impact on teachers' mental health. Besides this assumption, the process underlying human adaptation to occupational stress in schoolteachers is still scarce.
Purpose: Based on the Interactive Model of Human Adaptation to Stress, this study analyzed the relationship between cognitive appraisal and psychological distress, examining whether gender moderates this relationship.
Method: We conducted a cross-sectional study with a sample of 402 Portuguese schoolteachers (Age: M = 47.04, SD = 7.69). The measures consisted of a Sociodemographic Questionnaire, the Primary and Secondary Cognitive Appraisal Scale, and the General Health Questionnaire-12. We used structural equation modelling with multigroup analysis to test the hypothesis.
Results: Results showed a high prevalence of clinical cases of psychological distress in teachers (87%). The model tested fitted well to the data ($\chi2(239\ df) = 420.798$, $p < .001$; $\chi2/df = 1.761$; RMSEA = .044, 90 % CI [.037, .050]; SRMR = .0505; CFI = .956; NFI = .905; TLI = .949). Male teachers presented a significantly worse psychological profile, with more clinical symptoms of anxiety/depression. Significant main effects were found for gender regarding challenge and coping perceptions, with males reporting higher coping and females more challenge perceptions. Threat perception constituted the main predictor of teachers' mental health.
Conclusions: Educational organizations (e.g., head teachers) should implement work strategies that make the academic environment less threatening and more challenging, and controllable for teachers, thereby promoting a positive and participatory climate with shared leadership and supporting teachers' mental health.

Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1831

BEYOND TECHNICAL SKILLS: SOFT SKILLS AS A DRIVER OF PERFORMANCE IN EMERGENCY HEALTHCARE

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The effectiveness of healthcare workers (HCWs) is not determined only by their technical and professional expertise. Indeed, soft skills play a pivotal role, as these competencies can bridge the gap between theory and practice by enabling HCWs to translate theoretical knowledge into effective professional behaviours. Nevertheless, the existing literature on this topic has predominantly focused on individual skills, while limited research has examined the integrated contribution of multiple soft skills to performance, particularly within the healthcare context. Accordingly, this study aims to explore the role of soft skills related to decision-making—also known as non-technical skills (NTS)—as personal resources for HCWs in hospital emergency departments. Specifically, it investigates the relationships among transversal competencies, organizational resources, and performance. A sample of 78 hospital emergency HCWs (51.3% female; M_{age} = 43.60, SD_{age} = 11.91) completed an online self-report questionnaire assessing the variables under investigation. Key findings indicate that problem-solving-oriented decision-making, perceived self-efficacy, relational competencies, and emotional intelligence were positively associated with job performance. This study underscores the multidimensional nature of healthcare performance, which depends not only on technical expertise but also on its integration with organizational resources and a combination of cognitive, emotional, and relational soft skills.

01 - Division 1: Work and Organizational Psychology

INSIGHTS FROM WORK PSYCHOLOGY RESEARCH IN AFRICA - FOR AFRICA AND BEYOND

Wednesday 22 July 2026 from 11:00 to 12:30

(O-Arsenale)

Ines Meyer (University of Cape Town ~ Cape Town ~ So), Chair

According to the United Nations (2017), by 2100 one in three people will reside in Africa. As many here have long lived with the turbulences increasingly common elsewhere, African contexts enable insights into how to address societal concerns such as political instability, declining “standard” forms of employment, inequality, poverty, or different forms of organizing, like solidarity-based systems. Yet, scientific methods and theories relevant to African contexts and data from African samples remain rare. This is despite a growing interest among European and North American scholars to conduct research in Africa and to collaborate with African colleagues. Implicit in much of this work is that Africa needs to be developed, that it must catch up: African researchers must adopt knowledge created elsewhere and benefit from capacity building led by scholars from outside Africa. Unintentionally, this reproduces colonial power structures. The five presentations by academics in work psychology from north, west and southern Africa encourage a mindset shift towards trust in African scholarship and its potential to create knowledge relevant beyond African borders.
Presenters:
(1) Professors Azouaghe and Khaoudi (Morocco): Psychological health of teachers and healthcare employees explored against the JD-R: The need to incorporate contextual and sociocultural factors
(2) Dr Makapela (Switzerland): The significance of hair as an identity marker in African female professionals in Nigeria and South Africa and the subtle but significant differences
(3) Dr Zungu (South Africa): South African workplaces as places of healing from intergenerational historical trauma through culturally grounded wellbeing initiatives
(4) Professors Ngueutsa and Tchagneno (France): The state of work psychology in francophone Africa: Shortcomings of existing models, especially in informal work contexts
(5) Karen Mkhithika (UK): How a study of social care workers in the UK revealed informal care networks resembling "Ubuntu" principles and the importance to center context, lived experience, and relational ethics in research

Abstract 3817

JOB DEMANDS, PERCEIVED JOB UTILITY, AND PSYCHOLOGICAL HEALTH AT WORK AMONG TEACHERS AND NURSES IN MOROCCO: EVIDENCE FROM TWO EMPIRICAL STUDIES

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In a changing world of work characterized by globalization, competitiveness, and organizational transformations, employees in human contact professions are increasingly exposed to complex emotional, social, and professional demands. Within these challenging contexts, psychological health at work has become a major concern in Morocco and across the Global South, particularly in education and healthcare, where interpersonal engagement forms the core of professional identity. Drawing on the Job Demands–Resources (JD-R) theory (Bakker & Demerouti, 2017), this communication presents two complementary empirical studies conducted in educational and hospital settings to identify key predictors of psychological heath at work.

The first study (Azouaghe, 2019), carried out among Moroccan primary and secondary school teachers (N=1107), explored how job demands, including poor material conditions, emotional overload, and financial dissatisfaction, are associated with higher psychological distress and reduced well-being. Conversely, job resources such as social support, work climate, and particularly the perceived social utility of teaching enhances well-being and buffer the negative effects of demands on psychological health at work. The second study (Khaoudi, 2020), conducted with 442 nurses from public hospitals in Morocco, confirmed that high job demands (e.g., heavy workloads, difficult schedules, emotional labor) predicted lower well-being and higher burnout. In contrast, resources such as autonomy, social support, and the perceived job utility of caregiving fostered well-being, commitment, and lower exhaustion levels.

Together, these studies extend the JD-R framework (Bakker & Demerouti, 2017, 2023) by emphasizing the role of perceived job utility as a crucial determinant of psychological health in relational professions. They contribute to a broader African contextualization of work and organizational psychology, recognizing the symbolic and cultural dimensions that shape work meaning in the Global South. Enhancing these psychosocial resources may thus represent a strategic avenue for preventing burnout and promoting occupational well-being in human service professions across Africa.

Abstract 3818

A LAYERED-MIDDLE PART: PROFESSIONAL SOUTH AFRICAN AND NIGERIAN WOMEN NEGOTIATING THEIR HAIR AND PROFESSIONAL IDENTITY

Makapela L.*

University of Bern ~ Bern ~ Switzerland

This study explores how socio-political-historical factors influence hair and professional identity construction among Black South African and Nigerian women professionals. Drawing on ten life stories, it compares the experiences in a settler and non-settler colonial context. In South Africa, the enduring legacy of apartheid and racial segregation continues to shape workplace dynamics. Black women experience pressure to conform to Eurocentric beauty standards, including hair straightening to regulate their hair, to appear "neater" —a term frequently used during their childhoods. The results indicate that South African women developed a racial consciousness from an early age They reflect ongoing struggles with internalized colonialism and efforts to gain acceptance in predominantly white corporate environments. Their professional identity negotiation involves navigating Eurocentric beauty standards and overcoming racial discrimination. In Nigerian women's life stories, tribal and ethnic identities assumed greater significance than race. Nigerian women started in childhood to contend with ethnic stereotypes, colourism, and patriarchal expectations. Nonetheless, colonial influences persist, manifesting in preferences for lighter skin tones and "professional" hairstyles, which include the wearing of wigs to project socio-economic success. The professional women in both contexts navigated complex intersections of ethnicity, gender, and class in their hair choices to conform to Eurocentric norms in professional settings. South African women encountered more overt racial discrimination, while Nigerian women grappled with ethnic biases. Hair emerged as a site of identity negotiation and resistance, with the women balancing authentic self-expression against career advancement. Natural hairstyles may be embraced as cultural pride or avoided due to discrimination-fears. The study offers insights into the varied manifestations of hair politics across African professional settings. It calls for more nuanced understandings of how colonial legacies together with specific local contexts continue to impact Black women's navigation of personal and professional identities in contemporary workplaces.

Abstract 3819

HEALING AND FLOURISHING IN (POST) COLONIAL SOUTH AFRICAN WORKPLACES

Zungu Z.*

University of Cape Town ~ Cape Town ~ South Africa

Employees and leaders in contemporary for-profit South African organizations are facing a complex array of challenges that negatively affect their mental health and well-being. Occupational stress, workplace strain coupled with broader socio-historical factors continue to shape South African organizational life. Despite these issues, many organizational practices, specifically well-being initiatives remain grounded in Western-centric, individual-based models that fail to consider the lived realities and cultural contexts of the majority of South African employees.

The persistence of intergenerational trauma, inequality, and psychosocial risks within these spaces underscores the urgent need for organizations to move beyond individual-based models of well-being and embrace healing practices that are culturally grounded. This necessitates the need for healing practices that embodies African understandings of well-being centered in values such as interconnectedness or Ubuntu.

This presentation will share initial findings and thoughts from an ongoing study exploring the facilitators and barriers to healing and flourishing within South African organizations. It will examine the key challenges faced by both employees and leaders, while critically engaging with the limitations of current organizational well-being practices and policies. Overall, the presentation advocates for the development of contextually relevant, culturally embodied well-being and healing models that consider South Africa's diverse social realities.

Abstract 3820

HOW FAR IS WORK AND ORGANIZATIONAL PSYCHOLOGY IN FRENCH SPEAKING AFRICA?

Ngueutsa R., Tchagneno C.*

University Marie and Louis Pasteur ~ Besancon ~ France

Currently, occupational and organizational psychology is not widely included in psychology programmes in French-speaking African countries and research in the field is not firmly rooted in local contexts. Most studies do not address the specific demands and issues encountered in relation to work in the local populations. Very often, research is based on formal work analysis models developed in Europe and North America, even though in francophone African countries economies are largely based on informal work. These models struggle to decipher informal work and related behaviours as they cannot account for contextual variables and their associated logic and beliefs. A psychology of work that takes these variables into account would align with current efforts towards the decolonization of psychology. It requires training, practices and research in psychology that explore ways of thinking, beliefs and rationales rooted in local contexts, which could enrich the current dominant models to better understand behaviours in context. Knowledge of these ways of thinking, logics and beliefs could lead to a better understanding of economic, organizational and social behaviours, which, when taken into account, can be a vector for sustainable development.

01 - Division 1: Work and Organizational Psychology

THE 'GOOD, BAD, AND UGLY': THE DARK SIDE OF PERSONALITY

Wednesday 22 July 2026 from 11:00 to 12:30

(R-Arsenale)

Donald Saklofske (University of Western Ontario ~ London ~), Chair
Annamaria Di Fabio, Discussant

Interest in the Dark Triad/Tetrad has grown immensely in personality psychology and the public sphere, as evidenced from relatively frequent mentions in the news media and popular tv shows. The papers presented here describe new research on these 'negative' personality traits of narcissism, Machiavellianism, and psychopathy and consider their characteristics and manifestations on a continuum. Focusing on the 'good', the papers will discuss the adaptiveness and positive attributes of varying levels of dark personality traits, while the 'ugly/bad' side examines the negative side of these personality traits. We believe prioritizing these areas may contribute to finding ways to structure environments to maximize positive outcomes associated with higher-than-average dark traits but also minimize potential socially undesirable outcomes. We also discuss areas of importance in which research, theory building and measurement on the Dark Triad are needed and must be improved upon become more practically useful.

Abstract 4006

ODYSSEUS UNVEILED: THE ADAPTIVE AND MALADAPTIVE EXPRESSION OF DARK TRAITS IN A HO-MERIC HERO

Welsh C.[1], Papageorgiou A.[3], Moore A.[2], Dempsie A.[4], Papageorgiou K.*[1]

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Traditional personality research has often categorized dark traits simplistically as detrimental or pathological. However, emerging empirical evidence highlights the critical role of context in shaping their expression—showing that these traits can sometimes enable individuals to cope with demanding or stressful situations and even sustain cognitive performance under pressure. Historically, literature has long portrayed such complex traits in nuanced ways, anecdotally illustrating their potential to be both adaptive and problematic depending on the circumstances. Despite this, there remains a notable lack of systematic ex-ploration into how dark traits have been represented and interpreted across history. This study addressed this gap by qualitatively examining the manifestation and function of dark personality traits in a character from one of the world's oldest and most iconic works of classical literature: Odysseus, the Homeric hero of the Odyssey. Odysseus is frequently characterized as cunning, manipulative, and morally ambiguous, qualities that closely align with modern conceptions of the Dark Triad: Machiavellianism, narcissism, and psychopathy. However, these traits are not portrayed as straightforwardly negative in the narrative. In-stead, they often serve adaptive purposes, enabling Odysseus to navigate complex social, political, and existential challenges. By applying thematic content analysis to the Odyssey, the study systematically coded textual instances, where Odysseus exhibits dark traits and interpret how these traits contribute both to his survival and to the ethical complexity of his character. This approach allows a nuanced examination of the tension between adaptive and maladaptive expressions of dark traits within a rich historical and cultural context. Situated within a foundational text that has influenced conceptions of heroism and morality for millennia, this study contributes to a broader understanding of how dark personality traits are embedded within human history and culture. It exemplifies how the value or cost of dark traits depends heavily on situational demands and cultural frameworks.

Abstract 4007

DARK TRIAD AND EMOTIONAL INTELLIGENCE: A SYSTEMATIC REVIEW

Palazzeschi L.*

University of Florence ~ Florence ~ Italy

The relationships between the Dark Triad traits (Machiavellianism, Narcissism, and Psychopathy) and Emotional Intelligence (EI) have continued to attract considerable scholarly attention. Previous comprehensive works, including the meta-analysis by Michels and Schulze (2021) and the systematic review by Walker et al. (2021), synthesized the literature available up to that point, highlighting complex and sometimes inconsistent associations between these constructs and suggesting the need for further research. Since 2022, an increasing number of studies have introduced new theoretical perspectives and produced novel empirical results, expanding the understanding of how these dark personality traits interact with emotional intelligence. Given these developments, an updated and rigorous systematic review is warranted. The present contribution therefore aims to synthesize empirical studies about the relationships between the Dark Triad and Emotional Intelligence (published from 2022 onward) through a systematic review conducted according to the PRISMA standards. The review includes data retrieved from Scopus, Web of Science, PubMed, and APA PsycArticles databases, resulting in an initial pool of 1,396 records currently under analysis. By integrating the most recent findings, this systematic review seeks to shed light on how the Dark Triad traits and Emotional Intelligence are associated across different contexts and targets. The results are promising and useful to contribute to clarify previous inconsistencies, refine theoretical frameworks, and point to new directions for both future research and practical interventions.

Abstract 4008

NARCISSISM IN ACTION AND REACTION IN INTERPERSONAL CONFLICT SITUATIONS

Trahair C.*, Tremblay P., Saklofske D.

University of Western Ontario ~ London ~ Canada

The aim of this study was to explore how varying degrees of narcissistic admiration and rivalry relate to negative affective responses in different interpersonal conflict scenarios. Participants included 297 English-speaking adults (157 women, 139 men, 1 undisclosed gender; Mage = 42.34 years; SD = 13.35) from Canada, USA, Australia and the UK. Participants read a series of vignettes depicting different hypothetical interpersonal conflict scenarios in different contexts (e.g., with a coworker or friend). For each vignette, participants imagined themselves in that scenario and rated their anticipated affect, aggression, and perceptions of the warmth and dominance of the other person involved in the scenario. We employed a multilevel modelling (MLM) approach to investigate how situation (vignette type) and personality (narcissism) predict negative affect. An initial intercept only model revealed significant variation in negative affect scores both within and between participants. Preliminary results revealed that both the specific conflict vignette type and narcissistic rivalry were significant predictors of negative affect, with certain situations evoking more negative affect than others. Narcissistic admiration, however, was not a significant predictor of negative affect. Overall, these findings suggest that negative affective responses to interpersonal conflict situations are shaped by both the context of the situation as well as the individual's level of narcissism. By identifying specific situational triggers that lead individuals scoring high on narcissism to exhibit maladaptive behaviours, the study offers practical insights for policymakers and clinicians that can inform the development of strategies and interventions aimed at mitigating the negative impacts of narcissistic behaviour in various contexts.

Abstract 4009

THE RESOURCEFUL MACHIAVELLIAN? A PERSON-CENTRED EXPLORATION OF LINKS WITH NON-COGNITIVE SKILLS, MENTAL HEALTH AND WORKPLACE FUNCTIONING

Denovan A.*

Liverpool John Moores University ~ Liverpool ~ United Kingdom

Traditional, unidimensional portrayals of Machiavellians as chiefly antagonistic and impulsive are flawed. Recent advances in structural theories and assessment instead depict Machiavellians in a more resourceful, multidimensional way. Explicitly, as planful and agentic alongside antagonistic, encompassing cynical views of humanity with a willingness to use tactics to achieve goals. However, due to previous issues with measurement few research studies have examined how multifaceted depictions of Machiavellianism associate with psychological resources. Hence, this paper firstly explored if the combination of Machiavellianism and psychological resources (non-cognitive skills of resilience, mental toughness, self-efficacy, and emotional intelligence) yielded meaningful profiles using a person-centred approach (latent profile analysis, LPA). Secondly, a comparison of emergent profiles occurred in relation to outcomes of stress, time pressure, and workplace functioning. A sample of 513 working adults (215 men, 298 women) completed standardised measures indexing the study constructs. The optimal LPA solution comprised three profiles: 'Resourceful, antagonistic and tactical' (23.1%), 'Resourceful and goal-oriented' (29.5%), and 'Antagonistic and cynical, less resourceful' (47.4%). Multivariate analysis of variance indicated that the 'Resourceful and goal-oriented' group possessed significantly lower stress, feelings of time pressure, perceived occupational demands, and were less likely to behave in deceptive ways in the workplace. However, the 'Resourceful, antagonistic and tactical' group were significantly more likely to behave in deceptive ways in the workplace. The 'Antagonistic and cynical, less resourceful' group exhibited the highest stress and time pressure alongside the greatest perceived occupational demands. Identification of the homogeneous profiles provided a nuanced understanding of the relative contribution of multidimensional Machiavellianism and non-cognitive skills to differences in mental health and workplace functioning. Specifically, that certain Machiavellianism qualities align with greater resources and more positive mental health / workplace outcomes. Future research should use similar approaches to examine other multidimensional Dark Triad constructs (i.e., narcissism and psychopathy).

Abstract 4974

TOO MUCH OF A GOOD THING? THE LIGHT TRIAD AND MENTAL HEALTH RISKS AMONG CANADIAN ARMED FORCES VETERANS

Plouffe Rachel A.*[1], Gargala D.[2], Le T.[2], Richardson D.[2], Nazarov A.[2]

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Canadian Armed Forces (CAF) personnel encounter unique challenges associated with their service, including exposure to potentially morally injurious experiences (PMIEs). PMIEs are defined as events involving perpetrating, observing, or failing to prevent acts that transgress one's moral beliefs. Often, PMIEs lead to psychological distress associated with morally transgressive acts, known as moral injury. Despite its clinical importance, few studies have investigated risk factors for moral injury. It is, however, plausible that the "Light Triad" personality traits may place Veterans at greater risk for developing moral injury due to their relations with guilt and shame. The purpose of this research is to evaluate associations between the Light Triad of personality on moral injury among CAF Veterans. We hypothesized that Veterans reporting higher levels of the Light Triad traits would report higher levels of moral injury outcomes associated with both their experiences in the military and hypothetical PMIE-based scenarios than those lower in the Light Triad traits. We administered an online survey to a sample of 98 CAF Veterans (77 men, 21 women) with representation from each province. Contrary to expectations, regression analyses revealed that faith in humanity was strongly and negatively associated with moral injury, whereas as predicted, it was unrelated to PTSD. Ordinal logistic regression further showed that the Light Triad was not significantly associated with perceived psychological distress following presentation of morally injurious or fear-based scenarios. Although findings were unexpected, it is possible that limited statistical power influenced the results. For instance, a non-significant Bonferroni-corrected correlation of -.23 between trust violation-related moral injury and humanism represents a small-to-medium effect, suggesting that this association may have reached significance with a larger sample. Future research should replicate these findings with greater statistical power and examine the potential unexpected yet protective role of prosocial dispositions in mitigating the impact of moral injury.

01 - Division 1: Work and Organizational Psychology

Workplace Well-Being & Mental Health 4

Wednesday 22 July 2026 from 11:00 to 12:30

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2319

FAITH AT WORK: EXAMINING THE RELATIONSHIP BETWEEN SPIRITUAL SUPPORT, BURNOUT, AND WELL-BEING IN CHILD WELFAR

Wilke N.[1], Medefind J.[3], Howard A.*[2]

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ntroduction: Child welfare professionals often experience high stress and exposure to trauma, placing them at risk for burnout and reduced well-being. Although faith and spirituality have been identified as potential protective factors, limited research has examined how organizational faith identity and support for spiritual practices relate to professional quality of life.

Purpose: This study examined whether organizational faith identity, perceived organizational support for spiritual practices, and perceived ability to engage in those practices predicted well-being and professional quality of life among child welfare professionals.

Method: Participants were 262 child welfare professionals (74% female; Mage=45.04) from 19 nations who worked directly with children and families affected by adversity or trauma. They completed standardized measures of life satisfaction, resilience, compassion satisfaction, burnout, and secondary traumatic stress, along with items assessing organizational faith identity, perceived support for spiritual practices, and perceived ability to implement those practices.

Results: Hierarchical regression analyses were conducted controlling for demographic and religious variables. Organizational faith identity did not predict any well-being outcomes. The regression model predicting life satisfaction was significant, $F(10,261)=5.63$, $p<.001$, explaining 15.1% of the variance. Perceived organizational support for spiritual practices uniquely predicted higher life satisfaction ($\beta=.20$, $p<.05$). The model for resilience was significant, $F(10,261)=2.92$, $p<.001$, with perceived ability to engage in spiritual practices emerging as the only significant predictor ($\beta=.20$, $p<.05$). Compassion satisfaction was predicted by both faith-based employment ($\beta=.14$, $p<.05$) and perceived implementation ability ($\beta=.23$, $p<.001$), $F(10,261)=5.63$, $p<.001$. Burnout was inversely predicted by perceived support ($\beta=–.14$, $p<.05$) and implementation ability ($\beta=–.22$, $p<.01$), $F(10,261)=5.25$, $p<.001$. No predictors were related to secondary traumatic stress.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 365

REFRAMING EMOTIONAL EXHAUSTION IN THE AGE OF DIGITAL EDUCATION: A CONCEPTUAL REVIEW OF PSYCHOLOGICAL ADAPTATION STRATEGIES

Alzubaidi U.*

University of Hafr Al-Batin ~ Hafr Al-Batin ~ Saudi Arabia

Background:
Emotional exhaustion has emerged as a prevalent psychological concern in the context of digital education, especially in the wake of rapid technological integration and increased reliance on online learning platforms. This form of psychological fatigue not only affects academic performance but also undermines long-term mental well-being.

Objective:
This conceptual review aims to reconceptualize emotional exhaustion in digital educational environments by examining it through the lens of psychological adaptation. The paper seeks to shift the narrative from emotional exhaustion as a purely negative outcome to a potentially constructive signal that can prompt adaptive responses.

Method:
Adopting a conceptual review methodology, this paper synthesizes findings from recent theoretical and empirical literature on emotional exhaustion, cognitive-emotional regulation, and psychological resilience. It identifies key adaptation strategies that individuals use to cope with stress in digital learning environments, including emotional self-regulation, cognitive reframing, and the use of social support systems.

Findings:
The analysis reveals that emotional exhaustion, when appropriately reframed, can serve as a catalyst for positive psychological adaptation. This includes the development of resilience, improved emotional awareness, and the refinement of coping strategies that are essential in navigating the demands of digital education.

Conclusion and Implications:
Rather than treating emotional exhaustion as a threat, educational institutions and psychologists should consider it a signal for systemic and personal intervention. Promoting adaptive strategies through digital well-being programs and mental health literacy can enhance both student and educator resilience. This conceptual reframing invites a broader understanding of how stress responses function in technologically mediated academic environments and offers practical pathways for fostering sustainable educational development.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 865

UNDERSTANDING EMOTION (DIS)REGULATION IN NURSES: EVIDENCE FROM CLUSTER ANALYSIS

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Research has recently focused on the dynamic process of emotion regulation, seeking to shed light both on its implementation/maintenance and on the factors that predispose it to be flexible and adaptive (e.g., repertoires of strategies, variability). Nurses are frequently confronted with emotionally demanding situations that may expose them to significant psychological strain. The ability to regulate their emotions is a crucial resource, not only for safeguarding personal mental health but also for sustaining professional motivation and ensuring quality of care. Understanding how emotion regulation processes work in these professionals is therefore essential for preventing illness and promoting well-being both personally and professionally.

A total of 637 nurses completed an online survey including, among others, the Regulation of Emotion System Survey (RESS) and the Difficulties in Emotion Regulation Scale (IT-DERS-SF). A k-means cluster analysis (NbClust in R) identified three distinct profiles based on RESS subscales (assessing the use of six emotion regulation strategies).

The analysis yielded three clusters: an engagement propensity profile, a suppression propensity profile, and an average profile. Notably, the profiles align with patterns documented in previous research across different cultural and professional contexts, including studies employing latent profile analysis. In addition to systematic differences in the range/patterns of repertoires the participants rely on, the profiles that emerged showed differences in their associations with dysregulation of negative emotions. The results indicated significantly lower levels of emotion regulation difficulties among those in the average profile and significant differences in the specific types of difficulties (e.g. clarity, impulsiveness, etc.) between the other two groups.

The findings highlight the heterogeneity of emotion regulation among nurses and suggest meaningful distinctions that can guide the development of tailored interventions. Recognizing these profiles offers practical directions for fostering adaptive regulation strategies, reducing emotional vulnerability, and supporting well-being within healthcare organizations.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 49

TEAM IDENTIFICATION, TEAM MEMBER POSITIVE AFFECT AND PSYCHOLOGICAL HEALTH AMONG HOTEL EMPLOYEES: MEDIATING ROLE OF TEAM-MEMBER EXCHANGE QUALITY

Srivastava U.R.*[1], Singh V.[2]

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Hotel employees are the link between the customer and the organization and that successful hotel depends on its teamwork and relationship between individual and his team members. Interestingly, little research has attempted to connect team identification, team member positive affect to psychological health by taking team-member exchange (TMX) into consideration. In the present study, the constructs of organizational identification and positive affect have been extended and examined in the work team setting. Identification, reflecting the degree to which individual team members experience a sense of oneness with a particular organizationally based team. Recently, scholars have also begun to investigate affective processes in teams and through emotional contagion, emotions are induced and transferred to other team members. With this background, the major objective of the present study to explore the mediating role of team-member exchange quality in the relationship between team identification, team member positive affect and psychological health among hotel employees. Data were collected from 279 managers and employees of different star hotels of Varanasi. The results indicated that team identification, team member positive affect was significantly positively predicted team-member exchange quality and psychological health of employees, after controlling the effect of socio-demographic variables. The results of mediated regression analysis revealed that team-member exchange quality significantly partially mediated the relationship between team identification, team member positive affect and psychological health. The Sobel test confirmed the statistically significance of this relationship. The findings of the present study indicated the importance of team-member exchange quality for enhancing mental health of the employees. This will give employees the feeling the organization cares for their well-being and fosters positive emotions among them. Furthermore, organization/managers should promote an affective climate to make employees aware they are not isolated from team members.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 932

THE RELATIONSHIP BETWEEN NARCISSISM AND WORK ADDICTION: THE MEDIATING ROLE OF SELF-REGULATORY NEEDS

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Introduction. According to Bandura's (1991) Theory of Self-Regulation, self-regulatory systems provide the foundation for purposeful action and guide individuals in regulating their feelings through behavior. In this context, employees high in vulnerable or grandiose narcissism may engage in work addiction to manage their internal states, using excessive work to meet their needs for approval and attention. However, these assumptions have not yet been directly tested empirically, highlighting the need for research to confirm or challenge these proposed mechanisms.

Purpose. The aim of the present study was to examine the mediating role of self-regulatory needs (i.e., needs for approval and attention) in the relationship between different types of employee narcissism and work addiction.

Method. The study surveyed 1,001 individuals from Lithuanian organizations using a cross-sectional design with online self-report questionnaires. Work addiction was measured with the Bergen Work Addiction Scale (BWAS; Andreassen et al., 2012). Grandiose narcissism was assessed using the 16-item Narcissistic Personality Inventory (NPI-16; Ames et al., 2006), and vulnerable narcissism with the 10-item Hypersensitive Narcissism Scale (HSNS; Hendin & Cheek, 1997). Need for approval was measured with the 20-item Revised Martin-Larsen Approval Motivation Scale (MLAM; Martin, 1984), and need for attention with the 5-item attention-seeking subscale of the Brief Histrionic Personality Scale (BHPS; Ferguson & Negy, 2014).

Results. Vulnerable narcissism was positively related to work addiction through higher need for approval, and grandiose narcissism was positively related to work addiction through higher need for attention. Moreover, vulnerable narcissism showed a direct positive association with work addiction, whereas the direct link between grandiose narcissism and work addiction was not significant.

Conclusions. Our study confirmed the hypothesized mediating effects and advanced understanding of work addiction by demonstrating how personality-driven self-regulatory mechanisms contribute to its development and maintenance.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 518

NAVIGATING THE TOXIC TERRAIN: IMPACT OF WORKPLACE BULLYING ON EMPLOYEE BEHAVIOUR IN THE HEALTHCARE SECTOR

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Indian Institute of Technology, Kharagpur ~ Kharagpur, West Bengal ~ India

The healthcare sector's vulnerability to toxic leadership is amplified by its hierarchy, which can foster workplace bullying and lead to significant emotional, behavioural, and psychological consequences for its employees. Specifically, this study examines how toxic leadership may lead to psychological consequences such as moral injury and job burnout. It tests the mediating role of workplace bullying in this relationship. The data were collected from 215 full-time early-career Indian doctors and nurses. The results reveal that toxic leadership significantly affects moral injury and job burnout. In addition, the findings confirmed the partially mediating role of workplace bullying in this relationship. The present study aims to address the adverse outcomes experienced by healthcare employees, highlighting the urgent need to improve organisational health by promoting healthier leadership practices, creating a positive work environment, fostering meaningful work relationships and also how management can reduce workplace bullying by providing information and instruction on workplace bullying policies and procedures, ultimately helping healthcare professionals cope with toxic work environments.

01 - Division 1: Work and Organizational Psychology

Leadership 3

Wednesday 22 July 2026 from 11:00 to 11:45

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2330

HOW WORK-CENTRIC LEADERSHIP BEHAVIORS INFLUENCE EMPLOYEE WORK-FAMILY INTERFACE: A META-ANALYSIS BEYOND WORK-FAMILY SUPPORTIVE LEADERSHIP

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Leadership plays a critical role in shaping employees' management of work and family responsibilities, yet the work-family literature has predominantly focused on how leaders support employees, particularly through work-family supportive leadership (WFSL). This narrow perspective overlooks the broader implications of other well-established leadership behaviors for employees' work-family interface. To address this gap, the current meta-analysis systematically examines the relationships between a comprehensive taxonomy of work-centric leadership behaviors—encompassing relational-oriented, task-oriented, change-oriented, ethics-oriented, and destructive leadership—and employees' work-to-family conflict (WFC) and work-to-family enrichment (WFE), while comparing their effects with those of WFSL. A total of 292 independent samples from 269 studies eligible for inclusion in our meta-analysis. Our findings reveal that several work-centric leadership behaviors, such as ethics-oriented, change-oriented and destructive leadership, influence employees' work-family interface in ways that extend beyond WFSL's supportive function, contributing unique variance to WFC and WFE. These results highlight that WFSL should not be the sole focus when exploring how leadership impacts the work-family interface, and that work-centric leadership behaviors involve unique characteristics that shape their followers' work-family experiences. By integrating mainstream leadership theories with the work-family literature, this study makes a significant theoretical contribution by better connecting the leadership and work-family research fields and offering a more holistic understanding of leadership's role in employees' work-family interface.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 7: Applied Gerontology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 2105

BALANCING STATUS THREAT AND RESOURCES IN AGE-REVERSED TEAMS: EMOTION REGULATION, PARADOXICAL LEADERSHIP, AND LEADER RELATIONAL ENERGY

Takeuchi N.*, Jung Y.

Waseda University ~ Tokyo ~ Japan

Introduction: Many workplaces now assign younger supervisors to lead older subordinates. Prior research emphasizes horizontal age diversity and largely neglects vertical age gaps in leader–member relationships. Drawing on status characteristics and conservation of resources theories, we argue that the proportion of older subordinates can simultaneously elicit status threat and provide resources for leaders. These dual signals may shape paradoxical leader behavior (PLB) and leaders' relational energy (LRE), defined as the psychological vitality derived from interactions with subordinates.
Purpose: We examine whether the proportion of older subordinates relates to PLB in a curvilinear (inverted-U) manner and whether leaders' emotion regulation—cognitive reappraisal and expressive suppression—conditions that relationship and the indirect effect on LRE.

Method: We administered four-wave surveys to 893 managers in Japanese organizations. We measured the older-subordinate proportion at baseline, assessed emotion regulation at wave two, and collected PLB and LRE at waves three and four, respectively. We included standard leader- and unit-level controls and applied established conditional process procedures.

Results: Analyses indicate an inverted-U association between the proportion and PLB: PLB peaks at moderate levels and declines at very low or very high levels. PLB positively relates to LRE, producing a negative indirect effect of the proportion on LRE via PLB. Reappraisal and suppression each show positive main effects on PLB and attenuate the adverse curvature in the proportion–PLB association. The conditional indirect effect is strongest when emotion regulation is low and diminishes as it increases; reappraisal provides stronger conditioning than suppression.

Conclusions: Vertical age diversity is not uniformly detrimental. Emotion regulation serves as a personal resource that helps leaders manage status-threat dynamics and sustain paradoxical behavior and vitality. Practitioners should avoid extreme age configurations and develop leaders' reappraisal and judicious suppression skills to support PLB and LRE.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 11: Political Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2260

CARROTS AND STICKS: A PERSON-CENTERED APPROACH TO LEADERSHIP AFFORDANCES

Zhu N.*[1], Chang L.[1], Lu H.J.[2], Chen B.B.[3]

[1]University of Macau ~ Macao ~ Macao, [2]The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong, [3]Fudan University ~ Shanghai ~ China

The effectiveness and popularity of leaders can be ascribed to a myriad of qualities and styles. In three studies, we attempt to distill them into three key affordance aspects (exerting influence, inflicting costs, and generating benefits) and examine their antecedents, consequences, and conceptual connections. A preliminary list of items for the Leadership Quality Inventory (LQI) was developed in Study 1, based on three types of data: expert input, multidimensional pilot ratings, and an exploratory factor analysis using a separate sample (Total N = 403). Studies 2 and 3 (Ns = 510 and 248) served as validation of the LQI measure. Study 2 generated leadership profiles on other-ratings using Latent Profile Analysis and examined their relations to a wide range of established measures of leadership styles and leader-follower dynamics (e.g., tendencies of followers to seek advice or blindly follow a specific type of leader). Study 3 ascertained the longitudinal stability and shifts in self-reported leader qualities using a two-wave survey. Additionally, we examined the links of these leader quality profiles to factors such as gender, age, leadership position, and organizational types in both studies. Three distinct leader quality profiles consistently emerged in these studies, labelled low-standing (low in general status, cost-infliction, and benefit-generation), prestigious (high in general status and benefit-generation but low in cost-infliction), and mixed-strategy (high in all three aspects). The results supported the distinctiveness and organizational implications of the three leadership profiles. Finally, Study 3 provided preliminary evidence for the short-term measurement invariance of leadership profiles and external factors (e.g., uncertainty in organizational environment) predicting profile transitions. We discuss how the findings support the compensatory account of negative and positive affordances and inform organizational management.

01 - Division 1: Work and Organizational Psychology

Poster Session 3 - Division 1

Wednesday 22 July 2026 from 11:25 to 12:55

(X- Poster 1)

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 728

BEYOND OVERT BIAS: AGE-RELATED MICROAGGRESSIONS AND INCLUSIVE HR PRACTICES

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Introduction: Age-related microaggressions are subtle, often overlooked discriminatory behaviours that may undermine inclusion and well-being. While prior research has examined ageism in isolation, little is known about how it interacts with other identity dimensions. This study investigated whether employees' perceptions of age-inclusive HR practices are associated with lower microaggression perception and better work outcomes, while also testing how intersecting identities, such as LGBTQ+ status, shape vulnerability to subtle exclusion.
Method: Cross-sectional survey of N = 1,702 in-office public administration employees in Italy (mean age = 50.6, SD = 9.35). Measures included perceived age-related microaggressions, age-inclusive HR practices, job satisfaction, intrinsic motivation and psychological safety.
Results: Younger employees (23–39) reported higher levels of microaggressions (M = 1.85) than middle-aged (M = 1.34) and older workers (M = 1.45); ANOVA $F(2,1693) = 22.96$, $p < .001$, $\eta^2 = .03$. LGBTQ+ participants reported higher means (M = 2.03 vs 1.44), $t(54.06) = 2.89$, $p = .006$, $d = 0.57$. Logistic regression (N = 1,338) showed reduced odds for older groups (ORs = 0.41 and 0.44, $p < .001$) and increased odds for LGBTQ+ respondents (OR = 2.35, $p = .003$). Perceived age-inclusive HR practices correlated negatively with microaggressions ($r = –.26$, $p < .001$) and positively with job satisfaction ($r = .31$) and psychological safety ($r = .33$); subgroup regressions showed strongest protective effects for youngest and oldest cohorts ($\beta = –.28$ and $–.34$, $p < .001$) but not for LGBTQ+ ($\beta = –.203$, $p = .146$).
Conclusions: Findings prompt organisations toward targeted, intersectional HR interventions (e.g., training on subtle bias, intergenerational knowledge-sharing programs, and explicit intersectional policies for employees with multiple marginalised identities). The cross-sectional design limits causal inference and generalisability. Longitudinal, experimental, and multi-source studies are recommended.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 4592

RESPONDING TO HARM AT WORK: THE MISTREATMENT EXPERIENCES OF EMPLOYEES WITH DISABILITIES

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Introduction: It is difficult to speak out about workplace mistreatment; targets often respond passively to their experiences, either ignoring, denying, or dismissing their mistreatment. Yet, speaking up is central to target support and to circumventing this problem. While some researchers investigate the antecedents of workplace mistreatment responses, absent from this literature are the lived experiences of those with disabilities – an omission that hinders the discovery of impactful differences in experience.

Purpose: Guided by an interest in how workplace mistreatment is experienced and navigated by employees with disabilities, this study examines the forms that responses may take and the factors that shape them. Attention is given to individual characteristics, organizational dynamics, and contextual conditions that may either facilitate or restrict certain responses. The study also considers implications for how organizations might better foster supportive environments when mistreatment arises.

Method: This study utilizes free-response data from Prolific. Participants were eligible if they identified as having a disability, were employed either full- or part-time, were English-speaking, and had experienced workplace mistreatment within the past year. Drawing on a critical incident methodology, participants were invited to describe in detail a specific mistreatment event that was particularly impactful. They subsequently answered open-ended questions regarding their responses to the incident and the factors they perceived as shaping those responses. Data collection is currently ongoing, with a projected final sample of approximately 250 participants.

Results: Data collection is ongoing, but is projected to be complete by March 2026.

Conclusion: This research will contribute empirically and theoretically to the workplace mistreatment and disability literatures, revealing more about the barriers, facilitators, and well-being impacts of speaking up about workplace mistreatment, for those with disabilities. These findings can inform choices about mistreatment interventions, target supports, and how training and workplace policies can be tailored to better address the needs of this underserved community.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 800

"VENTING" PATTERNS AMONG GEN-Z STUDENTS: INSIGHTS FROM PREDICTIVE ANALYTICS AND FUTURE IMPLICATIONS

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Research indicates that organizational climate and relational dynamics between different generations may differ because people express their frustrations and negative emotions through varied cathartic mechanisms. This blowing off of the steam through catharsis is also known as venting. Considering the recent events in Nepal where Gen-Z burnt down the entire country because of reasons such as ban on social media usage and others, it is imperative to understand the cultural and country-wise differences of venting patterns of Gen-Z individuals. We explore the venting ties among students in a residential institution from North India to understand the ways in which the Gen-Z students engage in venting behaviors. The available data shows that Gen-Z frequently use informal digital and face-to-face communication for venting which strengthens their relationships but sometimes creates persistent negative thinking. Using a grounded theory approach, we will collect data to establish the themes which we will categorize once we reach the stage of saturation. We will use MAXQDA for generating the themes and classifying the themes to predict the patters. We later plan to use predictive analytics to check what patterns these Gen-Z students would be using when they enter workforce. Following the ideas from the recent paper on workplace venting (Zhu, He, Solanelles & Cullen-Lester, 2025), we will categorize the venting patterns which will be helpful for the human resource professionals while selecting, testing and recruiting Gen-Z as employees.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 672

DISASTER OR CHANCE? HOW CRISIS STRENGTH INFLUENCES EMPLOYEES' FATIGUE AND JOB PERFORMANCE

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Crisis event strength has been linked to various negative outcomes for employees. However, recent research suggests that it may also lead to positive outcomes, depending on the different underlying mechanisms. Extending this line of inquiry, the present study, grounded in event system theory and the stressor-detachment model, examines how crisis event strength distinctly influences employee fatigue and job performance through cognitive (i.e., problem-solving pondering) and emotional (i.e., affective rumination) process, along with the moderating role of family support. We examined our hypotheses across two studies. Study 1 (150 participants from various organizations) supported the positive effect of crisis event strength on problem-solving pondering and affective rumination. Study 2 (214 flight attendants at a major Chinese civil aviation company) replicated the findings of Study 1 and found that crisis event strength increases employee fatigue through affective rumination, while also enhancing job performance through problem-solving pondering. Moreover, family support reduces the impact of crisis strength on affective rumination. These results contribute to a more nuanced understanding of the dual impact of crisis events and offer practical implications for how organizations can transform crises into opportunities for growth.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 653

ECHOES OF TWO WORLDS: A META-ANALYTIC CULTURAL DIALOGUE BETWEEN LEADER–MEMBER GUANXI AND LEADER–MEMBER EXCHANGE

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Both leader-member guanxi (LMG) and leader-member exchange (LMX) measure the quality of relationship between leaders and members with the former focuses on work-related social exchange in the work domain and the latter centers on non-work related social exchange in the private domain. However, it has long been a controversy topic in the literature that whether LMG and LMX are theoretically distinct and whether LMG can explain extra variance beyond LMX. This meta-analysis not only clarify the similarities and differences of theoretical logics underling LMG and LMX, but also, provides the empirical results of meta-analysis to show the complex relationship between LMG and LMX. The meta-analysis resulting from 37 primary studies and 10,722 subjects, demonstrated that LMG and LMX are positively related but are distinct constructs. LMG explains an incremental variance over and beyond LMX in the prediction of work outcomes such as job satisfaction, job performance, organizational commitment, and citizenship behaviors. However, LMG does not explain a significant incremental variance over and beyond LMX in the prediction of turnover intention. Further, the result of dominance analysis shows that LMX demonstrated the better predictive capability of work outcomes that did LMG, except for job satisfaction.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 743

EXPLORING THE ROLE OF COMPASSION AND POSITIVE OUTLOOK IN MANAGING WORKPLACE STRESS IN THE PRESENCE OF WORK DEMANDS

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Workplace stress is a significant concern in modern working environments. With stress being a known health and psychological risk factor, it is essential to understand how best to mitigate it. The existing literature has established that different coping strategies can be beneficial for stress management. However, the role of compassion towards others has yet to be extensively examined regarding its stress-mitigating properties–especially in the workplace. Through this study, we examine how both positive outlook and compassion towards others can serve as adaptive coping mechanisms, particularly when influenced by intense work demands.

This paper aims to explore the role of emotional mechanisms, such as positive outlook and compassion in mitigating the adverse effects of stress. First, we will look at the direct effect of compassion on stress, where we propose that compassion will reduce perceived stress. Second, we investigate the mediating role of positive outlook, proposing that compassion will enhance positive outlook which will in turn reduce perceived stress. Third, we look at how external factors such as work demands can moderate the relationship between compassion and positive outlook, where high work demands will weaken the relationship. As a result, the indirect effect between compassion and stress will be stronger under low work demands and weaker under high work demands. By understanding how compassion influences perceived stress through positive outlook, this paper can provide insights into improving employee resilience, stress management, and overall well-being.

Results revealed that most hypothesized relationships were not statistically supported. However, a significant moderation effect was found, showing that the relationship between compassion and stress was moderated by work demands.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 810

MOTIVATION AND WELLBEING OF PLATFORM-BASED DELIVERY RIDERS: A SELF-DETERMINATION THEORY APPROACH

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Introduction: Digital platforms have reshaped labour markets worldwide, increasing gig work opportunities. Platform-based motorbike delivery riders have become an increasingly visible and vital part of the urban labour force. Yet, they often lack employment protection, and while it offers income-opportunities, the precariousness of their work stand in contrast with the International Labour Organisation's decent work principles.
Purpose: Against the backdrop of the Psychology of Working Theory (PWT), which foregrounds how structural constraints affect access to decent work and its psychological impact, this study explores how motorbike delivery work promote and/or undermine the basic psychological needs of competence, relatedness and autonomy for such riders (i.e., the Self-Determination Theory embedded within the PWT).
Method: Within a constructivist paradigm, this study adopted a qualitative descriptive design, with 10 motorbike delivery riders in South Africa, each being interviewed twice. Data were analysed through hybrid thematic analysis.
Results: Findings show how platform-based motorbike delivery work both promoted and undermined riders' basic psychological needs, influenced by structural and socio-economic constraints. Amidst high unemployment and limited job opportunities in South Africa, platform-based motorbike delivery work could satisfy riders' psychological needs, particularly through interactions with customers and co-workers, fostering relatedness. As independent contractors, riders enjoyed more labour market flexibility, and often earned more than in previous jobs. However, challenges like limited training, social stigmatisation, and procedural injustice often restricted their needs for competence, relatedness and autonomy. As such, while certain aspects of their work offered partial fulfilment of needs, the realities of precarious employment often limit these experiences.
Conclusion: This study extends the PWT by explaining how structural constraints not only limited access to decent work, but also impact the quality and sustainability of psychological need fulfilment in precarious labour contexts. Therefore, precarious workers, facing limited choice due to economic constraints and marginalisation, experience restricted need satisfaction.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 684

NEW DIRECTIONS IN TEACHING REFLEXIVE PRACTICE TO PHD CONSULTING PSYCHOLOGY STUDENTS: AN ETHNOGRAPHICALLY GROUNDED CONCEPTUAL MODEL

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Self-reflexive practice is the process and way of being in the form of a critically informed stance of reflexive dialogue with the self, regarding conscious and unconscious realities. This study explores how self-reflexive practice is taught to students in a PhD consulting psychology program and to offer a conceptual model to reflexive practitioners. The authors reflect on their experiences as lecturers who facilitate self-reflexive (identity work) with students in becoming reflexive and relational consulting psychologists. An extensive body of research exists concerning reflexive practice models and frameworks. However, less explored is a qualitative conceptual analysis, which demonstrates how self-reflexive practice is taught and facilitated. A qualitative, ethnographic approach was used. The authors reflected on the content of the PhD consulting psychology program and how the reflexive practice component of the programme is taught to students. The most appropriate written vignettes were used for thematic analysis and to develop the conceptual model. The programme positions the “self as primary instrument” of consulting; students are enrolled to step into reflexive spaces to hone their reflexive competence. They are guided, in the form of a reflexive theoretical lens, reflexive-oriented methodologies and, written reflections are offered by the lecturing staff on the students’ reflective essays. The primary role identities of lecturers are expressed by adopting a reflexive facilitative stance, creating a safe space through holding and containment and effective boundary management. The outcome of this analysis is an ethnographically grounded conceptual model of how reflexive practice is taught. The study has implications for teaching reflexive practice in different disciplinary contexts as well as for consulting, coaching and research. The study’s contribution lies in how it positions and embeds reflexive competence as a critical consulting, coaching and research skill. New methodologies and a conceptual model are offered to teach reflexive practice.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 829

REMOTE WORK AND EMPLOYEE CREATIVITY: SELF-DETERMINATION OUTWEIGHS FLOW

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Employee creativity is a critical source of competitive advantage for organizations, particularly in the context of increasing remote work arrangements. However, the mechanism of how remote work affects employee creativity is not well understood, thus limiting evidence-based recommendations on managing employees who work remotely but are often evaluated as less creative. Specifically, two competing theories, self-determination theory and flow theory, each proposed a unique process. In this study, we investigate job autonomy and work-related flow as parallel mechanisms linking remote work and creativity. Data were collected from 152 employees in China through a three-wave time-lagged survey design. The results showed a significant indirect effect of remote work on creativity through job autonomy (b = 0.18, SE = 0.11, 95% CI = [0.01, 0.42]), but no significant mediating effect was observed through work-related flow. Employees with an increasing remote work percentage are more likely to experience greater job autonomy, which in turn enhances their creativity. Our conclusion remains unchanged with and without including age and gender as control variables. These findings clarify a key theoretical mechanism for remote work's positive effect on creativity, highlighting the critical role of autonomy-driven intrinsic motivation, rather than facilitating the state of flow. We discuss the implications for research on remote work and work motivation, as well as for practice in fostering creativity.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 741

THE ANATOMY OF A PROACTIVE DAY: PROFILES OF EVENT CHARACTERISTICS AND THEIR RELATION WITH ENACTED EMOTIONAL INTELLIGENCE AND CONSTRUCTIVE CHANGE

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In the present study we adopt a person-centered perspective to understand how daily work unfolds. We used a 5-day diary study with 350 employees to: (a) identify distinct profiles of important daily work events based on their underlying psychological characteristics, (b) examine the stability of these profiles, and (c) test a theoretical model linking event profiles to momentary emotional intelligence (EI) dimensions and change-oriented organizational citizenship behavior (OCB-CH) enactment. Latent profile analysis revealed five distinct event profiles: the “ideal productive day”, “demanding but manageable day” “relaxed social day”, “challenging interpersonal day”, and “crisis/toxic day”. Day-to-day transition analysis showed that profile membership was highly dynamic, though the “ideal productive day” emerged as a stable attractor state and was associated with the highest levels of OCB-CH, an indirect relationship through the use of emotions dimension of EI. In contrast, “challenging interpersonal” and “crisis/toxic” days triggered regulatory and monitoring aspects of EI but failed to foster functional emotional use. Interpreted through event system theory and the episodic model of EI, our findings show how daily events trigger distinct psychological processes that enable or constrain proactive contributions.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 837

THE CONTRIBUTION OF LEADERS TO PSYCHOLOGICAL SAFETY: A SYSTEMATIC REVIEW AND META-ANALYSIS IN TRANSFORMATIONAL LEADERSHIP AND LEADER MEMBER EXCHANGE

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Introduction. While leadership has been identified as a critical factor influencing psychological safety, a quantitative analysis of this relationship across different leadership approaches remains necessary. Purpose. This study aims to synthesise empirical evidence on the relationship between (1) transformational leadership and psychological safety and (2) Leader-Member-Exchange and psychological safety in organisational settings. We hypothesise a positive relationship between both constructs and psychological safety. Method. A systematic literature review was conducted in four databases. A total of 23 studies were included in this analysis. The associations will be quantified using Pearson's r correlation coefficients, and two separate meta-analyses will be conducted: one examining the relationship of psychological safety with transformational leadership (13 studies) , and another exploring its relationship with LMX(10 studies). Results. A preliminary review of the literature (2020-2024) reveals research across multiple disciplines, with most research being developed in China, for both transformational leadership (21.4%) and LMX studies (50%). Cross-sectional designs predominate (72.4% transformational leadership, 60% LMX), with limited longitudinal research. Edmondson's 1999 scale is most used (85.7% transformational leadership, 60% LMX studies). Statistical analyses primarily employ SEM and regression techniques. Psychological safety is considered a mediating mechanism between leadership and outcomes in 90% of studies from both approaches. LMX research focuses on procedural outcomes (job crafting, voice behaviour) and attitudinal outcomes (turnover, discretionary behaviours).In contrast, transformational leadership research examines broader outcomes, including hedonic well-being (job satisfaction) and eudaimonic well-being (engagement, work meaning). Conclusion. Our initial analysis shows evidence of the contribution of leaders and good leadership to psychological safety. Moreover, psychological safety is identified as a relevant mechanism in the relationships between leadership and organisational outcomes . The completed meta-analysis will provide quantitative estimates of the strength of these relationships and examine how results vary among the identified subgroups.

01 - Division 1: Work and Organizational Psychology

Poster Session 9 - Division 1

Wednesday 22 July 2026 from 11:25 to 12:55

(X- Poster 2)

Division 1: Work and Organizational Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2173

EXPLORING THE MODEL OF CAREER SELF-MANAGEMENT BEHAVIOR IN THE PERIOD OF EMERGING ADULTHOOD: CONTRIBUTION TOWARDS SUSTAINABLE CAREER

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Based on social cognitive career theory (SCCT) and theory of panned behavior, this ongoing study aim to explore the career self-management model, i.e. the role of self-efficacy beliefs, career adaptability, and goal expectations in adaptive behaviors i.e. career goals clarity, learning, career exploration, and career planning. Meaning of work (work orientations) will be also included in the model.

As was pointed out, career management model as proposed in the SCCT, can help to investigate/explain engagement in career adaptive behaviors by inclusion of SCCT constructs, as well as social support and personality traits, particularly consciousness. Furthermore, exploration of a model of career adaptive behaviors may contribute to development or strengthening of career decision making skills, job search skills and skills for successful/optimal career transitions
The conducted pilot study demonstrated good internal consistency of the administered measures with Cronbach alpha coefficients varying from α=.73 to α=.97. Preliminary analyses showed patterns of correlation among study variables as expected.

The mentioned model will be analyzed using equation modeling and results will be discussed in the light of SCCT and theory of planned behavior. Implications in the field of career guidance and career counseling, as well as contribution towards sustainable career paths will be discussed, too.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2217

TOWARD A CIRCUMPLEX MODEL OF PSYCHOLOGICAL OWNERSHIP

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Introduction. Psychological ownership (PO) has gained prominence in organizational psychology, yet literature remains fragmented as studies focus on various facets, limiting comprehensive understanding of the phenomenon.
Purpose. This research proposes and empirically tests a theoretical circumplex model of psychological ownership based on two main axes: cognitive versus affective, and promotive versus preventive. Crossing these axes yields four distinct ownership forms: Proud (promotive-affective), Efficacious (promotive-cognitive), Protective (preventive-affective), and Secured (preventive-cognitive), each hypothesized to generate different organizational outcomes.
Method. Two longitudinal studies were conducted to test the model. Study 1 (N=358) employed ipsative measurement across five organizational domains (brand, work objects, professional role, work group, organization). Study 2 (N=225) used Likert-scale measures and included convergent validity scales (organizational identification, commitment, attachment, job insecurity, territoriality). Confirmatory factor analysis for ipsative data was performed implementing specific constraints to address linear dependencies inherent in ipsative measures.
Results. Study 1 supported the three-factor circumplex structure (excluding Protective due to ipsative constraints) with adequate model fit. Factor correlations aligned with theoretical predictions. Study 2 confirmed convergent-discriminant validity, with ownership factors significantly showing the expected relationships in most cases. Cluster analysis revealed four distinct ownership profiles, each demonstrating unique patterns across criterion variables.
Conclusions. This circumplex model provides the first integrated framework explaining psychological ownership's multifaceted nature. The findings demonstrate that psychological ownership encompasses distinct cognitive and affective orientations with different motivational bases, offering both theoretical coherence and practical implications for organizational interventions targeting specific ownership orientations.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2096

VALIDATION OF THE COPENHAGEN PSYCHOSOCIAL QUESTIONNAIRE III IN MEXICAN WORKERS

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Introduction
It has been recognized that, regardless of workers' lifestyles and individual vulnerabilities, and beyond occupational diseases, exposure to certain psychosocial factors at work is crucial for the prevention, causation of illness, and health promotion. Furthermore, various theoretical models have incorporated the variable of self-efficacy due to the impact it has on health behaviors and outcomes. Occupational risk factors for workers' health have been identified in Mexico.
The Copenhagen Psychosocial Questionnaire (COPSOQ) has been recognized for its psychometric quality and theoretical foundation. COPSOQ-Istas21 III is available in Spanish.

Purpose
The purpose of the study was to adapt and assess the psychometric quality of the COPSOQ-III instrument and associated measures for psychosocial risk assessment and research in a sample of Mexican workers.

Method
Fifteen psychosocial risk factor scales of the COPSOQ-Istas21 III, and the self-efficacy scale of the international COPSOQ III were adapted. The self-efficacy scale was translated, reconciled, back-translated, and peer-reviewed. The syntax of 7 items from the psychosocial risk factor scales was adapted. The resulting instrument underwent content validation. The battery was administered to a sample of workers (n=325) with different occupational profiles, including managers, professionals, and operational workers. Psychometric quality was assessed.

Results
High item clarity scores were obtained, with Aiken's V between .875 and 1.
The adapted COPSOQ III showed a factor structure similar to the Spanish version. Most items were retained, with loadings between .40 and ≥ .80, and ≥ 3 items per factor. Except for one scale, reliability coefficients were ≥ .70. The psychometric quality is adequate.

Conclusions
The COPSOQ III for the Mexican population can be used for psychosocial assessment and interventions, providing a broader range of factors assessed with a theoretically sound instrument.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2039

THE VALIDITY OF AN ORGANISATIONAL JUSTICE MEASURE IN A DEVELOPING COUNTRY

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Employees' perceptions of fairness are crucial not only for their well-being and job satisfaction but also for the achievement of organisational goals. The organisational justice scale (OJS) by Colquitt (2001) is used extensively for assessing procedural, interactional, informational and distributive justice in the workplace. However, its reliability and validity in the Democratic Republic of Congo (DRC) sample have not yet been documented. The purpose of this study was to assess the construct validity of the OJS on a sample of (N= 201) employees of a manufacturing company in the DRC. Item analysis was performed to determine reliability. The exploratory factor analysis was used to test the dimensionality of OJS sub-dimensions. The first and second-order factor structures underlying the models of organisational justice were tested using the confirmatory factor analysis. The results indicated that the OJS is a reliable and valid measure of organisational justice. The study finds good psychometric properties of the OJS in the DRC organisation work context, therefore, the OJS can confidently be used for assessing justice and fairness perceptions in DRC organisations.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2408

UNDERSTANDING EMPLOYEES' INTENTION TO USE MENTAL HEALTH APPS: EXTENDING THE TECHNOLOGY ACCEPTANCE MODEL

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Background
Mental health (MH) apps are increasingly available, particularly as a part of workplace health promotion programs. However, little is known about factors influencing employees' intention to use MH apps, especially considering employees who currently experience mental health problems.
Objectives
This study aimed to examine predictors of employees' intention to use MH apps by extending the Technology Acceptance Model (TAM) with user-specific factors, including mental health literacy and digital literacy.
Methods
A cross-sectional study was conducted among 111 European employees (aged 21 – 65). Participants completed an online survey assessing perceived usefulness, perceived ease of use, mental-health literacy, digital literacy, trust in MH apps, and intention to use MH apps. Multiple regression, moderation, and mediation analyses were performed.
Results
Perceived usefulness of MH apps positively predicted employees' intention to use them, supporting the first hypothesis. In contrast, perceived ease of use of MH apps did not predict intention to use them. Mental health literacy and digital literacy did not moderate the relationships between perceived usefulness and intention to use MH apps, or between perceived ease of use and intention to use MH apps. Among control variables, trust in MH apps, time spent using MH apps, and female gender positively predicted intention to use MH apps. Exploratory analyses further suggested that perceived usefulness was a stronger predictor of intention among employees with current mental-health problems.
Conclusion
These findings highlight the central role of perceived usefulness and trust in driving employees' intention to use MH apps. Understanding these mechanisms can guide organisations in designing interventions that promote MH app uptake and effectiveness, especially among employees with current mental health problems.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 2325

WOMEN IN ENTREPRENEURSHIP: MOTIVATIONS, CHALLENGES, AND IDENTITY INTEGRATION

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Despite women's long-standing involvement in business ownership, research examining women's entrepreneurial efforts first emerged in the mid-1970s and later picked up momentum in the late 1990s (Brush et al., 2022). At this time, scholars became motivated to explore the distinctions between male and female business owners due to emerging research findings suggesting entrepreneurial activity is gendered (Greene et al., 2003; Mirchandani, 1999). These data indicated that socially constructed gender expectations within Western culture promulgate conscious and unconscious gender bias and reduce women's propensity for entrepreneurial endeavors (Greene et al., 2003). However, a marked shift has occurred in the recent decade, particularly following the economic downturn facilitated by the COVID-19 crisis, in which economic trends suggest a proliferation of female entrepreneurs (U.S. Census Bureau, 2025).

The purpose of the current study was to explore the entrepreneurial experiences of American women, in the context of a recent increase in female-driven entrepreneurial activity in the United States. The sample included 16 women who self-identified as entrepreneurs. Participants were interviewed and responded to open-ended questions exploring the motivations of and challenges experienced by women pursuing entrepreneurial roles. Thematic analyses revealed that most participants experienced push-based motivations (e.g., need for flexibility) when deciding to pursue entrepreneurship. Participants also reported encountering obstacles including self-doubt and other-minimization as barriers to entrepreneurship. Several subthemes emerged from participants' reflections on their alignment with or endorsement of an entrepreneurial identity including empowerment, pride, autonomy, meaning-making, changes in self-perception, and challenging patriarchal systems. The results from this study add to emerging literature on women's entrepreneurship and highlight the need for gender equity in entrepreneurial spaces. The findings suggest implications on how to support women in their entrepreneurial journeys.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 2324

WORKING MOTHERS' CAREER ASPIRATIONS AND PRIORITIES FOLLOWING THE COVID-19 PANDEMIC

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The COVID-19 crisis sparked a period of vocational reconsideration amongst workers (Jiskrova, 2022). The pandemic appeared to largely impact the employment decisions of working mothers who either reduced their working hours or exited the workforce completely at higher rates than any other demographic group (Yarvosky et al., 2021). Some data have suggested the working mothers' resignation trends were due to childcare responsibilities (Hite & McDonald, 2020). Other findings have noted feelings of burnout and the ways that COVID-19 disproportionately impacted occupational sectors dominated by women (Donald, 2020). Previous work also highlighted the vocational setbacks working mothers endured due to the familial responsibilities and financial stressors induced by the COVID-19 pandemic (Rosen et al., 2023).

To build on previous findings, it may be helpful to explore the reconsideration process working mothers underwent in the years following the pandemic and how their priorities and career aspirations shifted. As such, the purpose of the current study is to explore working mothers' career aspirations and priorities in the aftermath of the COVID-19 pandemic.

The current sample consisted of 168 working mothers in the United States. Participants responded to open-ended questions developed to understand how the COVID-19 pandemic affected their career progression, career aspirations, and priorities. Thematic analysis of these open-ended questions revealed change in career aspirations for many working mothers as a result of the COVID-19 pandemic. Additionally, thematic analysis also indicated that some working mothers shifted their priorities away from their career trajectory and towards family, health, and stability. The findings of the present study add to the body of research exploring the impact of the COVID-19 pandemic on working mothers and attempt to gain a more nuanced understanding of the pandemic's effect on working mothers' attitudes towards their career trajectory and priorities in a post-pandemic worker landscape. Study implications will be discussed.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2180

IT'S A PAIN IN THE DECK: WORKSTATION DISCOMFORT AND HEALTH RISKS ACROSS NAVY SHIP CLASSES

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Introduction

Musculoskeletal disorders are a significant concern in military environments, particularly in the confined workstations aboard U.S. Navy ships. While physical discomfort is an early indicator of suboptimal ergonomic conditions, limited research has explored how it contributes to physical and mental health risks (PHR and MHR, respectively) across different ship-classes. Addressing this gap is critical for reducing injuries, healthcare costs, and improving mission readiness.

Purpose

This study had two primary objectives: 1) validate a brief assessment of workstation discomfort and 2) investigate its association with health risks among U.S. Navy sailors, while also exploring how relationships vary by ship-class. By focusing on discomfort as a precursor to injury, the study aimed to inform targeted, human-centered interventions.

Method

Survey data were analyzed from 5,957 enlisted U.S. Navy sailors serving on three ship-classes: cruisers-destroyers, amphibious ships, and littoral combat ships. A nine-item measure assessing physical discomfort from workstation design was evaluated using exploratory factor analysis (EFA). The associations between the resulting discomfort factors and health risks were then examined using generalized linear mixed models.

Results

The EFA identified three dimensions of discomfort: upper extremity, postural/lower body, and head/visual. All three dimensions were positively associated with increased PHR. In contrast, only postural/lower body and head/visual discomfort were significantly associated with MHR. Importantly, the analysis revealed that ship-class moderated the relationship between upper extremity and head/visual discomfort on PHR, indicating that the impact of this discomfort varied depending on the vessel type.

Conclusions

Our findings highlight the impact of workstation discomfort on the physical and mental health of sailors. The results strongly support the need for ergonomic interventions tailored to specific ship-classes to effectively reduce health risks. The brief scale serves as a practical tool for assessing discomfort and guiding improvements in workstation design, ultimately enhancing sailor well-being and operational effectiveness.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2343

RE-ANALYSIS OF LARGE-SCALE ACCUMULATED DATA ON OCCUPATIONAL SAFETY AND HEALTH: FOCUS ON INTERNATIONAL COMPARISON AND CAUSAL RELATIONSHIP OF "LOW-VALIDITY"

Shin H.*

Tokiwa University ~ Mito ~ Japan

From the personality and behavior scale data for safety (approximately 420,000 people) accumulated over a quarter century, we reanalyzed 5 years' worth of data from approximately 190,000 people for whom permission to use the data for research had been obtained. The purpose of the reanalysis was to report the results of a comparison between Japan and overseas, and to clarify the causal relationship between “low-validity(not answer honestly)” and personality and error tendency. From the comparison between Japan and overseas, some results were shown that the overseas group had many people with low validity and the average values of each tendency were different. It was also shown that the content of the scale needs to be modified to take into account text interpretation and cultural differences.

In addition to interpretation based on the average values by tendency and years of experience, covariance structure analysis and simultaneous multi-population analysis were performed for both the domestic and overseas groups. As a result, regarding the causal relationship with low validity, it became clear that factors such as "mental health" and "self-control" influenced error tendency and other personality traits, indirectly influencing "validity(answer honestly)."

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 2159

JOB SATISFACTION AMONG HOSPITAL DOCTORS: THE ROLE OF AGEISM AND PERCEPTIONS OF COMMUNICATIVE EFFICACY

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University of Naples "Federico II" ~ Naples ~ Italy

Introduction: In recent years, we have been witnessing a significant demographic shift, characterised by an exponential increase in the elderly population. This requires a reorganisation of the societies and institutions involved, including the hospital system, which will have to take care of a growing number of elderly people. The effectiveness of care and patient satisfaction depend greatly on communication between doctor and patient. Although studies emphasise the importance of clear, empathetic and personalised communication, dynamics that can compromise effective communication persist, including gender and age stereotypes. Elderly patients, for example, are frequently seen as less capable of understanding or actively participating in the decision-making process, which can lead doctors to treat them in a paternalistic manner. These prejudices can influence communication processes even when doctors are not fully aware of them, leading to dynamics that do not encourage genuine patient involvement. Objectives: To investigate the role that stereotypes and prejudices about older people have on the communicative efficacy of physicians, as well as the role of the latter on the communication skills of physicians and their resulting job satisfaction. Method: A total of 194 hospital physicians (52.1% male; averageage: 46.6 years) were contacted and given a specially designed self-report questionnaire containing various measures such as: doctors' communicative efficacy towards elderly patients, communication skills, ageism, knowledge of ageing and support from colleagues and bosses (CFI= 0.988; TLI= 0.981; SRMR= 0.045; RMSEA= 0.03). Results: A path analysis was conducted, which revealed the predictive role of ageism with respect to the communicative efficacy of doctors, which in turn predicts communication skills. Furthermore, communication skills and support from superiors predict job satisfaction. Limitations: The sample contacted is small. Innovative aspects: The study focuses on a particularly topical issue and provides guidance for the training of future doctors and refresher courses for practising doctors.

01 - Division 1: Work and Organizational Psychology

Leadership 4

Wednesday 22 July 2026 from 11:45 to 12:30

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 2678

INTUITION AND CREATIVE INTELLIGENCE: THE ONTOPSYCHOLOGICAL BUSINESS CONSULTANCY

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Antonio Meneghetti Faculdade ~ Restinga Sêca, RS ~ Brazil

Organizational Psychology, from a leader-centered perspective, finds an innovative proposal in the ontopsychological model of business consultancy. Developed by Antonio Meneghetti (1936-2013), the ontopsychological business consultancy is an intervention tool that starts from the reading of the business or organizational environment as a reflection of the leader's psychological condition. The company is read as a psychosomatic reality, in the sense that the intentionality of the leader and their close agents conditions the functionality or non-functionality of the company. Beyond the technical analysis of administration, the psychic dynamic operating in the leader is analyzed. The ontopsychological practitioner reads the leader by identifying the core of the psyche, called the ontic In-Itself, from which the intuition for business action comes. In this sense, the model presented seeks to act based on the biological method: rationality and intuition. In addition to decisions at a rational level, the leader is led to consider the intuitive plane, which comes from the ontic In-Itself itself, one of the discoveries of Ontopsychology. For Meneghetti, the leader is defined by the possession of intuition. Intuition is understood as the moment information passes from the ontic In-Itself to the ego, allowing for accuracy between being and thinking within the business context. Thus, creativity in the field of business action results from the possession of intuition. Therefore, the ontopsychological model of business consultancy, already structured in undergraduate and graduate courses, provides a significantly important contribution to the broad area of Organizational Psychology.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 12: Responsible consumption and production

Abstract 2663

COUNTERING THE SNOWBALLING, GLOBAL LEADERSHIP CRISIS: LEADERS IN PURSUIT OF MORAL, WORTHY, AND INSPIRING QUESTS

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Leadership worldwide is in crisis. The VUCA world is rendering leaders incompetent and unwise. Ethical misconduct by leaders, as well as toxic leadership, are on the rise. There are more frequent public demonstrations/ revolts against leaders. Trust in leaders is eroding, and followers increasingly are disengaged.

Our contention is that the answer to the current directionless, clueless, and opportunistic leadership, is leaders who are in pursuit of moral, worthy, and inspiring quests, making a true value-adding, lasting difference, in this way countering the growing leadership crisis. A literature review unveiled that the concept of a leadership quest has not been systematically researched. The closed concept is 'calling', which has received some attention.

Our research investigated the overarching postulate that leaders who pursue a worthy quest aimed at serving others, arising from their authentic selves, will be able to mobilise followers to join them in the relentless pursuit of worthy causes for the betterment of their communities, society, and humanity. Our research set out to: firstly, construct; and, secondly, validate a model regarding the discovery and pursuit of a leadership quest. Because of the lack of such a model, we opted for a qualitative research approach, specifically grounded theory, underpinned by a social constructivist philosophy.

The purpose of our research paper is to present our validated, leadership quest model, and to take the first step towards the development of a fully-fledged leadership quest theory by proposing a set of hypotheses derived from our validated model. The following topics are covered: first, defining the concept 'leadership quest', and the related concept 'calling'; second, explicating our adopted research design; third, discussing our validated model; fourth, proposing a set of hypotheses to trigger the construction of a leadership quest theory; and, lastly, outlining the theoretical and practical contributions of our research.

Abstract 4394

SOUTH AFRICAN PSYCHOLOGY: FROM APARTHEID TO DEMOCRACY

Watts A.*

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South African psychology has evolved from its complicity in the apartheid regime to an engaged, socially responsive discipline formed by democracy, decolonisation, and social justice. Under apartheid, psychology was predominantly characterised by Eurocentric theoretical frameworks and practices that perpetuated racial hierarchies and individualised social problems, thereby aligning with the ideological imperatives of the state. The democratic transition of 1994 led to a critical re-examination of psychology's role, prompting transformation toward inclusivity, relevance, and human rights. The Psychological Society of South Africa (PsySSA) that was established shortly before the dawn of democracy, has been pivotal to this process. The Society's international engagement reconnected South African psychology with global discourse and advanced its uniquely African perspective. Notwithstanding, some of what has emerged is now antithetical to the discipline's transformative achievements. This presentation will critically examine these ongoing challenges and explore South African psychology's ongoing interrogation of its identity within the context of global integration, local relevance, and epistemic justice.

01 - Division 1: Work and Organizational Psychology

Workplace Well-Being & Mental Health 2

Wednesday 22 July 2026 from 12:30 to 14:00

(R-Arsenale)

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1160

CAN BEING "TOO GOOD" AT YOUR JOB HARM YOUR HOME LIFE? RECONCILING THE MOTIVATIONAL AND CAPABILITY-BASED VIEWS OF PERCEIVED OVERQUALIFICATION

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Introduction
The relationship between perceived overqualification and work-family conflict (WFC) is unclear because it can be either negative or positive. Our research proposes that the nature of this linkage depends on work-family centrality.
Purpose
Building on motivation-based approach to overqualification, we argue that, for employees who value work more than family, perceived overqualification is positively associated with strain-based WFC via heightened career anxiety. Yet, drawing on the capability-based approach to overqualification, we propose that, for employees who value family more than work, perceived overqualification is negatively related to time-based WFC via reduced work role overload.
Method & Results
Our hypotheses were supported across two studies (Study 1: a sample of 252 employees from a large Chinese banking group and their spouses; and Study 2: a time-lagged design with employees from various industries (N = 280). In Study 2, we also examined the alternative mediators (i.e., anger toward employment situation and depressive symptoms), re-tested our model with behavior-based WFC, and showed the construct validity of career anxiety.
Conclusions
These results suggest that managers should take into account the work-family values of overqualified workers in attempt to better manage their WFC.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 799

SOCIODEMOGRAPHIC AND PROFESSIONAL PROFILES OF PORTUGUESE UNIVERSITY PROFESSORS: COMPARING TWO STUDIES ON WORK-FAMILY BALANCE, WORK ENGAGEMENT, AND ORGANIZATIONAL COMMITMENT

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University of Coimbra ~ Coimbra ~ Portugal

This research investigates how sociodemographic and professional variables shape work-family balance (WFB), work engagement (WE), and organizational commitment (OC) among university professors in Portugal. While prior research has examined the relationship between these constructs, limited attention has been given to how personal and professional characteristics can influence such experiences in academic contexts. Addressing this gap, the study adopts an exploratory and comparative design, analyzing two independent cross-sectional samples: Study 1 (N = 409, collected between 2015-2019) and Study 2 (N = 311, collected between 2024-2025). Participants responded to validated instruments: the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003), the Organizational Commitment Scale (Allen & Meyer, 1990), and the Work-Family Scale (Carvalho & Peralta, 2009), along with a sociodemographic questionnaire including age, sex, marital status, number of children, seniority and working hours per week at the current place of work, and institution type (public vs. private). Analyses included descriptive statistics, correlation analyses, t-tests, ANOVAs, and post-hoc comparisons. Results partially supported the study's hypotheses: women and mothers consistently reported higher levels of work-family conflict (WFC), while marital status had mixed effects. Across both studies, profiles combining gender and parental status revealed important interaction patterns. Study 2 showed a significant decline in organizational commitment and an increase in WFC and dedication – pointing to a shift in how faculty members relate to their institutions amid evolving work conditions. By integrating individual and contextual variables, this research contributes to the understanding of psychosocial experiences in higher education and informs organizational practices promoting equity, well-being, and retention.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 308

CHRONOLOGICAL AND SUBJECTIVE AGE AT WORK: ITS MODERATING ROLE IN ORGANIZATIONAL WELL-BEING FROM THE HERO MODEL. META-ANALYSIS.

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Introduction
The aging European population presents growing challenges for sustaining workplace well-being, as the average working age increases (Eurofound, 2025). The coexistence of multiple generations in the workforce also introduces new issues, both in terms of health—such as increased attention to occupational risks (Oxley, 2009)—and social dynamics, particularly in intergenerational teams (Kunze, 2015). Research on healthy aging suggests that chronological age alone is insufficient to understand the complexity of aging and its impact on well-being; subjective age—how old a person feels—must also be considered. This aligns with the HERO model (Healthy & Resilient Organizations; Salanova et al., 2012), which integrates psychosocial factors as both predictors and outcomes of organizational well-being.

Objective
This study conducts a meta-analysis to examine how chronological and subjective age relate to the HERO model's psychosocial resources and organizational well-being. It also explores how both forms of age moderate the relationship between these resources and well-being across different age groups.

Method
A meta-analysis was performed on empirical studies addressing these relationships in work contexts. A total of 288 studies were initially identified from Scopus, Web of Science, PsycInfo, and Business Source Premier. Inclusion criteria were: peer-reviewed studies or books in English or Spanish, addressing chronological and/or subjective age in relation to well-being in organizational settings, and incorporating HERO model variables. Experimental interventions were excluded, focusing solely on relational or comparative studies. Studies had to examine age as a moderator between HERO resources and well-being.

Expected Results
The final sample included 9 studies. Findings suggest that a lower perceived age correlates positively with both hedonic and eudaimonic well-being. Autonomy emerged as a key mediating variable. These results highlight the relevance of subjective age in predicting well-being at work.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 472

PSYCHOMETRIC ASSESSMENT OF THE PORTUGUESE ADAPTATION OF THE SELF-CARE PRACTICES SCALE (SCPS): IMPLICATIONS FOR TEACHER WELL-BEING AND BURNOUT PREVENTION

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Self-care practices are crucial for promoting well-being and are particularly relevant for workers in the human services sector, helping them manage work-related stress and maintain their occupational health. However, there is a lack of psychometrically sound instruments to measure self-care practices among workers. We aimed to assess the psychometric properties of the Self-Care Practices Scale (SCPS) for Portuguese workers and explore its association with well-being and burnout. Two related studies were conducted. Study 1 reports the adaptation and the psychometric assessment of the SCPS with a sample of 654 Portuguese employees (74.2% female, M = 47.29 years, SD = 11.04). Factor analysis indicated that a bi-factorial model provided a better fit to the data, with an 18-item general factor and two 9-item factors assessing personal and professional self-care practices. The scale offers adequate evidence of reliability. Study 2 assesses the adequacy of SCPS in a sample of educators (N = 657, 75.5% female, M = 51.43 years, SD = 8.78) and examines the relationships between teachers' self-care practices and occupational health outcomes. Findings supported the structural validity of the instrument's bi-factorial solution and adequate reliability. Multi-group invariance was attained across gender, work context, and instructional level. Results also supported the SCPS's discriminant and criterion validities against external measures. Independent samples t-test revealed that teachers engaged in fewer self-care practices than workers in non-educational contexts, particularly in terms of professional self-care practices. Multiple hierarchical regression analyses supported the predictive role of teachers' self-care practices on their personal well-being, work engagement, and burnout. Findings help answer relevant questions about the role of self-care in the occupational health and well-being of teachers, contributing to an evidence-based discussion on the importance of promoting self-care practices in work settings.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 285

LEADING FOR HEALTH: A MULTILEVEL LONGITUDINAL STUDY EXPLORING HOW GOOD AND BAD BOSSES SHAPE EMPLOYEE PHYSICAL WELL-BEING.

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Despite the relationship between leaders and employee physical well-being being widely investigated in organizational research, the interconnected nature of the specific motivational and affective mechanisms that explains this relationship remains unexplored. Furthermore, previous studies have largely overlooked the simultaneous examination of short-term and long-term underlying mechanisms in the leadership-employee well-being relationship.

This study integrates positive and negative leadership theories with the Conservation of Resource theory to examine this interconnected nature of motivational (role clarity and meaningful work) and affective (positive affect and thriving at work) mechanisms through which transformational and abusive leadership influence employee physical well-being.

Data were collected online via Qualtrics at seven time-point through a three-wave longitudinal design (with one-month intervals) from 204 full-time workers in Ghana. Given the nested structure of our data (repeated monthly measures nested within individuals), we conducted a multi-level analysis to examine our proposed model.

Our results from a multilevel path analysis showed that transformational and abusive leadership had, respectively, positive and negative impacts on employee physical well-being through the sequential mediation of motivational mechanisms (role clarity and meaningful work) and short-term (positive affect) and long-term (thriving at work) affective mechanisms. Additionally, our findings showed that positive affect (a short-term affective mechanism) played a more critical role than thriving at work (a long-term affective mechanism) in explaining how both transformational and abusive leadership influenced employee physical well-being via motivational mechanisms.

This study underscores the vital role of leadership in shaping employee physical well-being through interconnected motivational and affective pathways. Furthermore, the findings emphasize the importance of considering both short-term and long-term outcomes in the development of leadership interventions to improve employee physical well-being. Finally, addressing both supportive and harmful leadership behaviors is essential for promoting healthier workforce.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 25

WHY DO EMPLOYEES DIFFER IN THEIR ACCESS TO FLEXIBILITY I-DEALS?

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Flexibility idiosyncratic deals (i-deals), defined as customized flexible work arrangements that employees negotiate with their employers (Hornung et al., 2008), have become prevalent in organizations as they have been used as a response to a diverse workforce (Bal & Rousseau, 2016), especially as remote and hybrid work become more widespread. While there is extensive knowledge about the positive effects of flexibility i-deals on employees and organizations (see Wasti et al., 2022, for a review), little is known about who receives these i-deals, under what circumstances, and why.

Drawing on a social capital perspective, we propose that individuals with high political skill, due to their ability to influence and build relationships (Ferris et al., 2005), are more likely to develop high-quality leader-member exchange (LMX) relationships with their supervisors and leverage these relationships well to secure flexibility i-deals. Additionally, we propose that this is more likely to occur when their supervisors exhibit servant leadership, characterized by a tendency to serve and support subordinates (Liden et al., 2008). Results from a two-wave survey study involving 221 employees in managerial roles at a pharmaceutical firm in China support our hypotheses.

Our study contributes to literature in multiple ways. First, in the context of flexibility i-deals research, our findings reveal who is more likely to secure flexibility i-deals and under what conditions, extending the understanding of why employees differ in their access to flexibility i-deals from a social capital perspective. Second, our research contributes to political skill research, by revealing its function in the cultivation and utilization of the LMX relationship with the supervisor. Finally, by identifying the effect of servant leadership, our study reinforces the point that supportive leaders are one of the key elements in facilitating employees' access to flexibility i-deals.

01 - Division 1: Work and Organizational Psychology

Workplace Well-Being & Mental Health 5

Wednesday 22 July 2026 from 12:30 to 14:00

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1701

EXPLORING THE EMOTIONAL MECHANISMS LINKING WORKPLACE IMPOSTER THOUGHTS ON SELF-IMPROVEMENT AND SILENT BEHAVIORS: THE MODERATING EFFECTS OF SUPERVISOR FEEDBACK

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Introduction.
Workplace imposter thoughts have attracted increasing attention in organizational research. However, little is known about how such thoughts shape employees' positive and negative behaviors. The underlying mechanisms and boundary conditions also remain unclear.
Purpose.
Drawing on self-discrepancy theory, this study develops a dual-pathway model to examine whether workplace imposter thoughts influence employees' self-improvement and silence behaviors through the emotional mechanisms of shame and fear. It also explores whether these behaviors affect subsequent imposter thoughts and how supervisors' positive and negative feedback differentially moderate these processes.
Method.
We conducted a longitudinal study and collected 256 valid employee-coworker dyads across 4 time points. Hypotheses were tested using multilevel path analysis.
Results.
Findings revealed two distinct pathways. First, workplace imposter thoughts increased self-improvement behaviors via enhanced shame, with supervisor positive feedback amplifying this effect. Second, workplace imposter thoughts increased silence behaviors via increased fear, with supervisor negative feedback weakening this effect. Longitudinal analyses further showed that employees' self-improvement behaviors reduced their subsequent imposter thoughts, whereas silence behaviors reinforced them.
Conclusions.
This study highlights the complex dynamics of workplace imposter thoughts, demonstrating that they can produce divergent outcomes depending on underlying emotional processes and contextual factors. By identifying the dual roles of shame and fear, as well as the moderating influence of supervisor feedback, this research advances theoretical understanding of imposter thoughts and offers practical insights into how organizations can foster constructive rather than detrimental responses.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 933

EXPLAINING WORK ADDICTION: THE JOINT ROLE OF NARCISSISM AND ORGANIZATIONAL FACTORS

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Introduction. Grounded in Trait Activation Theory (Tett & Burnett, 2003), work behavior can be understood as the joint outcome of personality traits and organizational factors. From this perspective, it may be assumed that in environments characterized by overwork climates and heavy workloads, individuals high in narcissism are more likely to develop work addiction. Yet, the proposed moderating effects have largely been overlooked and warrant further investigation.
Purpose. The present study aimed to examine whether overwork climate and workload moderate the relationship between different types of employee narcissism and work addiction.
Method. The study was conducted with a sample of 1,001 employees from Lithuanian organizations. Data were collected using a cross-sectional self-report survey design. Work addiction was measured with the Bergen Work Addiction Scale (BWAS; Andreassen et al., 2012). Grandiose narcissism was assessed using the 16-item Narcissistic Personality Inventory (NPI-16; Ames et al., 2006), while vulnerable narcissism was measured with the 10-item Hypersensitive Narcissism Scale (HSNS; Hendin & Cheek, 1997). Overwork climate was captured with the 8-item scale developed by Mazzetti et al. (2014), and workload was measured with the 5-item Quantitative Workload Inventory (QWI; Spector & Jex, 1998).
Results. Findings provided partial support for the hypothesized moderation effects. Specifically, the positive association between vulnerable narcissism and work addiction was amplified under conditions of higher workload. However, the moderating effect of overwork climate was not significant for this relationship. Similarly, neither overwork climate nor workload moderated the relationship between grandiose narcissism and work addiction.
Conclusions. This study advances scholarly understanding of work addiction by highlighting its potential to emerge from the complex interplay between personality traits and organizational factors. However, the absence of several anticipated effects highlights the need for further research to replicate and extend these findings.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1143

EFFECT OF PSYCHOSOCIAL RISK FACTORS AND BURNOUT ON MENTAL HEALTH IN MEXICAN WORKERS

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Purpose: To determine the significant effect of psycho-social risk factors and burnout on mental health in a sample of Mexican workers.
Method: An explanatory, ex post-facto, cross-sectional research was conducted on a sample of 356 workers from three public and three private organizations. The procedure consisted of applying: a) Reference Guide III of NOM-035 (STPS, 2018) to measure psycho-social risk factors, b) the Occupational Burnout Scale (Uribe, 2010) to measure burnout, and c) the Mental Health Inventory (Gutierrez & Guido, 2017) to measure mental health (both poor and functional).
Results: The results of the hierarchical multiple linear regression analysis indicated a significant and negative effect of burnout (exhaustion [beta = -0.201, p = 0.001] and achievement dissatisfaction [beta = -0.258, p = 0.001]) on functional mental health. In contrast, work control [beta = -0.134, p = 0.001] and the de-personalization factor [beta = 0.318, p = 0.001] also had a positive effect on functional mental health. Work-family interference was found to have a negative and significant effect [beta = -0.349, p = 0.001]. Regarding poor mental health, exhaustion [beta = 0.299, p = 0.001], and achievement dissatisfaction [beta = 0.241, p = 0.001] showed a significant positive effect. The greater the worker's burnout and job dissatisfaction, the more their mental health deficits increase. conversely, de-personalization [beta = -0.261, p = 0.001] has a negative effect on mental health deficits. Additionally, work-family interference was found to have a positive and significant effect [beta = 0.276, p = 0.001] on poor mental health.
Conclusions: a) Two psycho-social risk factors (low work control and work-family interference) and the three burnout factors have a significant effect on functional mental health, and b) One psycho-social risk factor (interference in the work-family relationship) and the three burnout factors have a significant effect on poor mental health.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1593

CO-CONSTRUCTING THE ASSESSMENT OF CARE BURDEN: A MULTIDIMENSIONAL TOOL FOR FAMILY CAREGIVERS

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In Italy, more than seven million people provide daily care to a non-self-sufficient family member. Despite their crucial role, caregivers often remain invisible and lack adequate recognition within welfare systems. The needs arising from the caregiving experience are manifold—psychological, physical, social, and economic—yet they are rarely considered in an integrated way, leading to fragmented and disproportionate interventions.

To address this gap, a new multidimensional tool for stratifying care burden has been developed within the project “Caregiver Bergamo – Supporting Those Who Care”, promoted by the Bergamo Health Protection Agency (ATS) in collaboration with work and organizational psychologists from the University of Bergamo.

The distinctiveness of the tool lies in its construction method: a participatory process involving researchers, health and social care professionals (Family and Community Nurses, Social Workers), and caregivers’ associations. This approach fostered the integration of experiential knowledge and professional expertise.

The outcome is a multidimensional questionnaire that enables a systemic reading of the different dimensions of burden—physical, psychological, social, familial, economic, informational, logistical, and spiritual—producing differentiated profiles that can be shared among multiple actors in the service network. The aim is not only the scientific assessment of the phenomenon but also the creation of an operational instrument capable of guiding professional practices, promoting targeted interventions, and supporting institutional recognition processes for family caregivers.

The co-construction of the tool demonstrates how collaboration among academic research, professional practice, and social representation can generate innovative devices with strong transformative potential, laying the groundwork for a new integrated model of care support.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1651

UNITED IN CARE: UNMASKING STRESSORS AND COPING STRATEGIES ACROSS VETERINARY SPECIALTIES

Stetina B.U.*[1], Soukup K.[1], Aden J.[1], Klaps A.[1], Kovacovsky Z.[2], Hametner K.[1], Smetaczek C.[2]

[1]Faculty of Psychology Sigmund Feud University Vienna ~ Vienna ~ Austria, [2]Psychological Outpatient Clinic, Sigmund Freud University Vienna ~ Vienna ~ Austria

Introduction: Veterinarians experience a unique set of stressors that can be grouped into a bio-psycho-social model of the veterinary job reality and several severe mental health consequences, such as depression and suicidal risk (Stetina & Krouzecky, 2022). However, there are still not a lot of findings, how veterinarians in different fields of veterinary experience their specific stressors and their coping strategies.

Purpose: The study aims to systematically examine coping strategies and stressors across the veterinary profession in Austria analyzing different fields of veterinary medicine; to develop specific treatment approaches for better support.

Methodology: Using a cross-sectional design in cooperation with the Austrian Veterinary Chamber online questionnaires are sent out yearly to Austrian veterinarians on a voluntary basis. The presented analysis includes demographic data, work-related details, a coping strategy inventory (SVF-120) and open-ended questions with regards to subjective stressors. Data from March 2019 (n=339), September 2021 (n=332), March 2022 (n=191), and June 2023 (n=230), were used.

Results: Several specific fields exist in veterinary medicine; the presented analysis focused on small and large animal practice and official veterinarians. In general, all veterinary fields differ significantly from the general population in all coping scales. However, the differences between the fields are significant as well and show that small animal veterinarians reported the highest use of negative maladaptive coping strategies (eg Avoidance: $F(2,549)=5.086, p=.06, \eta 2=.18$)) and official veterinarians report the lowest use of positive coping strategies (eg Minimization: $F(2,549)=8.337, p<.001, \eta 2=.30$)).

Conclusion: The results highlight the need to address the well-being crisis in the veterinary profession and that the different fields differ significantly, yet closer similarities to each other than to the general population. The findings highlight the necessity for tailored interventions specific to each veterinary field.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth

Abstract 4586

NOT JUST A BURDEN: HOW WORKPLACE IMPOSTOR THOUGHTS SHAPE HELP-SEEKING

Wang J.*, Tang N.

Shanghai Jiao Tong University ~ Shanghai ~ China

Workplace impostor thoughts—defined as the belief that others overestimate one's competence at work—are widespread in organizations. Prior research has primarily portrayed such thoughts as an intrapersonal psychological burden, emphasizing their associations with stress, anxiety, and impaired well-being. However, this perspective offers an incomplete account of how employees actively respond to perceived evaluative discrepancies in everyday work interactions. Drawing on the impression management two-component model, we conceptualize workplace impostor thoughts as a socially embedded signal of evaluative discrepancy that heightens concerns about social image, thereby motivating strategic behavioral regulation.

Using a three-wave, multilevel field study of 297 employees nested within 64 work teams in China, we examine how, why, and when workplace impostor thoughts shape distinct forms of help-seeking behavior. Results show that workplace impostor thoughts increase perceived image risk, which in turn promotes autonomous help-seeking (i.e., seeking guidance to solve problems independently) while discouraging dependent help-seeking (i.e., requesting others to provide complete solutions). Moreover, team task interdependence moderates these relationships: when task interdependence is high, the positive effect of workplace impostor thoughts on image risk is stronger, and the indirect effects on both forms of help-seeking via image risk are amplified.

By shifting attention from the psychological costs of impostor thoughts to employees' active behavioral responses, this research advances a more agentic and socially embedded account of the impostor experience. In addition, by distinguishing between autonomous and dependent help-seeking, we integrate learning-oriented and image-regulatory perspectives on help-seeking behavior, highlighting how employees regulate not whether they seek help, but how they do so in evaluative contexts. Finally, our findings underscore the importance of task structure in shaping when impostor-related evaluative discrepancies become socially consequential, offering a more context-sensitive understanding of workplace impostor thoughts and their behavioral implications.

01 - Division 1: Work and Organizational Psychology

Leadership & Management 1

Wednesday 22 July 2026 from 12:30 to 13:15

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 919

ADDRESSING THE CREATIVITY RECOGNITION PARADOX: CONTRADICTORY EFFECTS OF INTERGROUP RELATIONS ON CREATIVITY EVALUATIONS OF THE CREATORS AND THEIR CREATIONS

Bai X.*[1], Qi S.[1], Lin L.[2]

[1]Institute of Psychology, Chinese Academy of Sciences ~ Beijing ~ China, [2]Central University of Finance and Economics ~ Beijing ~ China

While the creativity and innovation literature has focused extensively on the generation and implementation of creative ideas, less is known about the factors that influence how creative potential is recognized in individuals and their work. This study examines how intergroup relations between evaluators and the targets of evaluation (i.e., creators and their ideas) serve as a social cue to influence creativity recognition. Social identity theory suggests that evaluators will perceive ingroup members as more creative than outgroup members. In contrast, construal level theory posits that the psychological distance associated with outgroups will lead evaluators to perceive greater creativity in the work of outgroup members than in that of ingroup members. Four studies provide converging evidence for this paradox. Specifically, Study 1 revealed that evaluators rated ingroup creators as having higher creative potential but judged their ideas as less creative compared to their outgroup counterparts. Study 2 found that this favoritism toward ingroup creators was mediated by intergroup bias. By contrast, Study 3 demonstrated that the preference for outgroup members' ideas was mediated by the higher-level construal adopted when evaluating these psychologically distant targets. Finally, Study 4 tested the full model, confirming that intergroup bias and construal level function as parallel mediators, explaining the contradictory effects of intergroup relations on evaluations of creators and creations, respectively. Overall, our findings suggest that social cues like intergroup relations have complex and paradoxical effects on how creativity is recognized.

Division 1: Work and Organizational Psychology Division 15: Students and Early Career Psychologists Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 1700

TEAM COMMUNICATION ACTIONS AND THEIR IMPACT ON TEAMWORK PROCESSES AND TEAM PERFORMANCE

Perez--Sepulveda I.*[1], Axtell C.[2], Dawson J.[2]

[1]School of Psychology, Universidad Adolfo Ibáñez ~ Santiago ~ Chile, [2]Sheffield University Management School ~ Sheffield ~ United Kingdom

Introduction: Advances in information and communication technologies (ICTs) have transformed how teams collaborate, increasingly combining face-to-face and virtual exchanges. However, prior research has often treated ICTs and face-to-face communication as opposites, overlooking their overlapping and complementary capabilities (Dennis et al., 2008) and the ways team members actively shape media use through their agency. The emerging concept of team communication actions (Perez-Sepulveda et al., 2026) addresses this gap, but its links to teamwork processes and performance remain empirically untested.

Purpose: This study investigates the relationships between team communication actions, teamwork processes, and team performance, considering the moderating role of team tenure.

Method: Data were collected from 517 members in 143 teams across two organisations. We examined the direct effects of eight communication actions on transition, action, and interpersonal processes, as well as their indirect effects on team performance through these processes. Team tenure was included as a moderator.

Results: Team communication actions influenced effectiveness in nuanced ways. Verbal, non-verbal, and refining communications enhanced coordination, trust, and performance, and helped teams manage task conflict constructively to improve outcomes, even if conflict levels did not decrease. Reviewing communications often undermined processes, while graphical communications benefited early-stage teams. Overall, results suggest managers should tailor media use to team maturity and focus on meaning-driven communication to support teamwork and performance.

Conclusions: The study provides the first empirical support for the concept of team communication actions, offering a more nuanced understanding than traditional ICT versus face-to-face comparisons. Results contribute to theory by clarifying how communication behaviours shape teamwork processes and performance, and to practice by informing managers' decisions about communication media use depending on team maturity.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1495

BEYOND ENGAGEMENT AND SATISFACTION: THE UNIQUE PREDICTIVE VALUE OF EMPLOYEE NET PROMOTER SCORE FOR ORGANIZATIONAL RETENTION

Valencia M.*

University of the Philippines ~ Quezon City ~ Philippines

The Employee Net Promoter Score (eNPS) has become one of the most widely adopted human resource metrics for gauging employee advocacy and organizational attractiveness. Despite its popularity, questions remain about whether eNPS is merely a proxy for employee engagement and job satisfaction, or whether it offers unique value in predicting critical organizational outcomes. This study examined the construct and predictive validity of eNPS in relation to engagement, job satisfaction, and intention to stay at the organizational level.

Data were drawn from 69 organizations in the Philippines, representing approximately 18,000 employees across diverse industries. Each organization provided aggregated scores on eNPS, engagement, job satisfaction, and intention to stay. Analyses compared the relative contributions of these metrics in predicting organizational retention.

The findings revealed that engagement was strongly related to intention to stay, while job satisfaction added little predictive value. Crucially, eNPS contributed additional explanatory power, emerging as a distinct predictor of organizational retention even when engagement and job satisfaction were taken into account. This indicates that eNPS is not simply redundant with existing measures but captures unique aspects of how employees perceive and advocate for their organization as a place to work.

These results have both theoretical and practical significance. From a scientific perspective, they support the nomological validity of eNPS within the broader network of employee attitudes and outcomes. From a practical standpoint, the study suggests that organizations can use eNPS as a parsimonious yet powerful indicator of retention risk, while continuing to rely on engagement and satisfaction measures for a fuller picture of employee experience and well-being. By clarifying the role of eNPS, this study contributes to bridging the gap between psychological theory and HR practice.

01 - Division 1: Work and Organizational Psychology

Vicente Martinez-Tur, University of Valencia, Spain. New Frontiers in Work and Organizational Psychology: International Insights

Wednesday 22 July 2026 from 13:00 to 13:30

(O-Arsenale)

Abstract 4612

New Frontiers in Work and Organizational Psychology: International Insights

Martinez--Tur V.*

01 - Division 1: Work and Organizational Psychology

Leadership & Management 2

Wednesday 22 July 2026 from 13:15 to 14:45

(P -Arsenale)

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 1835

HUMAN CAPITAL SUSTAINABILITY LEADERSHIP AND CAREER SUSTAINABILITY: THE ROLE OF FEEDBACK ENVIRONMENT AND FEEDBACK ORIENTATION IN PUBLIC ADMINISTRATION

Mariani M.G.*, Lo Piccolo E., Petruzziello G.

University of Bologna, Department of Psychology "Renzo Canestrari" ~ Milano ~ Italy

Introduction. Promoting sustainable careers is a strategic challenge for public organizations, where aging workforces and limited mobility constrain opportunities for growth. Human Capital Sustainability Leadership (HCSL) is a leadership style oriented toward ethical, sustainable, and mindful use of human resources. By shaping a supportive Feedback Environment (FBE), leaders can foster developmental perceptions of performance appraisal (DEV), encouraging employees to view appraisal as an opportunity for growth rather than as a control tool. However, the conversion of supportive contexts (FBE) into developmental appraisal reactions (DEV) may depend on employees' Feedback Orientation (FO), which in this study is explicitly tested as a moderator, capturing the degree to which individuals value, seek, and use feedback at work.
Purpose. This study tests whether FBE and DEV sequentially mediate the relationship between HCSL and Career Sustainability (CS), and whether FO moderates the FBE → DEV pathway.
Method. A moderated serial mediation model (PROCESS Model 91, Hayes) was tested with survey data from 320 employees in a large Italian public administration.
Results. HCSL showed no direct effect on CS. Its influence was fully indirect: HCSL enhanced FBE, which promoted DEV, ultimately increasing CS. FO significantly moderated the FBE → DEV link, amplifying the serial indirect effect of HCSL on CS.
Conclusions. The study shows that Human Capital Sustainability Leadership does not directly predict Career Sustainability, but operates indirectly by fostering supportive Feedback Environments and strengthening employees' developmental perceptions of performance appraisal. Moreover, employees' Feedback Orientation plays a crucial moderating role, enhancing the translation of supportive contexts into developmental appraisal reactions. These findings suggest that in public administration, leadership behaviors that promote sustainable use of human resources can enhance career sustainability primarily through the creation of favorable feedback conditions and employees' receptivity to them.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 1043

DESIGNING FOR COMPASSION AT WORK: AN INVESTIGATION OF HOW AND WHEN COMPASSION ORGANIZING IMPACTS EMPLOYEE PERFORMANCE, INNOVATION AND JOB SATISFACTION

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[1]Université de Montréal ~ Montréal ~ Canada, [2]HEC Montréal ~ Montréal ~ Canada

A key challenge for organizations in the post-pandemic era is to reconcile managers' demands for performance and innovation, on the one hand, and employees' needs for well-being, on the other hand. Indeed, as never before, today's organizations are exposed to acute external disruptions, such as financial shocks, geopolitical turmoil, pandemic crises and commercial wars, which dramatically threaten not only the employees' capacity to meet ambitious performance and innovation targets, but also the possibility for them to preserve of a worthy quality of life at work. However, despite need for "healthy" organizational practices – i.e., that are supportive of both employee performance/innovation and well-being – research has surprisingly fallen short to address this critical issue.

In the present manuscript, we build on and extend current theorizing on compassion at work by unveiling compassion organizing – defined as organizational repurposing and redirecting routines used for normal work to address members' suffering – as a new bundle of organizational practices that are expected to support organizations' capacity to conciliate the performance/innovation-well-being corundum in the workplace. Drawing on two complementary theories, attachment theory and cue consistency theory, as well as on the literature on workplace compassion, we hypothesize that: a) job autonomy transmits (i.e., mediates) the benefits of compassion organizing for benefit employee performance, innovation and job satisfaction; and b) transformational leadership amplifies (i.e., moderates) these positive indirect effects.

To test our research model, we conducted a three-wave and multi-source study on 369 employees working in a Canadian provincial government organization. Hierarchical linear modeling results fully supported our predictions. Our study contributes to a new theoretical, empirical and practical understanding of how organizational practices that are supportive of compassion at work can help organizations conciliate the managerial demands for heightened performance and innovation with employees' needs for improved psychological health at work.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 265

PSYCHOLOGICAL SAFETY, WORK ENGAGEMENT, RESILIENCE, JOB SATISFACTION, AND TRANSFORMATIONAL LEADERSHIP IN PORTUGUESE FAMILY BUSINESSES

Pereira S.A.*[1], Veiga P.M.[2]

[1]Susana Alves Pereira ~ Maia ~ Portugal, [2]Pedro Mota Veiga ~ Maia ~ Portugal

Family businesses are a cornerstone of the Portuguese economy, representing around 80% of all enterprises, generating two-thirds of GDP, and employing half of the national workforce. Despite their long-term orientation and resilience, these organisations face key challenges, such as succession, professionalisation of management, and resistance to change. In this context, psychological safety emerges as a pivotal construct in promoting work engagement and employee wellbeing. This study investigates the effect of psychological safety on work engagement, considering job satisfaction and resilience as mediating variables. It also examines the mediating role of psychological safety in the relationship between transformational leadership and work engagement. A cross-sectional survey was conducted among 800 employees from Portuguese family businesses. Participants completed a self-report questionnaire comprising validated measures: Team Psychological Safety Scale, Utrecht Work Engagement Scale (UWES-3), Short Index of Job Satisfaction, Psychological Capital Questionnaire (resilience subscale), and the Global Transformational Leadership Scale. Data collection followed ethical approval and informed consent procedures. Preliminary analyses suggest that psychological safety is positively associated with engagement, job satisfaction, and resilience. Mediation analyses are being conducted to assess the indirect effects of job satisfaction and resilience on the relationship between psychological safety and engagement. Additionally, results are expected to demonstrate that transformational leadership positively influences psychological safety, which in turn fosters work engagement. Findings are expected to offer both theoretical and practical contributions to organizational psychology by clarifying the mechanisms through which psychological safety enhances motivation and performance in family business contexts. The study highlights the relevance of promoting psychologically safe environments, supported by transformational leaders, as a pathway to sustained employee engagement and organisational adaptability.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions

Abstract 2675

PRELIMINARY PSYCHOMETRIC EVIDENCE ON AN ORGANISATIONAL LEADERSHIP COMPETENCY QUESTIONNAIRE

Pienaar J.*, Theron C.

University of Stellenbosch ~ Stellenbosch ~ South Africa

Background: Leadership is arguably the most important theme in the social sciences, yet our understanding of the development of organisational leadership is still fragmented and incomplete.
Aim: We examine the psychometric properties of a leadership competency questionnaire to evaluate the reliability and validity of the instrument as a feedback tool for developing effective leader behaviour.
Setting: The questionnaire was administered on a South Africa sample (N = 133) of leaders-in-training that were part of management development programmes around the country.
Method: Data was collected via online surveys from a conveniently available pool of respondents. Classical item analysis as well as dimensionality analysis was performed on each of the questionnaire subscales. The measurement model was fitted via Structural Equation Modelling.
Results: Reliability analysis demonstrated that the instrument had high internal consistency in the sample. Confirmatory factor analysis confirmed the unidimensionality of all 9 subscales. The competency questionnaire measurement model obtained close fit in the parameter.
Conclusion: We provisionally conclude that the rating instrument provides a valid and reliable tool to measure and provide feedback on burgeoning leaders' standing on critical organisation-specific leadership competencies.
Contribution: The available evidence supports the permissibility of the use of the questionnaire to gauge management trainees' standing on the organisational leadership performance construct, and to provide them with formative feedback as part of an overarching performance review process in support of their leadership development journey.

Division 17: Professional Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 888

THE IMPACT OF POSITIVE LEADERSHIP, PERCEIVED ORGANIZATIONAL SUPPORT ON WORK ENGAGEMENT AND SOCIAL RELATIONSHIPS: MEDIATING ROLE OF POSITIVE PSYCHOLOGICAL CAPITAL

Srivastava K.*

Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

The paper has examined the role of positive leadership and perceived organizational support in developing psychological capital (PsyCap), and the mediating role of psychological capital (PsyCap) between positive leadership, perceived organizational support (POS), work engagement, and social relationships. We collected data from 375 executives using a structured interview schedule from the eastern part of the Indian manufacturing sector. We analyzed the data using structural equation modelling to test he proposed model. The results support the model empirically, suggesting that positive leadership and perceived organizational support enhance psychological capital, while PsyCap partially mediated the relationship between independent and dependent measures.. It has implications for management to adopt positive leadership, provide support, and value their contribution. Organizations must cultivate an empowering environment through communication, accountability, and motivating employees to enhance their engagement level. Management should also connect with employees to improve social relationships by fostering a positive atmosphere of trust, respect, honesty, and appreciation. The study contributes to the literature by identifying the role of positive leadership and organizational support in developing social capital and engagement via psychological capital in the Indian manufacturing sector. The study supports the theory of psychological capital and social exchange, which helps build a resilient, hopeful, optimistic, and efficient workforce, resulting in better engagement and strong social relationships to achieve a competitive advantage in an uncertain environment, as it provides the necessary resources to cope with the challenges of the environment.

Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 625

ORGANIZATIONAL CLIMATE FOR APPRECIATION: SCALE DEVELOPMENT AND VALIDATION

Wahl I.*, Einwiller S.

University of Vienna ~ Vienna ~ Austria

Introduction and Purpose
Employees want to be appreciated in the workplace for various reasons, including individual traits and work-related behaviors. The perception and signals of appreciation are shared among employees and can therefore be experienced as an organizational climate of appreciation. An appreciative climate is defined as an organizational environment in which employees receive signals that their individual characteristics, work behaviors, and competencies are valued. While existing appreciation measures primarily capture the appreciation directed at and perceived by individual employees, this study aims to develop a one-dimensional, reliable, and valid scale for assessing the organizational climate of appreciation.
Method
An extensive item generation process was followed, comprising: (1) reviewing literature for suitable items, (2) conducting interviews with employees (N = 5), and (3) incorporating feedback from experts (N = 5). The resulting item pool of 15 items was piloted with an online-survey on a sample of 133 German-speaking employees. Using the same online-survey, dimensionality was established using a sample of 284 German-speaking employees and replicated with a second sample of 293. This second sample was also used to evaluate the scale's validity and reliability. To demonstrate criterion validity, the surveys included scales on job satisfaction, organizational identification, and turnover intention. Construct validity was assessed using items related to appreciation by colleagues and superiors. The study was deemed ethically sound and was pre-registered on the Open Science Framework.
Results
We created a one-dimensional scale consisting of six items that measures the organizational appreciation climate. The scale demonstrated reliability as well as criterion and construct validity.
Implications and future research
This scale enables researchers and work psychologists to assess the prevailing appreciation climate in organizations. A revalidation of the scale in Scandinavia and the US is already planned, with data collection starting in October 2025.

01 - Division 1: Work and Organizational Psychology

Sabine Sonnentag, University of Mannheim

Wednesday 22 July 2026 from 13:30 to 14:00

(O-Arsenale)

Abstract 4629

Divisional Invited Keynote

Sonnentag S.*

01 - Division 1: Work and Organizational Psychology

NEW SCENARIOS AND TRAINING STRATEGIES TO IMPROVE THE WELL-BEING OF UNIVERSITY TEACHING AND TECHNICAL STAFF

Wednesday 22 July 2026 from 14:00 to 15:30

(O-Arsenale)

Massimo Miglioretti (University of Milano-Bicocca ~ Milan ~ I), Chair and Presenter
Silvia Pignata (university of South Australia ~ Adelaide), Discussant

The well-being of academic and technical-administrative staff has become a central issue for higher education institutions, with growing evidence linking staff health to both educational quality and student outcomes. This symposium brings together international scholars to present innovative research and training strategies addressing mental health, burnout prevention, gender-inclusive language, and stress management in university contexts.
The session opens with the contribution of Silvia Pignata and colleagues, who illustrate how a comprehensive Student Mental Health Framework can be adapted to support university staff. Their work demonstrates the importance of systemic and multi-layered approaches, highlighting the strong interdependence between student and educator well-being.

Building on this theme, Alain Marchand and colleagues present results from a large Canadian longitudinal study on burnout among university employees. Findings show that academic managers and professors-researchers are particularly at risk, pointing to the need for targeted preventive interventions.
A further contribution is offered by Elisa De Carlo and colleagues, who describe an experiential training program for teachers designed to enhance resilience, engagement, and professional development. The significant improvements observed underscore the potential of continuing education to strengthen psychosocial resources and foster more sustainable educational practices.
The symposium then turns to inclusion, with Vittorio Scuderi and colleagues presenting the results of a quasi-experimental study on gender-inclusive language training for Italian university staff. Their findings confirm the key role of inclusive environments in encouraging positive attitudes and the practical adoption of inclusive communication.
Finally, Massimo Miglioretti and colleagues share the evaluation of a stress management program for technical-administrative personnel. Beyond high participant satisfaction, the study highlights how tailored interventions can increase awareness of stressors, strengthen coping strategies, and provide a foundation for broader organizational initiatives aimed at long-term impact.

Abstract 3144

ADAPTING A COMPREHENSIVE UNIVERSITY STUDENT MENTAL HEALTH FRAMEWORK TO AUSTRALIAN UNIVERSITY STAFF

Pignata S.*

University of South Australia ~ Adelaide ~ Australia

There is strong evidence that university students report high levels of psychological stress. This paper reports on the development and implementation of a university-wide Student Mental Health Framework (SMHF) to foster student mental wellbeing in an Australian university. We outline the multi-layered systems approach and four key framework principles: recognising students as partners; integrating wellbeing into teaching and learning to drive academic success; aligning online and on-campus learning, social and operational environments to support wellbeing; and connecting students to services and supports and collaborating effectively with experts, stakeholders, and the sector itself. Mental wellbeing was recognised across eight domains: emotional, social, physical, intellectual, spiritual, environmental, financial, and digital.

First, a university-wide analysis of existing initiatives identified 124 wellbeing activities. Next, the SMHF was developed with input from a student consultative group. Lastly, several brainstorming sessions were held with the group to gather ideas on how best to improve student wellbeing. After reviewing the current state analysis and engaging with peers, the student group identified 138 proposed wellbeing actions for implementation. After preliminary analyses, 27 proposed actions were retained that— if implemented—were expected to have a lasting impact beyond 2025. Actions identified included: piloting a peer-led wellbeing support service; and providing clearer communications to neurodiverse students about accessing services.

Informed by this approach and evidence-based literature, we propose the development of a comparable conceptual framework and systemic implementation to enhance the mental wellbeing of university educators, who report high levels of stress due to factors in the teaching, institution, and external environment (Laundon & Grant-Smith, 2023). This healthy settings-based approach acknowledges the inherent complexity of university communities and that the health of university educators and students is intertwined (Okanagan Charter, 2015). The need for targeted strategies is critical so that a healthier workforce can provide better learning outcomes for students.

Abstract 3146

FOSTERING WELL-BEING IN EVOLVING ACADEMIC CONTEXTS: A TRAINING PRACTICE IN ITALIAN UNIVERSITY

De Carlo E.*[1], Signore F.[2], Artigas M.V.[3], Catalano A.[1], Ingusci E.[1]

[1]Unisalento ~ Lecce ~ Italy, [2]Unimercatorum ~ Roma ~ Italy, [3]Universidad Nacional del Mar del Plata ~ Mar del Plata ~ Argentina

Introduction
Supporting teachers' well-being is essential to creating educational environments capable of responding effectively to the challenges of evolving academic contexts. Promoting such well-being—particularly during students' transitional phases—requires educators to integrate guidance-related skills with professional reflexivity. In this perspective, continuing teacher education represents a valuable opportunity to strengthen their role as both promoters of well-being and agents of change.
Objectives
This contribution presents a residential training program addressed to university and upper secondary school teachers. The intervention aimed to enhance transversal competences with the broader goal of fostering professional well-being by improving work engagement, emotional resilience, and perceived professional development. It also sought to promote dialogue and the co-construction of competences among various stakeholders in the educational system.
Method
The intervention involved N=26 teachers in an experiential learning process including individual, collaborative, and reflective activities. The variables measured were work engagement, emotional resilience, guidance competences, and perceived professional development. Data were analyzed using paired-sample t-tests (Jamovi software).
Results
Statistically significant increases were found in several dimensions: work engagement, emotional resilience, guidance competences (e.g., promotion of self-efficacy), and perceived professional development. These improvements, considered together, suggest a strengthening of teachers' psychosocial well-being—expressed through greater engagement, improved coping strategies, and a stronger sense of efficacy in their educational role.
Limitations and Innovative Aspects
Although this was a preliminary and exploratory study, the adoption of an integrated approach—focused on well-being and guidance training—yielded encouraging results. The findings highlight the potential of such interventions to reinforce teachers' personal and professional resources and to support the development of more sustainable and inclusive educational practices.

Abstract 3147

TRAINING TECHNICAL AND ADMINISTRATIVE STAFF IN ITALIAN UNIVERSITIES ON GENDER-INCLUSIVE LANGUAGE: PRELIMINARY RESULTS OF A QUASI-EXPERIMENTAL STUDY

Scuderi V.*[1], Platania S.[2], Paolillo A.[1]

[1]Kingston University London ~ London ~ United Kingdom, [2]University of Catania ~ Catania ~ Italy

In increasingly diverse workplaces, characterised by greater participation of women, and members of the LGBTQ+ community, the adoption of gender-inclusive language is an asset for the promotion of fair work environments. Research suggests that inclusive work environments encourage employees to communicate more inclusively, which could foster a sense of inclusion. However, there is a lack of empirical studies investigating the relationship between inclusive work environments and inclusive language use, particularly in Italian workplaces where institutions still debate on its implementation.

To investigate how inclusive environments promote the use of gender-inclusive language to accommodate demographic changes, a pilot study focusing on the relationship between perceptions of inclusion at work and the use of gender-inclusive language (GIL) among 223 Italian public administration employees was conducted. Using a cross-sectional research design, 223 questionnaires were analysed to explore the associations between climate for inclusion, positive attitudes towards GIL and intentions to use GIL. The results showed a positive correlation between employees' perception of inclusion at work and behaviours favoring the use of GIL. Mediation analysis showed that, in work contexts perceived as inclusive, employees are more likely to have positive perceptions of inclusive language and, consequently, to embrace its use. These results suggest that individuals are more likely to adopt inclusive language in work environments that are perceived as inclusive, which contributes to greater communicative fairness. They also demonstrate the crucial role of fostering inclusive work environments and the need to offer training on inclusive language as a key competence for cultivating inclusive communication at work. Due to the exploratory nature of this study, the sample is not representative, which limits the generalisability of the results. Future experimental studies should focus on verifying whether groups of workers who use GIL perceive greater inclusion at work than those who do not use GIL.

Abstract 3148

FROM DESIGN TO IMPACT: EVALUATING STRESS MANAGEMENT PROGRAMS FOR UNIVERSITY TECHNICAL-ADMINISTRATIVE PERSONNEL

Miglioretti M.*, Simbula S., Dell''Aversana G.

University of Milano-Bicocca ~ Milan ~ Italy

In recent years, the well-being of technical and administrative staff (PTA) in Italian universities has garnered increasing attention, especially in light of institutional changes and the intensified pressures of the COVID-19 pandemic. This study evaluates a tailored workplace intervention aimed at supporting stress management among PTA within the academic context.

The intervention was delivered at a Northern Italian university through two group sessions held two weeks apart. A total of 66 PTA employees voluntarily participated and were assigned to small groups of 10–15 individuals based on professional role. The sessions incorporated experiential exercises, reflective writing, and case discussions to enhance awareness of stressors and bolster both individual and organizational coping resources.

Pre- and post-intervention assessments were conducted using validated measures of work engagement, emotional exhaustion, perceived stress, and psychological capital. Valid responses included in the analyses comprised 28 participants in the intervention group and 21 in the control group. Participant satisfaction and process data were also collected via facilitator field notes.

Findings indicated high participant satisfaction and perceived usefulness of the intervention in raising stress management awareness. However, repeated-measures analyses revealed no statistically significant changes over time or differences between groups on psychological outcomes. The brief duration and individual-level focus of the intervention may have limited its capacity to yield measurable effects.

Despite its implementation within a single institution, this study underscores the complexity of designing and evaluating stress-reduction programs in academic settings. It offers practical insights for future multi-level interventions aimed at enhancing PTA psychological well-being, highlighting the need for sustained engagement and organizational support to foster lasting impact.

01 - Division 1: Work and Organizational Psychology

RETHINKING OCCUPATIONAL HEALTH AND WELL-BEING IN THE DIGITAL WORKPLACE: CHALLENGES AND STRATEGIES

Wednesday 22 July 2026 from 14:00 to 15:30

(R-Arsenale)

Oi Ling Siu (Lingnan University ~ Hong Kong ~ Hong K), Chair and Discussant

The integration of digital technologies into workplaces has transformed how employees interact, perform, and experience their work. Advancements such as AI, social media, and IT systems offer opportunities for efficiency, inclusion, and resource optimization. However, they also bring challenges like technostress, dehumanization, and the need for proactive strategies to maximize their benefits. At the same time, physical workplace conditions, such as indoor air quality, remain an often-overlooked factor with significant implications for employee well-being. This symposium examines the multifaceted impact of both digital transformation and physical environments on employees' well-being, inclusion, and performance, offering actionable insights into the interfaces between technology, environment, and human behavior.

The first presentation highlights an unrecognized threat to well-being: the impact of secondary emissions from indoor ozone chemistry on employees' emotions. This study identifies how specific pollutants, such as ozonolysis products, negatively affect workers' emotional states, with implications for improving indoor air quality in office settings.
The second presentation focuses on the darker side of digital transformation, showing how technostress contributes to workplace loneliness through organizational dehumanization. It also highlights the buffering role of nature exposure in mitigating these effects, offering strategies to enhance employee well-being.
The third presentation explores how social media affordances like anonymity and association empower neurodivergent employees to participate meaningfully in workplace decision-making, even when traditional support systems are lacking.
The fourth presentation examines AI as a resourceful work event, demonstrating how reflective practices like savoring and sharing can help employees transform AI use into sustainable energy and performance gains.
Finally, the fifth presentation investigates the paradox of control in human-AI collaboration, showing how task-level attributions of control influence employees' creative self-efficacy and agency.
Together, these studies provide a multidisciplinary perspective on navigating the challenges and opportunities of modern workplaces, offering valuable insights for fostering well-being, inclusion, and innovation.

Abstract 3801

DEHUMANIZATION IN THE DIGITAL WORKPLACE: LINKING TECHNOSTRESS TO EMPLOYEES' LONELINESS AND THE ROLE OF NATURE EXPOSURE

Lu C.*

School of Psychological and Cognitive Sciences, Peking University ~ Beijing ~ China

Introduction - The implementation of advanced IT and widespread digital transformation in the workplace has brought lots of significant benefits, including enhancing productivity and efficiency. Nevertheless, people also confront the dark sides of IT use, among which the most concerning phenomenon is technostress. This type of technology-induced stressors could make employees feel severely lonely in the workplace.
Purpose: The current study is to investigate the impact of technostress on employees' loneliness in the workplace, with focus on the mediating mechanism of organizational dehumanization and the buffering effect of employees' exposure to natural environments.
Method - A time-lag designed study was conducted, and data were collected from 340 employees across various industries and companies in China.
Results - The results showed that technostress was positively related to employees' workplace loneliness, and organizational dehumanization significantly mediated the positive relationship. Moreover, employees' nature exposure was found to moderate the indirect relationship between technostress and employees' workplace loneliness via organizational dehumanization, such that the indirect relationship is weaker when nature exposure is high (vs. low).

Conclusion - Our findings demonstrate that nature exposure can mitigate the impact of technostress on employees' loneliness through alleviating their experience of dehumanization in the workplace. This study would provide insight into our understanding of human-technology interaction in contemporary work contexts, and offers practical implications for employers and employees seeking to promote well-being through increasing access to restorative natural environments.

Abstract 3802

FROM THEORY TO PRACTICE: HOW SOCIAL MEDIA AFFORDANCES ENABLE NEURODIVERGENT EMPLOYEE PARTICIPATION IN WORKPLACE DECISION-MAKING

Chan X.W.(.*

School of Applied Psychology, Griffith University ~ Brisbane ~ Australia

This presentation bridges conceptual understanding with empirical evidence on how digital technologies can foster meaningful inclusion for neurodivergent employees (NDEs). Drawing from two complementary studies, I first present a comprehensive technology-inclusion framework that identifies how social media affordances, particularly anonymity and association, can facilitate workplace inclusion across multiple dimensions. Building on this theoretical foundation, I then share findings from a 10-day experience sampling study (N = 185 NDEs) that examines how these affordances activate proactive motivational states, ultimately enabling NDEs to influence workplace decisions. The empirical results reveal that association affordances enhance both psychological empowerment and positive affect, while anonymity primarily operates through affective pathways. Notably, these digital pathways become particularly valuable when traditional interpersonal support is lacking, suggesting a compensatory rather than complementary relationship. Together, these studies offer both theoretical insights and practical guidance for leveraging social media as an inclusion tool, moving beyond general accommodation calls to specify actionable mechanisms for meaningful neurodivergent participation in organisational decision-making.

Abstract 3803

HOW AND WHEN AI USE ENHANCES POSITIVE WORK EXPERIENCE: A COGNITIVE RESOURCE CRAFTING PERSPECTIVE

Wang H.*

Department of Psychology, Lingnan University, Hong Kong ~ Hong Kong ~ Hong Kong

AI has become increasingly embedded into employees' everyday lives. However, we still lack a comprehensive understanding of how and under what conditions AI use can shape employee positive work experience. Based on the affective event theory (AET) and the job demands-resources (JD-R) theory, we conceptualize AI use as a resourceful work event, but its positive impact depends on the extent to which employees can turn this resourceful event into cognitive resources. Specifically, we hypothesize that the joint effects of AI use and positive reflection—comprising intrapersonal savoring (personal reflection on what went well) and interpersonal sharing (capitalization with others)—will boost cognitive resource crafting (CRC). In turn, CRC is expected to foster higher energy levels and better performance.
We conducted a weekly diary study over 4 consecutive weeks with 114 knowledge workers in China who regularly used AI tools. Multilevel analysis revealed that AI use was more strongly associated with CRC during weeks when employees engaged in high levels of intrapersonal savoring and interpersonal sharing. Further, conditional indirect effects analysis showed that weekly AI use indirectly influenced energy and performance via CRC, with these effects being amplified when employees engaged in high levels of savoring and sharing.

By integrating JD-R and AET theories, our findings demonstrate that the benefits of AI use extend beyond mere tool adoption. Instead, AI use functions as a positive work event that, when reflectively processed, can be transformed into enduring cognitive resources. We further highlight the importance of agentic reflective practices, such as savoring and sharing small "AI wins", in maximizing the positive impact of AI use on employees' cognitive resource crafting, energy, and performance.

Abstract 3804

THE PARADOX OF CONTROL IN HUMAN–AI COLLABORATION: HOW ATTRIBUTIONS SHAPE CREATIVE SELF-EFFICACY

Van Gool P.*

Human Performance Management Group, Eindhoven University of Technology ~ Eindhoven ~ Netherlands

The increasing use of artificial intelligence (AI) in knowledge-intensive work raises questions about how it affects employees' sense of creative capability. Some perspectives view AI as scaffolding that augments creativity, while others highlight its potential to undermine agency and ownership. We address this debate by examining how AI use relates to creative self-efficacy through task-level attributions of control. Data were collected on 389 tasks reported by 58 engineers in a leading global semiconductor company. For each task, employees rated their performance, creativity demands, AI use, locus of control, and creative self-efficacy. Multilevel analyses revealed that AI use amplified attributional patterns. When performance was high, particularly in creativity-intensive tasks, employees were more likely to attribute control to themselves and reported higher creative self-efficacy. When performance was low, they were more likely to attribute control to the AI and reported lower creative self-efficacy. These findings suggest that AI does not simply empower or disempower employees but acts as an attributional amplifier, magnifying self-serving biases that shape beliefs about creative capability. The study extends attribution and self-efficacy theories to AI-supported work and highlights practical risks of overconfidence after AI-assisted successes and reduced self-belief after failures.

01 - Division 1: Work and Organizational Psychology

Leadership 5

Wednesday 22 July 2026 from 14:00 to 15:30

(T-Monumentale)

Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 307

WHEN LEADERS DISAPPEAR: THE QUIET COST OF LAISSEZ-FAIRE LEADERSHIP ON EMPLOYEE QUIET QUITTING AND THE BUFFERING ROLE OF PSYCHOLOGICAL DETACHMENT

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Quiet Quitting in recent times has emerged as a significant global organizational challenge, leading to adverse consequences for organizations. Despite its growing relevance, research on this phenomenon remains limited, particularly regarding the role of leadership. This study investigates the influence of laissez-faire leadership (LFL) on employee quiet quitting behaviours via the mediating effects of role stress and exhaustion and the moderating role of psychological detachment. A four-wave time-lagged survey was conducted among 367 full-time employees in Ghana, with data collected at one-month intervals. Regression analyses revealed that LFL was indirectly associated with higher levels of quiet quitting via increased role stress and exhaustion. However, this indirect positive effect of LFL on employees' quiet quitting behaviours was lower for employees who were able to psychologically detach after work. These findings emphasize the subtle yet harmful effects of leader passivity on employee disengagement and highlight the critical role of recovery experiences in mitigating these effects. Organizations should prioritize leadership development programs to address the negative effects of laissez-faire leadership and foster a work environment that encourages employees to psychologically detach after work, mitigating stress and exhaustion.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 1767

A SYSTEMIC–CONSTRUCTIVIST VIEW OF LEADERSHIP: FROM DYADIC INTERACTION TO SEMANTIC POSITIONING

Padrone A.*, Ivaldi S.

Università degli Studi di Bergamo ~ Bergamo ~ Italy

In contemporary organizations, transformation is a constant rather than an exception. This raises the question of how leadership can sustain change without reducing conflict and resistance to dysfunctions, but instead considering them as occasions to reveal systemic development potential. Building on transformational leadership theory (Bass & Riggio, 2008) and integrating systemic–constructivist insights (Harré & van Langenhove, 1999; Ugazio, 2013, 2018), the doctoral research project “Leadership and Organizational Change: The Transformational Leadership and Its Semantics” explores leadership as a semantic and dialogical phenomenon.

The guiding research question is: How do semantic polarities in organizational contexts influence transformational leadership, and can we conceptualize a form of “semantic leadership”?

Adopting a critical realist epistemology (Bhaskar, 2008) with systemic–constructivist orientation, the study employs a mixed-methods design. Quantitative measures explore associations between interpersonal functioning styles, leadership perceptions and leader–member exchange, while qualitative methods—such as semi-structured interviews, focus groups, and narrative/projective techniques—allow an in-depth analysis of how meanings and positions are negotiated in organizational contexts. Data collection is ongoing, and first results are expected in spring 2026.

Anticipated findings concern the emergence of semantic leadership as an organizational imagination device. Rather than aiming for static alignment, semantic leadership fosters semantic mutual understanding between leaders and followers, and across the wider organization. This mutual understanding is expected to foster transformational leadership behaviors and enhance the quality of leader–member exchange, psychological safety, and well-being at work, while supporting the reconfiguration of practices and roles in sustainable ways.

In line with the ICAP framework, this work-in-progress contribution highlights how Work and Organizational Psychology can enhance its impact by rethinking epistemological categories and bridging research and practice. Semantic leadership could suggest new ways to mobilize organizations through transformations that are not idealized but “good enough” (Winnicott, 1965): realistic, responsible, and embedded in the contradictions of organizational life.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 249

WHEN DARKNESS REIGNS: AN INVESTIGATION INTO DARK PERSONALITY TRAITS AND ABUSIVE SUPERVISION INTENT

Bramley J.E., Göncü--Köse A.*

Çankaya University ~ Ankara ~ Turkey

The present study examined the Dark Triad personality traits—Machiavellianism, psychopathy, and narcissism—as antecedents to abusive supervision intent, incorporating previously unexamined mediating mechanisms within a semi-experimental design. Grounded in the Dark Triad Theory of personality (Paulhus & Williams, 2002) and guided by Morf and Rhodewalt's (2001) Self-Regulatory Model of narcissism, the study employed a bi-factor model to differentiate between grandiose and vulnerable narcissism (Wink, 1991), offering a refined understanding of narcissism's complex role in abusive supervisory behavior.

Achievement threat and self-esteem threat were proposed as mediators, and their influence was examined sequentially: first across all conditions combined, then separately within each level of followers' supervisor-directed deviance (low, medium, and high). Data from 303 participants revealed that all Dark Triad traits were positively associated with abusive supervision intent, though underlying motivations differed across deviance conditions. Across all levels, grandiose narcissism was linked to lower perceptions of both threats, whereas vulnerable narcissism was associated with heightened perceptions of threat. Self-esteem threat was positively associated with abusive supervision intent, as were grandiose narcissism and psychopathy. Machiavellianism did not reliably predict threat perceptions or abusive intent in the overall model.

The role of mediation varied by deviance condition. Under high follower deviance, neither mediator explained the relationship between personality traits and abusive intent; instead, direct effects from grandiose narcissism and psychopathy remained significant. Under moderate deviance, self-esteem threat mediated the link between vulnerable narcissism and abusive intent. In the low deviance condition, although vulnerable narcissism predicted higher threat perceptions, these threats did not explain abusive intent. Psychopathy consistently predicted abusive intent across all conditions.

Viewed collectively, the findings suggest that while certain dark personality traits reliably predict abusive intent across all contexts, others exert their influence more selectively, emerging through heightened threat sensitivity in specific interpersonal conditions.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 110

FRONT LINE LEADERSHIP IN ORGANIZATIONS FOR PERSONS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: A SYSTEMATIC REVIEW

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IDOCAL-University of Valencia ~ Valencia ~ Spain

Introduction: Leadership is crucial for frontline managers who lead direct support staff in organizations serving persons with intellectual and developmental disabilities. Leaders are uniquely positioned to translate organizational missions, values, and policies into practical, day-to-day operations that impact staff and service users. However, reviews that address research on this leadership are still limited.
Purpose: We conducted a systematic review of the leadership research on organizations serving persons with intellectual and developmental disabilities. The specific aims are to: (a) synthesize the theoretical models employed in leadership research within the intellectual disability services sector, (b) identify the essential competencies for frontline managers, (c) examine the types of services most frequently studied in the context, (d) analyze the impact of leadership on variables such as quality of life and performance, and (e) explore the obstacles identified in existing studies within this field.
Method: A systematic review using CADIMA software, guided by the 2020 Prisma statement, analyzed 32 articles from the Scopus, Web of Science, PsycINFO, and EBSCO databases.
Results: The findings revealed that Practice Leadership (PL) emerges as the most commonly applied theoretical model in the field, although other approaches such as transformational leadership are also utilized. PL showed significant associations with positive outcomes for service users (improved quality of life, fewer challenging behaviors, higher active support) and staff (lower stress, higher job satisfaction). The research also identified specific competencies frontline managers need across multiple domains. Despite its demonstrated benefits, numerous barriers impede the implementation of effective leadership, including funding constraints, high staff turnover, and increased administrative demands.
Conclusions: Although PL provides a valuable framework for understanding leadership in intellectual disability services, significant organizational obstacles hinder its implementation. Future research should focus on testing effective leadership interventions and extending studies to different contexts to address these barriers.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 473

PSYCHOMETRIC ASSESSMENT AND COMPARISON OF LEADER AND EMPLOYEE PERCEPTIONS ON LEADERSHIP PRACTICES IN PORTUGUESE EDUCATIONAL AND NON-EDUCATIONAL WORK SETTINGS

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Coaching-based leadership (CBL) is recognized for its positive effects on employee growth, well-being, and performance. Although school leadership is vital for enhancing teachers' well-being and performance, school leadership practices have received less attention. Additionally, no existing scale has been found to assess teacher-oriented CBL. This study evaluates the psychometric properties of the Portuguese adaptation of the Coaching-Based Leadership Scale (CBLS) and compares cross-group perceptions of CBL practices. We adapted two versions of the CBLS (General Survey and Teacher Survey), each containing both leader and employee versions.. Two samples were collected: 501 general workers (323 employees and 178 leaders) and 992 teachers (620 non-leaders and 372 leaders). Data analyses supported the scale's bi-factorial structure and reliability. The 16-item CBLS measures one general factor and four sub-factors: working alliance, open communication, learning and development, and progress and results. Multi-group invariance was attained across gender, work context, and instructional level. Group comparisons showed no significant differences in the perceptions of CBL between educational and non-educational employees. However, teachers reported fewer leadership practices supporting learning and development compared to non-educational workers. Leaders in educational settings also rated their CBL behaviors lower than those in non-educational contexts. Comparing leaders' and employees' perceptions revealed consistent gaps, with employees rating leaders' coaching behaviors lower than leaders' self-assessments across all subscales. Our findings highlight three key ideas. First, non-leader teachers appear to have less access to developmental support and growth opportunities than their counterparts outside the education sector. Second, school leaders face more challenges in providing effective, supportive, and goal-oriented leadership. Third, we found mismatched perceptions of leadership practices between employees and leaders, which may undermine the motivational and developmental impact of CBL. Overall, this study contributes to an evidence-based discussion on the importance of addressing CBL in educational settings and warns of assessment and training needs.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1608

FLOURISHING IN TRANSITION: EXPLORING THE WELL-BEING AND CAPABILITIES OF EMERGING ACADEMICS IN HIGHER EDUCATION

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[1]University of Cape Town ~ Cape Town ~ South Africa, [2]North-West University ~ North-West Province ~ South Africa

Higher Education (HE) has become increasingly complex to navigate for emerging academics, particularly in transforming contexts such as South Africa, where institutions are mandated to increase the representation of historically excluded groups, resulting in additional burdens. Systemic inequalities and identity-based stressors, such as race and gender, heighten well-being risks and mental health challenges, threatening retention and the achievement of transformation goals.
A scoping review conducted by the authors examined the strain experienced by emerging academics. Findings highlighted factors at three levels: individual (e.g., professional identity, race, gender), relational (e.g., friendships, social identity, bullying), and organisational (e.g., culture, work–family impact). Together, these factors influence the mental health of emerging academics, their risk of burnout, and their perceptions of organisational justice. This study builds on these findings of the scoping review by employing the Capability Approach (CA), a social justice framework that emphasises equal opportunities rather than equal resources. Equality of opportunity is seen as more inclusive and enabling, offering a stronger pathway to achieving social justice.

Using a qualitative research design, we conducted interviews and focus groups with emerging academics to explore their work values, and the contextual factors shaping their capabilities and well-being. ATLAS.ti was used to analyse the data.

Given their strategic role as future scientific leaders, supporting the well-being and flourishing of emerging academics is essential. Empirical insights into their experiences inform organisational policies that advance diversity, inclusion, and transformation in South Africa, while also contributing to global efforts to reduce inequality and promote organisational justice, particularly for emerging Black academics.

01 - Division 1: Work and Organizational Psychology

Poster Session 4 - Division 1

Wednesday 22 July 2026 from 14:05 to 15:35

(X- Poster 1)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 949

EVENT-BASED PSYCHOLOGICAL CONTRACT BREACH AND IT'S SPILLOVER EFFECTS

Abuliezi Z.*

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Introduction: Psychological contracts—unwritten expectations between employees and employers—play a critical role in shaping workplace behavior and well-being. Breaches of these contracts (PCB) have been shown to undermine satisfaction, motivation, and interpersonal relations. However, most research has focused on employees' perceptions rather than the discrete workplace events that trigger breaches. Drawing on Event System Theory and Conservation of Resources Theory, this study investigates how event-based PCB emerges, its consequences for employees, and its spillover into personal relationships.

Purpose: We aimed to (a) identify workplace events that trigger PCB, (b) develop and validate the Psychological Contract Breach Triggering Events Questionnaire (PCBTEQ), and (c) examine the consequences of event-based PCB for workplace and interpersonal behaviors.

Method: A mixed-methods design was employed across three studies. Study 1 involved interviews with 24 employees to identify breach-triggering events, leading to the development of the PCBTEQ. Study 2 validated the tool using survey data from 416 employees, testing its psychometric properties. Study 3 examined spillover effects in 164 dual-earner couples, focusing on interpersonal dynamics both at work and at home.

Results: Forty-seven breach-triggering events were identified, clustered into six categories such as unmet promises, leadership changes, and unfair treatment. Validation results confirmed the PCBTEQ's reliability and convergent, discriminant, and criterion validity. Event-based PCB predicted reduced helping behaviors and increased interpersonal deviance at work. Importantly, spillover analyses revealed negative effects on personal relationships, with reduced support and heightened conflict in dual-earner couples. Resource depletion, rather than revenge cognitions, emerged as the primary mechanism.

Conclusions: This research advances PCB literature by shifting attention from perceptions to event-based triggers and by documenting spillover effects into personal life. The PCBTEQ offers organizations a practical tool to identify and manage psychological contract risks, thereby safeguarding employee well-being and relational dynamics.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 13: Traffic and Transportation Psychology SDG 8: Decent work and economic Growth

Abstract 943

SAFE FIVE: A COMPETENCY MODEL FOR SECURITY-SENSITIVE ENVIRONMENTS

Boss P.*

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In high reliability organizations, a chain of even the smallest errors can have significant implications. For this reason, these organisations consistently design their processes in such ways that errors are identified early and either quickly amended or actually prevented. This places high demands on technology, organisation, and personnel.
Humans still represent one of the most significant risk factors in those organizations. For this reason, we looked for the specific competencies that make people in security-sensitive environments able to act reliably. Extensive research combined with our special expertise led us to five competencies, the 'Safe Five':
• Situation awareness: maintain an overview and be ready to act at all times
• Conformity to rules: act following guidelines/plans
• Critical attitude: high degree of self-reflection in order not to overlook errors
• Readiness to take a stand: be actively involved to point out dangerous system states
• Capability in an emergency: take targeted action in unfamiliar contexts

Safe Five can be used in a variety of organisations with high security requirements, such as security, protection, and rescue organisations, health organisations, transportation services and traffic control systems, nuclear power plants or the chemical industry.
This model has proven highly effective in personnel selection in practice. Besides, we were able to confirm its effectiveness in the development of the qualification criteria for ship captains and nuclear reactor operators.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 878

HUMOR STYLES AS MODERATORS IN THE RELATIONSHIP BETWEEN PERCEIVED WORK STRESS, JOB SATISFACTION, AND PSYCHOLOGICAL WELL-BEING AMONG TAIWANESE POLICE OFFICERS

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Humor styles have been shown to play a stress-moderating role when individuals encounter difficulties and stressful events, and they are also associated with job satisfaction and psychological health. However, little is known about how different humor styles uniquely buffer or exacerbate the impact of work stress on job-related and psychological outcomes in high-stress professions such as policing. This study investigated the moderating effects of humor styles on the relationships between perceived work stress, job satisfaction, and psychological well-being among 438 Taiwanese police officers. Participants completed the Humor Styles Questionnaire, a perceived work stress scale, and measures of life satisfaction, positive and negative affect, and depression. Results indicated significant moderating effects of aggressive and self-defeating humor. The interaction between perceived work stress and aggressive humor significantly predicted job satisfaction and positive affect: officers high in aggressive humor showed no significant associations, whereas those low or moderate in aggressive humor showed negative associations. Furthermore, the interaction with aggressive humor also negatively predicted life satisfaction and positively predicted negative affect and depression across all levels, with the steepest effects among officers low in aggressive humor. Similarly, self-defeating humor moderated the effects of work stress on job satisfaction, positive affect, and depression: officers high in self-defeating humor, perceived work stress did not significantly predict outcomes, while for those low or moderate in self-defeating humor, higher stress was linked to lower job satisfaction and positive affect, as well as greater depression. By contrast, affiliative and self-enhancing humor did not show significant moderating effects. These findings highlight the complex and differential functions of humor styles in occupational stress contexts. While some humor styles appear to buffer against the detrimental effects of stress, others may exacerbate vulnerability.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1015

ASSESSING DIGITAL ARREST AND ITS PSYCHOLOGICAL FACTORS: A PERSPECTIVE IN INDIAN POPULATION

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Background: India as a major user of digital space has witnessed a rise in different variety of cybercrimes. One such type of crime is Digital Arrest, in which, an individual with criminal intent impersonates as a law enforcement personnel, and uses the fake authority to steal the victim's sensitive data, like identificaton number, bank details etc. Digital arrest focuses more on fears like getting arrested or getting warrent. Effectiveness of these crimes depends on poor human judegment, and improved understanding of major psychological factors, can help us understand why many individual's fall victims to such crimes.
Methods: The present research aims to understand how different psychological factors can determine our chances of falling victim or in detection of such crimes. The present research uses measures of life-satisfaction, self-efficacy, burnout and well-being to understanding the psychological states. Two types of tasks were given to participants to collect data on fake call detection/ identification. Tasks include 10 stimuli both visual and auditory (N=73). The data was collected in lab to ensure controlled set up and avoid distraction from other stimulus.
Findings: We analysed our data using ordinal logistic regression to determine which psychological factor predicts the identification of potential threat or behaviour to fall victim in such cyber cases. Our findings indicated that all variables showed a significant relationship with each other.
Conclusion: The major implication of our study is to assess and understand the significance of selected constructs in predicting behaviour connected to such crimes. We also explored how this result can play a vital role in further developing applications in form of an awareness programs or measures, which can be utilized in different social contexts. Our research aligns with sustainable development goals (SDG 3, SDG 4, SDG 16) that can be used for social and economic development.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth

Abstract 1044

RESEARCH ON THE IMPACT OF ATTITUDES ON THE PROMOTION OF AUTONOMOUS WORK IN JAPANESE ORGANIZATIONS

Imashiro S.*

Recruit Management Solutions Co. Ltd., ~ Tokyo ~ Japan

Major Japanese companies have increasingly demanded that employees work autonomously. However, while some individuals desire to do so, others remain skeptical of their organization's expectation for their being autonomous. One reason for this divergence lies in the multifaceted nature of autonomy within organizations. Autonomy in organizations can be broadly categorized into two types: "proactive behavior," where individuals set their own tasks, and "self-directed task performance," where individuals take initiative in executing assigned tasks. This study focused on these two distinct types of autonomy. Based on the Theory of Planned Behavior (Ajzen, 1991), I examined how an individual's attitudes towards a particular behavior, as well as their perception of their colleagues' attitudes towards that behavior, influence their own behavior. Through an online survey, 2,130 office workers in Japan yielded responses. Respondents were asked to report their own attitudes toward setting tasks themselves and toward deferring task setting to the organization, and perception of their colleagues' attitudes toward these two-types of task-setting. I measured self-directed behavior as the outcome variable, which is expected to increase with positive attitudes, regardless of who sets the tasks. Structural Equation Modelling (SEM) was used to analyse the data. The results showed that one's own attitude with self-set tasks strongly related to self-directed behavior, while the influence of corresponding colleague attitudes was significant, but small. Conversely, for organization-set tasks, both one's own attitude and the perceived colleague attitudes promoted self-directed behavior. The study demonstrated that the extent to which perceived norms influence behavior varies depending on the feature of the behavior, either proactive or self-directed. Practical implication is that individual-level approaches are effective for encouraging proactive behavior, while organization-level approaches are more effective for promoting self-directed task performance.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1038

LOWER-STATUS MEMBERS UNDERESTIMATE PSYCHOLOGICAL SAFETY: PERCEIVED AND ACTUAL PSYCHOLOGICAL SAFETY IN A SCHOOL ENVIRONMENT

Iwatani S.*[2], Nakamura T.[1], Masaki I.[3], Muramoto Y.[1], Imashiro S.[4]

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Psychological safety is a group-level concept defined as the shared belief that a team is safe for interpersonal risk-taking; however, contrary to its definition, the belief is not always shared. Previous studies have demonstrated that, even in a same group, low-status members perceive lower levels of psychological safety than high-status members. To understand this gap between theoretical assumption and empirical findings, we distinguished between perceived safety (i.e., how much each member believes other members are tolerant of interpersonal risk-taking) and actual safety (i.e., how much each member is actually tolerant of other members' interpersonal risk-taking) and examined the difference between them. This approach can help us understand whether lower-status members underestimate psychological safety and whether higher-status members overestimate it. We surveyed 739 students in a school to measure each student's perceived level of psychological safety (e.g., "My classmates would not blame me, even when I point out an issue in the class") and their status (e.g., "My friendship group has a central position in my class"). We also calculated each class's actual level of psychological safety by averaging students' actual attitudes (e.g., "I would not blame my classmates, even when they point out an issue in class"). The results demonstrated that perceived psychological safety was lower than actual safety, and this gap was greater among lower-status students. Perceived psychological safety among lower-status students was lower than actual safety, while no difference was found among higher-status students. The results imply that lower-status members underestimate psychological safety, while higher-status members accurately estimate it. Since psychological safety can increase a member's performance, job satisfaction, and work-engagement, informing lower-status members of their actual psychological safety and modifying their underestimated psychological safety can increase their performance.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 959

REMOTE WORK AND MENTAL HEALTH: A TWO-FOLD MULTI-LEVEL META-ANALYSIS

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University of Bucharest ~ Bucharest ~ Romania

Objective. We synthesized evidence on how remote work relates to mental health, distinguishing between Remote Work Use (RWU) and Remote Work Intensity (RWI). We also examined whether contextual and individual factors moderate these links across stress, anxiety, depression, and burnout.

Methods. Following PRISMA standards, we conducted a systematic review and two multilevel meta-analyses of studies available through 2024, drawing from Web of Science, Scopus, PubMed, ProQuest, PsycINFO, and MEDLINE. The dataset comprised 69 effect sizes (32 for RWI; 37 for RWU) from 50 studies totaling 54,311 participants. We applied random-effects models and robust variance estimation (RVE).

Results. Pooled associations between remote work and mental health were small and not statistically significant (RWI: r = 0.0018; RWU: r = 0.104). Moderator analyses indicated that the direction of association, educational level, and assessment period significantly shaped effect magnitudes—most notably in the RWU model. Additional moderators appeared significant under conventional random-effects estimation but did not remain significant with RVE.

Conclusions. Remote work does not emerge as a reliable predictor of mental health outcomes. Its psychological consequences seem to hinge on contextual conditions and person-level differences. Future work should prioritize moderator testing, strengthen control for confounding, and employ longitudinal or experimental designs to clarify causal mechanisms.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 1008

WORK VALUES IN CONTEMPORARY ITALY: A QUALITATIVE EXPLORATION

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Introduction. In recent times, profound socio-economic changes have altered the role of work in people's lives and raised the need to rethink the values guiding professional choices. While several theoretical models of work values exist, this study adopts a contemporary and situated perspective by collecting data to capture how people in Italy currently define and prioritize work values.
Purpose. The study qualitatively explores the values that individuals seek to realize through work in contemporary society, and compares the emerging categories with those identified in existing literature.
Method. A convenience sample of 589 participants completed an anonymous online questionnaire via social media and direct invitations. The survey included an open-ended question ("What purposes do you want to achieve through work?") and demographic information. The sample comprised 359 women (61.8%) and 222 men (38.2%), with a mean age of 38.7 years (SD = 13.81; range: 18–80). Most participants (75.9%) were employed, and nearly half (47.39%) held a permanent contract. Valid responses (N = 579) were analyzed using template analysis, adopting a subtle realist stance consistent with the study's exploratory aims.
Results. Six main categories of work values emerged: personal and professional fulfillment (n = 258), economic goals (n = 191), interpersonal goals (n = 124), identity building (n = 98), well-being (n = 89), and no goals (n = 7). These categories reflect both continuity with previous research and new emphases related to Italy's current socio-economic context.
Conclusions. The study shows that the categories of work values emerging from the data align with dimensions described in existing models, while their distribution provides a situated view of how people in Italy relate to work today. The results capture both continuity and change in the current socio-economic context and offer insights for practices and policies addressing workers' evolving priorities.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 10: Reduced Inequalities

Abstract 1036

MANAGING EMOTIONS, MASTERING DIVERSITY: EMOTION MANAGEMENT AS A KEY ELEMENT OF INTERCULTURAL EFFECTIVENESS IN THE WORKPLACE

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Emotional Intelligence (EI) plays a crucial role in social interactions. Research shows that the ability to manage emotions predicts the success of interactions with friends and colleagues. This suggests that emotion management may also be important in intercultural workplace interactions, which are inherently complex and emotionally charged. However, empirical evidence on the role of EI in intercultural effectiveness is limited. According to Mayer and Salovey's (1997) model, emotion management may be particularly relevant in these contexts.

This study investigated whether emotion management is associated with intercultural effectiveness in workplace interactions, and whether this relation holds beyond cognitive ability. Data were collected from 515 participants (50% men, 50% women; M age = 43, SD = 11.68, 88% employed). Participants completed the Situational Test of Emotional Management – Brief (Allen et al., 2015) to assess EI, the International Cognitive Ability Resource (Condon & Revelle 2014) to assess cognitive ability, and the Direct Intercultural Effectiveness Simulation (Schelfhout & Derous, 2023) to assess intercultural effectiveness.

A linear regression revealed that EI was significantly associated with intercultural effectiveness, $F(1, 512) = 81.50$, $p < .001$, $R2 = 13.7\%$. A subsequent multiple regression tested whether this association held when cognitive ability was included. The model remained significant, $F(2, 511) = 41.42$, $p < .001$, $R2 = 13.9\%$. EI continued to show a significant association with intercultural effectiveness, $\beta = 0.87$, $t = 8.90$, $p < .001$, whereas intelligence did not, $\beta = 0.00$, $t = 1.14$, $p = .255$.

These Findings suggest that emotion regulation in intercultural interactions is more relevant for intercultural effectiveness than the general problem-solving ability. A possible explanation is that intercultural interactions are inherently emotionally charged and require adaptive emotion regulation rather than abstract reasoning. This finding highlights the importance of integrating emotion management in organizational training to foster intercultural competence.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 876

CAREER SELF-DETERMINATION IN PRACTICE: INSIGHTS FROM AUTISTIC ADULTS' WORK EXPERIENCES

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Introduction: Employment plays a key role in adulthood, providing opportunities for financial independence, social connection, and a sense of competence (Chen et al., 2015). For autistic adults, employment has been linked to a reduction in anxiety and depression, and improvements in social engagement and self-esteem (Raymaker et al., 2022). Despite these benefits, autistic adults face persistent employment challenges, including lower hiring rates, higher unemployment, and poor working conditions (Hedley et al., 2017). Understanding the psychological factors that support workplace success is therefore essential. Career Self-Determination Theory (CSDT) offers a promising framework, emphasizing three components of career well-being: career autonomy, career competence, and career relatedness (Chen, 2017).

Purpose: This study investigated how elements of CSDT shape the workplace experiences of autistic adults.

Method: Eight autistic adults aged 18 to 25 (Mage = 21.88) with successful employment participated in one-hour semi-structured interviews. Interviews were auto-transcribed and analyzed using NVivo 14. An interpretative phenomenological analysis (IPA) approach was employed to understand participants' lived experiences.

Results: Analysis revealed three main themes and six subthemes aligned with CSDT. Participants viewed employment as a pathway to financial independence and self-regulation. Decision-making, especially in consultation with family, guided job exploration and career transitions. Environmental factors, such as noise and lighting, impacted comfort and job performance. Despite barriers, participants demonstrated resilience and high self-efficacy, with 87.5% reporting confidence in their workplace abilities.

Conclusions: This study demonstrates how basic psychological needs manifest in real-world workplace settings among autistic adults. Findings contribute to a growing understanding of the lived experiences of this underserved population and highlight potential targets for supports and interventions.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1035

THE RELATIONSHIP BETWEEN TEAM CREATIVE TIME PRESSURE AND INNOVATIVE PERFORMANCE UNDER THE PERSPECTIVE OF SOCIAL NETWORK

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Although scholars have studied the relationship between creative time pressure and innovative performance from different perspectives, few studies have focused on the potential impact of team time cognition and social network. Base on the attentional focus model and social network perspective, this study examined the relationship between team creative time pressure and team innovative performance, as well as the moderating role of team network density and the mediating role of team time detachment. Data were collected from 446 team members in 108 R&D teams in China. The results showed that team time detachment mediated the relationship between team creative time pressure and team innovative performance, while team network density played a negative moderating role. That is, team creative time pressure had a positive impact on team innovative performance through team time detachment. In addition, the positive indirect effect of team creative time pressure on team innovative performance (via team time detachment) would be stronger when team network density was low than when it was high. The findings contribute to the literature by revealing team time detachment as a mediator and team network density as a negative moderator in the relationship between creative time pressure and team innovation performance.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 906

UNSTRUCTURED INTERNET BROWSING DURING BREAKS MAY SUSTAIN MALICIOUS ENVY AFTER SOCIAL COMPARISON

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INTRODUCTION Malicious envy is an inevitable negative emotion, as long as people engage in social comparison. Envy hinders individual health and negatively impacting interpersonal relationships and performance in organizations. Therefore, understanding the management of envy and its mechanism is important. This study examines how they spend their time after experiencing envy (interpersonal dialogue, AI dialogue, net-surfing, or control group) can either mitigate or intensify envy. Additionally, focusing on the etymology of envy (invidia), which means “to stare intently,” we predict that selective attention bias underlies the amplification of envy.
METHOD The participants were 25 adults. First, they responded to the scales for emotions, including envy (Pre-Time-1). They then participated in a competitive “Splatoon” game with an opponent. This match was designed to result in defeat and trigger envy toward the opponent. After the match, responses to the dot-probe task and envy were measured (Pre-Time-2). They were instructed to take a 10-minute break in an individual booth. They were randomly assigned to one of four conditions, and a final measurement was conducted (Time-3).
RESULTS Malicious envy score at Pre-Time-2 was significantly higher than at Pre-Time-1, with no significant differences between the four conditions. Analysis of co-variance was conducted: experimental condition as the independent variable, malicious envy score or bias-score of dot-probe task (Time-3) as the dependent variable, and using Pre-Time-2 each score, gender, and engagement with the experiment as covariates. The results showed that both the malicious envy score and the bias-score were significantly higher in the net-surfing condition than in the control group. However, no differences between conditions were observed for general negative emotions.
CONCLUSION Malicious envy, arising from losing the game, was intensified during the 10-minute break spent net-surfing, with selective attention toward opponents. The selective attention bias was suggested to be characteristic of malicious envy.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 866

YOU ARE NEEDED AGAIN, MY FELLOW: INTERGROUP ALLOCATION OF ILLEGITIMATE TASKS TO NATIVE AND MIGRANT PROFESSIONALS

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Introduction
While extensive research demonstrates that individuals prefer their own groups when distributing positive stimuli such as resources or rewards, a pattern consistent with Social Identity Theory, far less is known about behaviors related to allocating negative stimuli.
Purpose
This research examined the intergroup allocation of illegitimate tasks (i.e., tasks that are either unreasonable or unnecessary and which can cause psychological or physiological harm to those carrying them out) to German and Turkish doctors, as well as the individual differences that influence these decisions.
Method and Results
Across two experimental studies using the vignette approach under free-choice (Study 1; N = 98) and forced-choice (Study 2; N = 239) conditions, results indicated that native professionals were more frequently allocated illegitimate tasks, with conscientiousness and prejudice identified as key personal factors associated with allocation preference under forced conditions.
Conclusions
The results highlight the asymmetric effects of stimulus valence on intergroup allocation, and further shed light on the complexity of ingroup favoritism, which, under conditions of negative valence, may reflect considerations about competence and reputation.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 413

VIRTUAL REALITY MINDFULNESS INTERVENTIONS FOR EMPLOYEE WELL-BEING IN THE WORKPLACE: A SCOPING REVIEW

Sganzerla Chanquini F.*[1], Santos De Carvalho C.[1], Pinto A.[1], Santos Mendes Mónico L.[1], Martínez--Córcoles M.[2]

[1]University of Coimbra ~ Coimbra ~ Portugal, [2]University of Valencia ~ Valencia ~ Spain

Mindfulness-based interventions (MBIs) promote employee well-being by reducing stress and improving emotional regulation. Virtual reality (VR) has been proven to enhance workforce wellness interventions through immersive, controlled environments. Yet, the combined use of VR and MBIs in organizational settings remains underexplored, and further research is needed to understand its full potential. Consequently, this scoping review aimed to identify evidence of how virtual reality applied to MBIs could improve employees' well-being within organizational contexts. Given this goal, this research also intended to map key concepts, research procedures, outcomes, gaps in this topic thus far, and the effectiveness of those interventions on promoting employees' well-being. Following the Joanna Briggs Institute (JBI) framework, relevant studies were identified through structured searches in four databases, PubMed (1), EBSCO (6), Web of Science (10), and Scopus (78), also through published gray literature (2), author contact (1), and independent search (4), resulting in 86 records (without duplicates). Upon full reading, 14 studies remained. Backward and forward citation tracking were also performed, albeit no further documents were selected. Tools such as Mendeley Reference Manager, Rayyan, and AI-assisted searches supported the review process. The final sample, published between 2017 and 2024, covered seven countries. All included studies used head-mounted displays as the VR intervention device, with the majority being experimental research in the healthcare sector of multimodal interventions, hence combining mindfulness components with other well-being related techniques. However, most studies lacked clear theoretical frameworks, standard outcome measures, and provided general outputs. This limited the identification of the specific effects of VR-based MBIs on employee well-being, resulting in heterogeneous findings regarding their effectiveness. Overall, this review consolidated key operational data that contributes to advancing future research.

01 - Division 1: Work and Organizational Psychology

Poster Session 10 - Division 1

Wednesday 22 July 2026 from 14:05 to 15:35

(X- Poster 2)

Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2514

WORK OVERLOAD AND THE PROFESSIONAL COMMITMENT OF PUBLIC SECTOR NURSES DURING THE COVID-19 PANDEMIC IN THE KINGDOM OF ESWATINI

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This study investigated the effect of work overload on the professional commitment of public sector nurses during the COVID-19 pandemic in the Kingdom of Eswatini (formerly Swaziland). Professional commitment is the degree to which an individual's psychological connection to their professional identity is strong. It predicts their motivation to remain in a professional role, to demonstrate professional dedication, and to champion the profession's values. Professional commitment is often sorely tested among public sector nurses, whose work is generally characterised by poor pay, intense, variable time pressure, work overload, and emotional stress. In Africa's public health systems, these challenges are exacerbated by poor working conditions, inadequate supplies, and critical staff shortages. During the COVID-19 pandemic, which further intensified these challenges, we collected data from a random sample of professional nurses (N = 417, 81% response rate). The initial analysis of the survey data showed high levels of professional commitment, and that work overload does not predict professional commitment directly. Additional analysis indicated that perceived work-family conflict mediated the relationship between work overload and professional commitment and that the effect of work overload on professional commitment, through work-family conflict, is moderated by supervisor support. The moderating effects of demographic variables such as age, marital status, and gender are also presented. Overall, the study's findings show a nuanced understanding of the effects of work overload on nurses' professional commitment, with attendant implications for management and staff training.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 12: Responsible consumption and production

Abstract 2523

BUILDING CAPACITY FOR SUSTAINABLE PROJECT MANAGEMENT: EVIDENCE FROM A TRAINING INTERVENTION IN HIGHER EDUCATION INSTITUTIONS

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As part of the SuProm Project — Sustainable PRoject Management in Balkan Higher Education Institutions (Programme: EACEA – Erasmus+, KA2 – Capacity Building in the Field of Higher Education) — a study was conducted to evaluate the effectiveness of a two-day intensive training programme for university staff, researchers, and students. The intervention aimed to promote sustainability-oriented attitudes, self-efficacy, and behaviors in the field of project management. Thirty participants (N = 30) completed questionnaires administered at four time points: pre-intervention, during the intervention, post-intervention, and at a four-week follow-up. The measures included self-report scales assessing attitudes toward sustainability, perceived organizational support, environmental self-efficacy, social norm perceptions, and behavioral intentions. Qualitative data were also collected through open-ended questions. Quantitative analyses were conducted using repeated-measures and longitudinal mixed models, and the mediation hypothesis was tested via bootstrap procedures. The results revealed significant increases in self-efficacy for sustainable design and pro-sustainability intentions from pre- to post-intervention, with partial maintenance at follow-up. Mediation analysis indicated that increases in self-efficacy mediated the relationship between the intervention and reported behaviors. Thematic analysis of open-ended responses identified recurrent organizational barriers (e.g., resource constraints and time pressures) and produced operational recommendations for improving training programme implementation. Theoretical and practical implications for occupational and sustainability psychology, study limitations (e.g., sample size and reliance on self-report measures), and directions for future research are discussed.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2473

DECENT OR INDECENT WORK? THE CASE OF DOMESTIC WORKERS IN CHILE

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University of Edinburgh ~ Edinburgh ~ United Kingdom

An estimated one in ten women in Chile are employed as domestic workers. By delegating the responsibilities of housekeeping and caregiving, this occupation has contributed significantly to the integration of women to the workforce. However, despite being rooted in colonial history and its importance for Chilean society, domestic workers were only granted equal labor rights in 2014 (e.g. being able to work less than 12 hours per day). These rights have been a reality for the rest of the Chilean workforce since 1924.

The integration of domestic workers into Chilean regulatory laws could be considered their first connection with Decent Work, a concept that specifies the role of decent employment and job characteristics in the satisfaction and well-being of workers. However, domestic workers remain marginalized and invisible, affecting their mental health and possibilities for social mobility. Through this study, our research aims to understand how stigmatization derived from one's job can influence the ability of a domestic worker to look for better opportunities and demand fair rights. By considering work volition, defined as the perceived freedom to make career choices despite external constraints, we examine how psychological barriers derived from social prejudice can perpetuate dynamics of invisibility and marginalization in the workplace.

This presentation will introduce initial findings of semi-structured interviews and focus groups undertaken with domestic workers in Chile, who will be contacted through their union representatives. Using a Grounded Theory approach, we develop a conceptual framework that will advance the comprehension of this phenomenon, support the construction of more comprehensive regulations that promote decent work, and encourage the development of systems that offer opportunities for the individual development and empowerment of these workers.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities

Abstract 2578

GENDER EQUALITY, TEAM AND LEADERSHIP EMERGENT STATES: A MULTILEVEL NOMOLOGICAL FRAMEWORK FOR COMPUTATIONAL SOCIAL MODELING

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Empirical research supports that teams with better gender balance tend to exhibit higher collective intelligence, stronger team processes (e.g., cohesion, egalitarian communication), and greater innovative capacity, particularly when inclusion and interaction quality are present. Building on this core evidence, the present research develops the multilevel nomological network (MNN) that underpins a social-computational strategy for modeling how gender-equality policies and bottom-up organizational interventions shape emergent team states (e.g., affect, collective intelligence) and the dynamic emergence of positive leadership forms and blends (ecological, transformational, authentic).

The MNN integrates micro-, meso-, and macro level mechanisms of organizational emergence, whose analysis require intensive data production (e.g., through agent-based models, ABM) to be studied effectively. At the micro-level, it conceptualizes agents as socially sensitive actors whose emotional intelligence, conversational equality, and interaction frequency co-determine the emergence of trust and cohesion. At the meso-level, the framework models team processes (e.g., affect, cohesion) as nonlinear amplifiers translating inclusion and diversity into collective intelligence. At the macro-level, gender-equality interventions (e.g., stakeholder engagement, phased training, and gender-champion programs) are theorized as systemic levers that reinforce sustainable leadership emergence and organizational adaptability.

The MNN accounts for feedback dynamics in which emergent team states influence leadership configurations, which in turn reshape inclusion climates and policy effectiveness. These recursive mechanisms generate tipping points and self-organizing equilibria, explaining why moderate gains in representation can yield large effects once inclusion thresholds are reached, whereas tokenistic diversity fails to sustain long-term benefits.

By formalizing these cross-level causal pathways, the MNN is currently being used to design and implement an ABM designed to simulate the long-range impacts of gender equality on team and leadership emergence. This theory-driven, policy-relevant framework should help organizations and policymakers design scalable gender-equality strategies that foster smarter teams and sustainable leadership development, contributing to long-term societal challenges through improved collective problem-solving and team performance.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2574

THE WORKPLACE SPIRITUALITY MEASURE: EXTENDING THEORY WITH COMPASSIONATE LEADERSHIP

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Workplace spirituality—encompassing experiences of meaning, interconnectedness, and transcendence at work—significantly contributes to employee well-being, engagement, and organizational commitment. Despite its relevance to decent work (SDG 8) and mental health (SDG 3), most existing measures originate from Asian contexts and overlook relational and leadership dimensions of spirituality at work. This gap limits understanding of how organizations can systematically cultivate spiritually enriching environments in diverse cultural settings.

This study developed and validated the Workplace Spirituality Measure (WSM), extending Petchsawang and Duchon's (2009) four-dimensional framework to better reflect North American contexts. The goal was to establish a psychometrically robust instrument addressing prior measurement limitations while exploring dimensions of workplace spirituality relevant to contemporary organizations.

A two-phase methodology was employed. Phase 1 used an inductive approach to generate and refine items grounded in workplace spirituality literature. Phase 2 incorporated qualitative peer review for content validity and validation with 218 North American participants across varied industries. Exploratory and confirmatory factor analyses, with measurement invariance testing, examined structural validity, while convergent, discriminant, and criterion-related validity were assessed via associations with job-related affective well-being, organizational commitment, and turnover intentions.

Analyses supported a 17-item, five-factor model: Meaningful Work, Mindfulness, Compassionate Leadership, Collective Compassion, and Transcendence. The WSM demonstrated strong internal consistency and criterion validity, outperforming prior measures. Two novel dimensions—Compassionate Leadership and Collective Compassion—captured relational and social aspects of workplace spirituality previously unmeasured. All subscales were significantly associated with well-being outcomes.
The WSM provides a validated tool for assessing and cultivating workplace spirituality across individual, interpersonal, and leadership dimensions. By identifying compassionate leadership as a distinct spiritual factor, this research advances SDGs 3, 8, and 16, offering practical guidance for evidence-based interventions that promote dignity, connection, and purpose—supporting psychologically healthy, meaningful, and sustainable work environments.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 2580

RISK PERCEPTION AND PREVENTING ACCIDENTS DURING DISASTER-VOLUNTEER ACTIVITIES

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Introduction: Disaster volunteer activities are crucial for recovery after large-scale disasters. However, safety measures are often insufficient compared to industrial settings, and accidents occur repeatedly. This vulnerability is attributed to constantly changing situations, fragile prevention systems, and heavy reliance on volunteers' self-responsibility.
Purpose: This study aimed to (1) investigate background factors (including human factors like excessive motivation) related to accidents and near-misses during disaster volunteer activities, and (2) clarify risk perception, attitudes, and behavioral intentions of experienced volunteers and inexperienced citizens (potential future volunteers) based on these factors. We also examined general tendencies regarding responsibility attribution for accidents.
Method: We used a two-phase approach. First, semi-structured interviews with 10 stakeholders (NPOs, social welfare councils, government, etc.) involved in disaster volunteer activities, focusing on the Great East Japan Earthquake, explored background factors. Second, based on interview factors, a large-scale internet questionnaire survey was administered to 4,000 individuals in Japan (aged 16 and over, quota sampling by generation). The survey assessed volunteer experience, willingness, attitudes toward safety measures, and attribution of responsibility.
Results: Interviews identified several factors contributing to risks, including lack of knowledge, rushing, fatigue, habituation, notably, excessive motivation, and consideration. The survey (N=4,000) revealed experienced volunteers and those willing to participate showed a significantly higher tendency to accept extending working hours to complete tasks ($p<.01$). Regarding responsibility for injury, 40.4% of all respondents attributed it to "self-responsibility," while 59.6% attributed it to the "coordinating organization."
Conclusions: Although experienced volunteers demonstrate positive safety attitudes (e.g., preparing their own equipment, $p<.01$), their willingness to extend work hours suggests potential risks associated with fatigue and excessive motivation. The finding that 59.6% hold coordinating organizations responsible, despite the autonomous nature of volunteering, indicates a clear need for organizations to consider participants' risk perceptions and attitudes to ensure safety effectively.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 2635

WORK STRESS AND JOB SATISFACTION AMONG COMPANION-ANIMAL VETERINARIANS: THE MEDIATING ROLE OF WORK VALUES AND THE MODERATING ROLE OF SELF-COMPASSION

Tsai M.*, Kuo F.N., Chen H.C.

Menghua Tsai ~ Taipei ~ Taiwan

Introduction: Companion-animal veterinarians are exposed to high job demands, which may reduce job satisfaction and increase occupational strain. Understanding how personal work values and psychological resources buffer these effects is critical for promoting practitioner well-being. Purpose: This study investigated (1) the relationship between work stress and job satisfaction, (2) the mediating role of work values, and (3) the moderating role of self-compassion in the stress–satisfaction relationship among companion-animal veterinarians. Method: A total of 300 veterinarians participated via online and paper questionnaires. Measures included work stress, work values, self-compassion, and job satisfaction. Statistical analyses involved descriptive statistics, t-tests, ANOVA, correlations, hierarchical regression, and moderated mediation tests. Results: Work stress and job satisfaction varied significantly by demographic and job characteristics, with older, experienced, and higher-income veterinarians showing lower stress and higher satisfaction. Work values also differed across age, tenure, and job roles. Mediation analyses revealed that “ability utilization” and “interpersonal satisfaction” partially mediated the effect of work stress on job satisfaction, whereas material rewards did not. Moderation analyses indicated that self-kindness, mindfulness, and common humanity buffered the negative impact of work stress on job satisfaction, particularly under lower stress levels. Other components of self-compassion did not show significant moderating effects. Conclusions: The findings highlight the importance of work values and self-compassion as mechanisms linking stress and job satisfaction among veterinarians. Enhancing personal psychological resources and aligning job roles with meaningful work values may strengthen occupational well-being. Implications for organizational support, counseling interventions, and future research on veterinary work settings are discussed.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2622

EMPOWERING LEADERSHIP AND SUBJECTIVE CAREER SUCCESS: THE ROLES OF CAREER ADAPTABILITY AND PSYCHOLOGICAL ENTITLEMENT

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Introduction:
In contemporary society, where boundaryless careers have become a prevailing phenomenon, subjective career success has gained increasing importance. However, previous research on the antecedents of subjective career success has predominantly focused on individual difference variables, paying less attention to contextual factors. This gap limits a comprehensive understanding of the formation mechanism of subjective career success. As leadership represents a significant situational factor within organizations, it may substantially influence employees' subjective career success. Therefore, this study examines the impact of empowering leadership on subjective career success.

Purpose:
Drawing on conservation of resources theory, this study investigates the effect of empowering leadership on subjective career success, the mediating role of career adaptability, and the moderating role of psychological entitlement.

Method and Results:
Data were collected from 271 employees across three time points over a 12-week period, with samples drawn from various industries. SPSS and M-plus were employed for data analysis and hypothesis testing. The results indicate that empowering leadership positively influences subjective career success. Furthermore, career adaptability mediates the relationship between empowering leadership and subjective career success. Additionally, psychological entitlement negatively moderates both the relationship between empowering leadership and career adaptability and the indirect effect of empowering leadership on subjective career success through career adaptability.

Conclusions:
Theoretically, this study contributes to the subjective career success literature by delineating the mediating role of career adaptability in the relationship between empowering leadership and subjective career success, and by identifying psychological entitlement as a key boundary condition. Practically, the findings suggest that organizations should develop empowering leadership behaviors and enhance employees' career adaptability to foster subjective career success.

01 - Division 1: Work and Organizational Psychology

Trust

Wednesday 22 July 2026 from 14:45 to 16:15

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 574

WHITHER JOB INSECURITY? EXPLORING THE IMPACT OF ORGANIZATIONAL COMMUNICATION AND THE MEDIATING ROLE OF ORGANIZATIONALLY PRESCRIBED PERFECTIONISM

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Job insecurity has increasingly drawn the attention of both researchers and practitioners because its negative effects extend well beyond individual stress. Managing job insecurity is an important organizational task. With many detrimental organizational outcomes such as decline in productivity, motivation, organizational commitment, job insecurity emerges as a costly variable for private sector organizations. Guided by Conservation of Resource Theory, we used a mediation framework to test how organizational communication influences perception of employees' job insecurity via organizationally prescribed perfectionism. We used Organization Communication Scale (Postmes et al., 2001), Organizationally Prescribed Perfectionism Scale (Kim et al., 2024), and Job Insecurity Index (Pienaar et al., 2014) for exploring the proposed relationship. A total of N=189 Indian private sector employees filled out the online questionnaire circulated to them via Google forms. We analyzed the collected data by validating models through Structural Equation Modeling. The findings highlight the importance of organizational communication in reducing perception of employees' job insecurity wherein organizationally prescribed perfectionism acted as a mediator. By integrating communication, perfectionism and job insecurity within the COR framework, this study contributes both to theory and managerial implications related to insecurity perception. We further discuss the importance of communication, which should be open, timely and promotes realistic performance standards that can potentially prevent insecurity among employees. We recommend that future studies should explore the interaction of individual traits such as grit and examine the cultural differences as well.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 808

EXAMINING THE INFLUENCE OF SUBORDINATE COMPETENCE, LOYALTY, AND APPRECIATION ON SUPERVISORY TRUST AND DISTRUST IN THE U.S. WORKPLACE CONTEXT

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In the workplace, the close relationship between subordinates and supervisors is a critical factor in enhancing individual, team, and leadership effectiveness. A subordinate's open support for their direct supervisor (loyalty to the supervisor), affirmation of the supervisor's actions and values (appreciation of the supervisor), and the subordinate's own competencies might significantly influence whether the supervisor perceives the subordinate as trustworthy or someone to be cautiously guarded against, and which might influence the supervisor's forgiveness or social undermining behavior. This study employs a scenario method to design eight scenarios featuring vignettes with varying levels of competence, loyalty, and appreciation. Data was collected from 241 American workers through the PROLIFIC online survey platform. Analysis results indicate that the competence and loyalty of subordinates have significant effects on the level of trust the supervisor places in them ($F1, 233 = 196.57$ & 47.82, $p < .001$), showing that subordinates with high competence and high loyalty receive greater trust from supervisors. The competence, loyalty, and appreciation of subordinates all have significant effects on the supervisor's distrust and supervisor forgiveness ($F1, 233 = 3.96 - 193.49$, $p < .05 - .001$), indicating that subordinates with high ability, high loyalty, or high appreciation incur less distrust and are more likely to be forgiven. Meanwhile, only subordinate loyalty has a significant effect on the supervisor's social undermining behavior ($F1, 233 = 21.69$, $p < .001$), with higher loyalty correlating with reduced likelihood of such behavior by the supervisor. The results suggest that even in countries where face culture is less emphasized, subordinate loyalty and appreciation remain crucial for gaining supervisor trust and reducing distrust. These results contribute to a deeper understanding of cultural influences in management, fostering the development of innovative cross-cultural knowledge rooted in culturally meaningful concepts. Limitations and future directions are discussed.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 792

THE RELATIONSHIP AMONG ABUSIVE SUPERVISION, POSITIVE WORKPLACE GOSSIP, ONLINE WORK COMPLAINT, AND ORGANISATIONAL ATTRACTIVENESS: THE MODERATING ROLE OF OPINION-ORIENTED ANONYMOUS COMMENT

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Integrating Affective Events Theory, we examined (a) the mediating effect of online work complaint on the relationship between abusive supervision and organisational attractiveness, (b) the mediating effect of online work complaint on the relationship between positive workplace gossip and organisational attractiveness and (c) the moderating effects of opinion-oriented anonymous comments on the relationship between online work complaint and organisational attractiveness. We conducted a pre-test with 105 employees to validate all our survey items and check the consistency of the back-translation items. We then conducted a three-wave study with a two-week gap. In our three-wave study, we collected data from 401 employees across various industries in Taiwan. Our results revealed that (a) online work complaint mediates significantly the relationship between abusive supervision and organisational attractiveness, but (b) online work complaint did not mediate significantly the relationship between positive workplace gossip and organisational attractiveness. In addition, our results revealed that opinion-oriented anonymous comments did not show any significant moderating effect on the relationship between online work complaint and organisational attractiveness. Importantly, our results drew several important theoretical and managerial implications on online work complaints between (a) abusive supervision and organisational attractiveness, and (b) positive workplace gossip and organisational attractiveness. In the workplace context, online work complaints can help mitigate the worsening effect of abusive supervision on organisational effectiveness, but not positive workplace gossip. Surprisingly, there is no moderating effect, which implies that opinion-oriented anonymous comments would not mitigate the adverse effect between online work complaints and organisational attractiveness. Our study suggested that organisations or managers should pay attention to online work complaints in the workplace, as specific online work complaints can be a catalyst for employees to express relief regarding specific work behaviours.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions

Abstract 74

THE RELATIONSHIP AMONG PSYCHOLOGICAL CONTRACT VIOLATION, KNOWLEDGE HIDING, AND PROACTIVE BEHAVIOUR: MODERATING ROLES OF LEADER-MEMBER EXCHANGE AND PERCEIVED OVERQUALIFICATION

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Integrating with Social Exchange Theory, we examined (a) the mediating effect of knowledge hiding on the relationship between psychological contract violation and proactive behaviour and (b) the moderating effects of leader-member exchange and perceived overqualification on the relationship between psychological contract violation and knowledge hiding. We conducted a pre-test with 241 employees to validate all our survey items and check the consistency of the back-translation items. We then conducted a three-wave study with a two-week gap. In our three-wave study, we collected 621 employees across different industries in Taiwan. Our results revealed that knowledge hiding mediates significantly the relationship between psychological contract violation and proactive behaviour. Our results also identified a positive relationship between psychological contract violation and knowledge hiding, and there is a negative relationship between knowledge hiding and proactive behaviour. In addition, our results revealed that a high level of leader-member exchange can strengthen the positive relationship between psychological contract violation and knowledge hiding, and a low level of perceived overqualification can also strengthen the positive relationship between psychological contract violation and knowledge hiding. Importantly, our results drew several important theoretical and managerial implications on the knowledge hiding between the relationship of psychological contract violation and proactive behaviour. In the workplace context, the interaction of psychological contract violation and high levels of leader-member exchange and low levels of perceived overqualification of employees can increase the likelihood of employees hiding their knowledge. Our study suggested that organisations or managerial practitioners should pay attention to the consistency of the psychological contract violation in the recruitment process as an essential organisational practice to prevent employees from hiding their knowledge and lowering their proactive behaviour at work.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 831

INNOVATION THROUGH TEAM MINDFULNESS: EXPLORING THE CRUCIAL ROLE OF TRUST IN A MULTILEVEL AND MULTISOURCE STUDY

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While innovation is a key driver of organizational success, it is often contingent upon psychological and social factors that either hinder or promote innovative work behavior (IWB). This study explores the impact of team mindfulness on innovation. Drawing from prior research, it is proposed that team mindfulness fosters innovation by amplifying cognitive flexibility and problem-solving capacity. Moreover, it is hypothesized that team trustworthiness can boost this positive relationship. This study employs a two-wave design, gathering employee-reported and supervisor-reported data from 91 employees across 20 teams in 11 organizations from Spain, spanning a range of industries. A multisource and multilevel modelling approach was employed to analyze both team-level and individual-level IWB from the perspectives of employees and their managers, enabling cross-source and cross-level comparisons. Therefore, two separate analyses were conducted: one at the individual level (N = 91) and one at the team level (n = 20). The results revealed that team mindfulness positively predicted individual IWB, but only from the employee perspective. No direct effect of team mindfulness on team-level IWB was found. Additionally, team trustworthiness did not moderate but rather mediated the relationship between team mindfulness and IWB, suggesting that trust functions as a key mechanism through which mindfulness promotes innovation. These findings highlight the importance of cultivating a mindful and trustworthy team climate to foster innovative behavior. The study contributes to growing research on team-level mindfulness and offers practical insights for organizations seeking to enhance innovation performance.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure

Abstract 152

TRUST OR DISTRUST? HOW SUPERVISOR TRUST INFLUENCES INFORMATION DISTORTION—THE MODERATING EFFECTS OF ALTRUISM AND NEGATIVE THINKING

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This study investigates how employees' trust in their supervisors influences information distortion in the workplace, with a focus on the moderating effects of altruism and negative thinking. While transparent communication is crucial for effective policy implementation, employees' varying levels of trust in their supervisors may hinder information accuracy, leading to operational inefficiencies. Prior research has lacked empirical evidence on how employees' psychological perceptions shape supervisor trust and subsequent information distortion. To address this gap, this study adopts an employee cognition perspective to analyze (1) the relationship between supervisor trust and information distortion, and (2) the moderating roles of altruistic tendencies and negative thinking in this dynamic.

For the research design, data was collected via a survey of 336 full-time employees. Hierarchical regression analysis was employed to test the hypotheses. The findings reveal that employees' trust in supervisors has a negative relationship with information distortion behavior. While altruism does not significantly moderate this relationship, negative thinking partially moderates the effect of supervisor trust on information distortion.

The results provide valuable insights into how cognitive and psychological factors influence information transmission in organizations. Practical implications are discussed, including strategies to enhance supervisor-employee trust and mitigate negative cognitive biases. Additionally, this study contributes to the literature by empirically examining the mechanisms of information distortion and offers directions for future research in organizational communication and trust dynamics.

01 - Division 1: Work and Organizational Psychology

BETWEEN STABILITY AND CHANGE: PSYCHOSOCIAL DYNAMICS AND THEIR INFLUENCE ON HEALTH

Wednesday 22 July 2026 from 15:30 to 17:00

(R-Arsenale)

Dina Guglielmi, Chair
Beatrice IJM Van der Heijden, Discussant

This symposium addresses how recent social, organizational, and health-related transformations are reshaping the interplay between individuals, work, and well-being across the life course. In contexts characterized by increasing uncertainty, evolving career patterns, and changing care systems, individuals are required to continuously adapt to new roles, expectations, and environments. Within this scenario, psychosocial dynamics play a crucial role in determining how people experience and manage these transitions, influencing both vulnerability and resilience.

This symposium brings together diverse perspectives, spanning both personal and professional domains, and focuses on how individual resources (such as motivation and self-efficacy), relational factors (e.g., social support), and organizational practices (e.g., Green HRM strategies) jointly shape health-related outcomes. By integrating perspectives from health and work psychology, the symposium provides a comprehensive view of how different forms of participation in work and care systems can either promote or hinder well-being.

These studies collectively explore how psychosocial resources can support adaptation in moments of change, while also highlighting how their absence may lead to disengagement, exhaustion, or unequal opportunities.

The first contribution examines the transition from pediatric to adult healthcare among emerging adults with chronic illness, focusing on psychosocial determinants of adaptation. Findings show that health-related quality of life, introjected motivation, social support, and emotional regulation self-efficacy are significantly associated with transition experiences, underscoring the importance of strengthening psychosocial resources to support continuity of care.

The second study investigates quiet quitting and its association with need for recovery and exhaustion across career stages. Results reveal distinct patterns: behavioral disengagement is more strongly linked to exhaustion in early-career workers, while emotional disengagement becomes more salient in later stages. Indirect effects through recovery needs are consistent across groups, highlighting the central role of recovery processes.

The third contribution presents longitudinal evidence on the Individual Placement and Support (IPS) model for individuals with severe mental illness. While confirming its effectiveness in promoting employment, the study identifies disparities related to diagnosis and nativity, pointing to the need for tailored, context-sensitive interventions to foster sustainable inclusion.

Finally, the fourth study explores the relationship between Green HRM practices and employee well-being. Findings indicate that sustainability-oriented HR practices reduce emotional exhaustion through increased work engagement, with stronger effects in medium and large organizations, emphasizing the role of organizational context in shaping well-being outcomes.

Abstract 4796

Transition from pediatric to adult care in chronic illness: Psychosocial determinants of adaptation in emerging adults

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The transition from pediatric to adult healthcare represents a critical developmental milestone for young people with chronic conditions, involving not only a transfer of medical responsibility but also significant psychological and behavioral adaptation. Despite its importance, this process is often insufficiently structured, underscoring the need to better understand the psychosocial factors that shape transition experiences.

This study aimed to examine the subjective experience of transition to adult care and its association with key psychosocial variables from an applied health psychology perspective. A quantitative, cross-sectional design was employed with a sample of 74 participants (M = 18.16 years; balanced by sex). Measures included transition experience, health-related quality of life (HRQoL), motivation for a healthy lifestyle (including introjected regulation), perceived social support, and self-efficacy for emotional regulation. Descriptive, correlational, and multiple regression analyses were conducted.

Results indicated a moderately positive overall transition experience. Transition experience was significantly associated with HRQoL, motivation for a healthy lifestyle, perceived social support, and emotional regulation self-efficacy. In the regression model, HRQoL, introjected motivation, and emotional regulation self-efficacy emerged as significant predictors of transition experience.

These findings highlight the central role of psychosocial resources in shaping how young people navigate the transition to adult care. From an applied psychology perspective, the results underscore the importance of developing structured, developmentally informed transition interventions that strengthen emotional regulation skills, support adaptive motivational processes, and enhance perceived quality of life. Integrating these components into clinical practice may improve adjustment and continuity of care during this vulnerable period.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2420

EXPLORING QUIET QUITTING AND RECOVERY NEEDS ACROSS CAREER STAGES: A CROSS-SECTIONAL MULTIGROUP PERSPECTIVE

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Quiet Quitting (QQ) has recently attracted growing research attention, aiming to clarify its definition and dimensions. Building on Social Exchange Theory and psychological contract literature, QQ has been conceptualised as a multidimensional construct encompassing behavioural and emotional components. While behavioural QQ (QQBE) reflects a strategic reduction of work effort, emotional QQ (QQEM) captures negative affective reactions when perceived effort exceeds received benefits. Despite increasing interest, evidence on QQ's consequences remains limited.

This explorative cross-sectional and multi-group study aimed to examine the relationships between QQ, Need for Recovery (N4R), and Exhaustion (EXA), and to test potential differences across career stages (≤10 vs. >10 years).

Data were collected from 4,218 employees (60.4% male; 34.9% aged ≤40; 21.4% with ≤10 years of job tenure). The anonymous Qualtrics questionnaire, distributed by HR managers, included validated international scales. Multigroup SEM analyses were conducted using Mplus.

Among the main results, differences emerged between the two career-stage groups regarding the direct effects of the two QQ dimensions on EXA. Specifically, in the group with tenure ≤10 years, QQBE showed a significant positive effect on exhaustion, while QQEM showed a negative but non-significant effect. In the group tenure >10 years, the QQBE dimension was not significant, whereas the QQEM dimension showed a significant positive association with EXA. However, the indirect effects of both QQBE and QQEM on EXA through N4R were similar and significant across groups.

Findings highlight different patterns of associations between QQBE and QQEM and EXA across career stages. These results may suggest the need for targeted interventions promoting recovery resources. However, the cross-sectional design limits causal inference, and future longitudinal studies are required to confirm these associations.

Abstract 4798

Individual Placement and Support for patients with severe mental illness in Italy: Evidence from a longitudinal cohort

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The Individual Placement and Support (IPS) model is an evidence-based intervention designed to promote competitive employment among individuals with severe mental illnesses (SMIs) and complex mental health conditions. By integrating vocational support with mental health services, IPS represents a key approach to fostering social inclusion and functional recovery. However, less is known about long-term employment trajectories and the role of individual and contextual factors in shaping outcomes.

This longitudinal study aimed to assess employment outcomes among IPS participants in Italy over a 42-month period and to examine the influence of sociodemographic and clinical characteristics. Data were drawn from a regional cohort of 1,408 individuals enrolled in IPS programs across seven Community Mental Health Centers. Information on diagnoses, work history, and employment outcomes was analyzed using descriptive and non-parametric statistical methods.

Results showed that employment outcomes varied significantly across diagnostic groups. Individuals with schizophrenia, personality disorders, and depression achieved higher job acquisition rates, whereas those with addiction disorders and milder psychiatric conditions faced greater barriers. Native participants were more likely to obtain employment compared to non-native participants, although no differences emerged in job retention once employment was secured. Additionally, job duration differed across diagnoses, with shorter employment periods observed among individuals with addiction disorders.

Findings confirm the effectiveness of IPS in supporting employment among individuals with severe mental health conditions, while highlighting persistent disparities linked to diagnosis and nativity. From a psychosocial perspective, the results underscore the importance of tailoring vocational interventions to individual needs and addressing contextual barriers to promote more equitable and sustainable employment pathways.

Abstract 4799

Green HRM and Well-being: the moderating role of organizational size

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Background. As organizations increasingly incorporate sustainability into their strategies, human resource management (HRM) practices are expected to align with these goals and foster a pro-environmental workforce. By embedding “green” approaches in recruitment, training, and performance management, HRM can influence employees’ motivation and attitudes towards environmental responsibility (Cherian & Jacob, 2012; Del Brio et al., 2008). Beyond organizational performance, such practices may also affect employee well-being, potentially reducing the risk of burnout.

Aims. This study explores whether Green HRM practices impact employees’ levels of emotional exhaustion. Specifically, we examine the mediating role of work engagement in the relationship between Green HRM and burnout, and test whether organizational size moderates these associations.

Methods. Data were collected through a survey of 409 Italian employees. Respondents completed scales assessing Green HRM (Dumont et al., 2017), work engagement (Schaufeli et al., 2019), and emotional exhaustion as a core dimension of burnout (Maslach et al., 1986). Hypotheses were tested using the PROCESS macro for SPSS.

Results. Findings indicate that Green HRM is negatively associated with emotional exhaustion, and this relationship is partially mediated by work engagement. In other words, sustainability-oriented HR practices appear to enhance engagement, which in turn reduces burnout. The moderating effect of organizational size further reveals that the beneficial impact of Green HRM on burnout is stronger in medium and large organizations compared to small firms.

Limits. The study’s cross-sectional design prevents causal conclusions, and additional psychological mediators (e.g., green climate, environmental commitment) were not considered. Longitudinal designs are needed to clarify the directionality of effects.

Innovative aspects. To our knowledge, this is the first study to investigate how Green HRM practices may protect against burnout through work engagement, also highlighting the moderating role of organizational size.

01 - Division 1: Work and Organizational Psychology

BEYOND GENERATIONS: HOW AGE-DIVERSE FRIENDSHIPS SHAPE ORGANIZATIONS AND SOCIETY

Wednesday 22 July 2026 from 15:30 to 17:00

(O-Arsenale)

Michela Vignoli (University of Trento ~ Rovereto ~ Italy), Chair

Considering the tensions between different age groups, which entail substantial costs both for organizations and society, this symposium seeks to advance a more optimistic vision by highlighting age-diverse friendships as a promising solution able to contribute to mitigating societal tensions and fostering broader social cohesion. Age-diverse friendships, also referred to as intergenerational friendships, are defined as socioemotional-meaningful relationships between people of different ages, typically with an age difference of 10 to 15 years. Aiming to provide a comprehensive overview of how age-diverse friendships in the workplace can generate positive outcomes both for organizations and society, this symposium will present the promising preliminary findings from the Volkswagen-funded research project “Overcoming Societal Tensions in Europe: Can Age-Diverse Friendships be the Solution?”. The first presentation will be a conceptual paper that introduces a new taxonomy describing how age-diverse friendship at work can affect not only the dyad but also different-aged outgroup members, other non-involved groups, and all humanity at large. The second presentation, employing AI and topic modeling, will demonstrate how workers define their experiences of age-diverse and non-age-diverse friendships. The third presentation will focus on dyads of age-diverse workers and will demonstrate that age-diverse workplace friendships are associated with trust and bystanding not only toward the age-diverse friend but also toward the friend’s entire age group. The fourth presentation will show how high-quality contact between age-diverse friends is related to greater support for outgroups not involved in the friendship and factors that moderate this effect. Using a diary methodology, the fifth study will provide evidence for how age-diverse workplace friendship is positively associated with cognitive liberalization, which describes the process by which individuals “stop thinking in boxes” and instead engage in active, complex, and inclusive thinking. Finally, the sixth presentation will provide new insights into interventions to promote age-diverse workplace friendships.

Abstract 3123

AGE-DIVERSE FRIENDSHIPS AS SOCIAL GLUE AT WORK AND IN SOCIETY: TOWARDS A NEW TAXONOMY AND RESEARCH AGENDA

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Introduction
Societal challenges often arise from tensions between different social groups, including age groups. With the global population and workforce aging, it is crucial to identify ways of fostering more positive intergroup relations. Friendships across age groups—defined as socioemotionally meaningful relationships between individuals with at least a 10- to 15-year age difference—offer a promising pathway. Such friendships foster learning about the other group through empathic concern and perspective-taking, leading to prosocial behaviors and innovative problem-solving across group membership and beyond.
Purpose
This presentation aims to introduce a new taxonomy of the psychological and behavioral effects of age-diverse friendships. We focus on the workplace as a central context where people of different ages regularly interact, while recognizing the broader relevance of our model for educational, community, and family contexts.
Method
Building on established theories of social categorization and identity, intergroup contact, and transfer effects, we developed a conceptual taxonomy to describe how the influence of age-diverse friendships extends beyond the dyad to different-aged outgroup members, other non-involved groups, and all humans. We also derive critical boundary conditions and outline a future research agenda, pointing to initial empirical insights.
Results
The taxonomy outlines three levels of influence: (1) member-to-group (primary transfer), (2) group-to-group (secondary transfer), and (3) liberalization (tertiary transfer). Each level reflects distinct affective and cognitive mechanisms by which a single age-diverse friendship can generate broader behavioral effects. Age distance and semantic distance are described to shape these effects.
Conclusions
Age-diverse friendships represent a powerful form of intergroup contact with the potential to reduce group-based divides and foster mutual understanding. Our taxonomy and research agenda offer a framework for advancing theory and guiding future empirical work. Practical implications highlight how organizations and communities can support high-quality interactions that may grow into age-diverse friendships, ultimately benefiting individuals, workplaces, and society.

Abstract 3173

HOW EMPLOYEES SPEAK ABOUT AGE-DIVERSE FRIENDSHIP AT WORK

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Europe has witnessed transformative social challenges including increasing lifespan, which exposes age divides and resulting tensions. Age-diverse friendships, defined as friendships between people with a ≥15-year age gap, have been identified as a bridging factor between age groups, improving outcomes for both groups in various contexts. Yet, we have limited knowledge about age-diverse friendships, particularly in the workplace, where individuals spend a significant amount of their time. What are the antecedents, mechanisms, and individual outcomes of such friendships, and what role do they play in improving the workplace environment? Current research largely assumes that friendship holds a similar meaning across all types of relationships, including age-diverse friendships. However, we propose that age-diverse friendships may possess unique qualities.

Therefore, in our research, we investigate age-diverse friendships in the workplace, the meanings that employees associate with such a friendship, and associated factors that may distinguish age-diverse friendships from more homogenous ones. We conducted an online survey that asked employees from different organizations in European countries to voice-record stories of their workplace friendships. We then use AI and topic modelling to analyze how employees construct their experiences of age-diverse and non-age-diverse friendships, and how these constructed experiences correlate with the socio-demographic characteristics of friendship and organizational environment.

At the time of the conference, we will present preliminary language analysis (Whissel affect dictionary, LIWC-22): affective, social, cognitive, and perceptual dimensions of research participant language. We will also explore the clusters and differences in the meaning that research participants attribute to age-diverse and other friendships. The findings will enable us to create a dictionary of the unique characteristics of age-diverse friendships and highlight the differences in friendships between employees of similar ages.

Abstract 3174

FROM FRIENDSHIP TO ACTION: AGE-RELATED TRUST MECHANISMS AND BYSTANDING

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Introduction
The global workforce is aging, leading to greater age-heterogeneity in organizations and higher risks of age-based discrimination. High-quality contact among age-diverse coworkers has emerged as a promising solution to reduce age-related prejudice. When employees engage in meaningful relationships with age-diverse coworkers, they learn about their colleagues' age groups, which can change how they think and behave toward members of this group (i.e., primary transfer effect).
Purpose
High-quality contact among age-diverse coworkers may encourage employees to intervene when they observe age discrimination at work (i.e., direct bystanding), making such contact an asset in age-diverse workforces. Grounded in social exchange theory, we propose that trust serves as the mechanism through which high-quality contact promotes direct bystanding. Befriended individuals do not follow norms of reciprocity but trust that the other person will step in when needed.
Methods
To test our conceptual model, we collected data from 294 age-diverse coworker dyads at two timepoints and used Actor-Partner Interdependence Modeling (APIM).
Results
We found positive associations between age-diverse workplace friendship, trust, and direct bystanding. Trust fully mediated the positive association between friendship and bystanding for older individuals, and partially for younger individuals. These findings suggest that for younger employees, forming friendships with older coworkers is sufficient to motivate them to act as direct bystanders for other older coworkers, whereas trust is a central mechanism for older employees to intervene in age-discriminatory behavior against their younger coworkers.
Conclusions
Our findings show that having an age-diverse friend results in increased levels of trust toward the befriended coworkers' entire age group rather than just the individual friend.
In ongoing data analyses, we investigate the boundary conditions of these primary transfer effects and potential age differences therein (e.g., typicality). The findings underscore the potential of age-diverse workplace friendships to act as social glue at work and potentially beyond.

Abstract 3175

CAN AGE-DIVERSE FRIENDSHIPS AT WORK ENCOURAGE SUPPORT FOR OTHER OUT-GROUPS?

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Birkbeck College ~ London ~ United Kingdom

Intergroup contact can foster more positive attitudes not only toward the immediate outgroup but also toward other, unrelated outgroups—a phenomenon known as the secondary transfer effect (Pettigrew, 1998; Meleady et al., 2019). Thus, contact between age-diverse friends at work may foster greater support for the rights of other outgroups not involved in the contact, such as immigrants or people with disabilities. However, the secondary transfer effect may not occur consistently across all intergroup contact scenarios, underscoring the importance of identifying the factors that moderate its strength.

Data collection from ~250 younger–older co-worker dyads (with an age gap of ≥15 years) is on-going, with participants tested at two time points, one month apart. In this talk, we present preliminary findings from dyadic structural equation models examining key moderators of the secondary transfer effect. Specifically, we investigate whether transfer strength is moderated by: a) the perceived age difference between dyad members, where greater perceived difference — reflecting stronger outgroup salience — should enhance transfer to uninvolved outgroups; and b) perceived similarity between the co-worker's age group and target outgroups, with greater similarity facilitating stronger transfer effects.

Together, we hope to provide a better understanding of how contact in workplace contexts may offer a unique opportunity for bridging not only age divides but also wider intergroup boundaries.

Abstract 3176

TOGETHER, NOT APART: ENHANCING COGNITIVE LIBERALIZATION THROUGH AGE-DIVERSE WORKPLACE FRIENDSHIPS

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Introduction
Amidst war, economic crisis, and political unrest, social tensions fueled by oppositional identities are evident. Intergroup Contact Theory proposes that high-quality interactions with outgroup members can weaken such oppositional identities. Friendships are the strongest form of high-quality contact, with age-diverse friendships in the workplace emerging as an increasingly relevant form of intergroup contact given the significant time spent at work and the progressively aging workforce.
Purpose
We test our conceptual model, the Taxonomy of Age-Diverse Friendship Effects, which posits that high-quality intergroup contact can foster tertiary transfer known as cognitive liberalization, ultimately breaking down oppositional identities. This effect is proposed to be especially strong when the outgroup member is atypical, as greater semantic distance can challenge assumptions and promote mental expansion. Thus, this study examines whether age-diverse workplace friendships, as a form of high-quality intergroup contact, can foster cognitive liberalization, additionally investigating the role of semantic distance.
Method
A 10-week longitudinal study with data collected at 21 time points was conducted, resulting in a final sample of 171 German workers (56.2% men, 43.8% women) with an average of 4.16 (SD = 1.07) age-diverse workplace friends. Multilevel modeling was used to analyze within- and between-person effects.
Results
Age-diverse workplace friendships were positively associated with higher levels of cognitive liberalization both within and between participants. Contrary to expectations, friendships with more typical outgroup members strengthened these effects.
Conclusions
Findings provide empirical support for the role of age-diverse workplace friendships in promoting cognitive liberalization and reducing oppositional identities. However, results challenge our conceptual model's assumption that atypical outgroup members most strongly foster tertiary transfer, highlighting the need to reconsider how typicality influences intergroup contact processes and transfer effects.

Abstract 3177

UNCOVERING THE 'BLACK BOX' OF INTERVENTIONS TO FOSTER AGE-DIVERSE WORKPLACE FRIENDSHIPS: A REALIST SCOPING REVIEW

Setiono A.*[1], Keller A.[1], Gouri S.[2], Gostautaite B.[2]

[1]University of Groningen ~ Groningen ~ Netherlands, [2]ISM University of Management and Economics ~ Vilnius ~ Lithuania

Introduction

As workplaces become increasingly age-diverse, organizations face the challenge of fostering meaningful interpersonal connections across generations. Age-diverse workplace friendship, which is a form of voluntary relationships between coworkers of different age groups, can reduce age-related tensions, foster inclusion, and enhance collaboration. Yet, practical guidance on how to build and sustain such friendships remains scarce, as existing interventions are fragmented, with some targeting age-diverse interactions and others focusing more broadly on workplace relationships without addressing age dynamics.

Purpose

Using realist approach, this scoping review aims to map the existing interventions aimed at fostering age-diverse workplace friendships. Specifically, we examine the context-mechanism-outcome configurations of interventions to uncover how, why, and under what circumstances interventions succeed in supporting friendship formation and maintenance across age groups.

Method

Eligible studies include quantitative and mixed-methods interventions conducted in workplace, community, or institutional contexts, with participants aged 16 and above. Purely clinical and educational interventions are excluded unless transferable to occupational settings. The review follows RAMESES standards for realist syntheses, the Joanna Briggs Institute (JBI) guidelines, and PRISMA-ScR reporting principles. Data extraction will map intervention designs, mechanisms, and outcomes to identify recurrent CMO configurations. By collating interventions ranging from relational job crafting initiatives to cross-group friendship programs, this review shifts focus from preventing negative workplace dynamics (e.g., conflict, exclusion) to cultivating positive relational resources that benefit both employees and organizations.

Conclusion

The findings of this scoping review will advance theoretical understanding of workplace friendships, respond to calls for more intervention-based research in organizational psychology, and provide practitioners with evidence-based strategies to foster inclusion and collaboration across generations. Ultimately, this review seeks to uncover the "black box" of how interventions can build and sustain age-diverse workplace friendships as a key organizational resource.

01 - Division 1: Work and Organizational Psychology

PROFESSIONAL DEVELOPMENT OF EARLY CAREER PSYCHOLOGISTS. AN INTERNATIONAL PERSPECTIVE

Wednesday 22 July 2026 from 15:30 to 17:00

(T-Monumentale)

Marija Davcheva (International Association of Applied Psy), Chair
Ana Kraljevic, Co-Chair

The professional development of early career psychologists is pivotal for the advancement of our science psychology and its application worldwide. Thus, understanding the factors that foster professional development and the ones that pose challenges for early career psychologists is crucial to create specific career development strategies and professional development opportunities. In fact, these factors may differ in different countries and cultures as well as at different career stages. Hence, from work and organizational psychology as well as educational psychology lens this symposium aims to explore key aspects of professional development from an international perspective, focusing on how young professionals can recognize their competencies, navigate career uncertainties, and leverage existing structures for growth. The first presentation will discuss the transition from student to professional in the African region emphasizing some practical strategies such as virtual mentorship programs and use of technology that can promote professional development. The second presentation will explore the student professional transition in Canada offering unique views of the challenges and career opportunities in this region especially involvement in international association and networking as crucial tools for professional competencies development. The third presentation will describe the transition of students to professionals and the different educational pathways in Panama, Latin America. It will provide light on some of the current challenges early career professionals face in this area and recommendations for policy and practice. The fourth presentation provides a European perspective of the topic focusing on work and organizational psychology. It will also explore the competencies that are essential for psychologists aiming to build international careers, such as adaptability, cross-cultural communication, and resilience. Additionally, it will provide a comparison on the professional development needs in the past, in the present and in the future taking into consideration emerging career paths and providing specific examples in the field of work and organizational psychology. The fifth presentation will explore the challenges and opportunities faced by postdoctorates in psychology in Spain. It reflects on the career identity of this group of early career psychologists, the specific career paths they may develop and highlights the need for personal resources that optimize their mental health.

Abstract 4017

PROFESSIONAL DEVELOPMENT FOR EMERGING PSYCHOLOGISTS IN AFRICA AND BEYOND

Namutebi J.*

Nkumba University ~ Nkumba ~ Uganda

The transition from student to professional is often a pivotal yet challenging phase for any psychologist, particularly in underrepresented regions like Africa. This presentation delves into the unique opportunities and barriers faced by early career psychologists (ECPs) from different cultures and regions on the African continent. Drawing on personal experiences and insights from various collaborations, the session highlights the importance of mentorship, advocacy, and professional training in shaping the careers of emerging psychologists. Emerging psychologists in Africa usually grapple with resource scarcity, low profession visibility, , insufficient mentorship among many other concerns. Practical strategies such as virtual mentorship programs and use of technology for building leadership skills, accessing supervision, and promoting mental health and well being are discussed. In this context, the significance of IAAP as a tool for knowledge, skill, and cross-cultural learning is examined, as well as the benefits of collaborating with non-African countries. This presentation also examines the impact of diversity and inclusivity concerning professional development by arguing that systems which appreciate specific cultural and professional realities of psychologists from every part of the world are needed. By sharing success stories, lessons learned, and advocacy strategies, the aim is to inspire action toward building a supportive global network for ECPs. Ultimately, this is a call to inspire stronger international collaboration, celebrate diversity and to prepare the next generation of psychologists in a way that makes them feel that their voices and contributions matter throughout the world.

Abstract 4018

NAVIGATING EARLY CAREER TRANSITIONS IN PSYCHOLOGY – A CANADIAN PERSPECTIVE

Kleiner T.*

York University ~ Toronto ~ United States of America

The transition from undergraduate to graduate studies in psychology presents unique challenges and opportunities for early career psychologists. In Canada, competitive admissions, financial constraints, and insufficient mentorship collectively create barriers for many students. This presentation will examine the realities of moving from an undergraduate degree to graduate-level psychology and will explore whether pursuing graduate studies is always the best option. It will also highlight pathways for professional development, emphasize the importance of mentorship, and discuss strategies for career advancement. Additionally, I will illustrate how my involvement in professional organizations, such as the IAAP, has helped me cultivate leadership skills and build global connections that foster early career growth.

Abstract 4019

FROM STUDENTS TO PROFESSIONALS: THE CARRIER EVOLUTION OF PSYCHOLOGIST IN PANAMÁ

Medianero Araúz G.*

Universidad de Panamá ~ Panama ~ Panama

Panamanian regulations state that the Licentiate Degree in Psychology is the academic degree needed to be recognized and work as a psychologist in the country. With this degree, professionals become General Psychologists and subject of responsibilities and rights (salary scale, labor protections, etc). This makes the transition from students to professionals short and abrupt and has caused the increased need to raise the hours of supervised practices during the programs and the emergence of “supervision groups” even after graduation. Although there is an increase in the enrollment to master's programs, largely driven by the industry's and labor sector's need for specialized professionals, there is still a significant group of professionals who are General Psychologists. Furthermore, Doctoral Degrees in the country are still very limited and primarily pursued by those interested in an academic career, although they are not mandatory. Currently, there is only one open Doctoral Program in the country, in Clinical Psychology, which narrows the opportunities for those seeking this postgraduate degree.

Although there are academic challenges that need to be addressed, professionals in the country are recognized for their grounded perspective and ability to understand the realities of their communities and the nation, adapting their work and interventions accordingly. Since practical hours are required to obtain the Licentiate Degree, an applied approach to various topics and challenges is incorporated from the beginning of psychological education. Furthermore, as many professors actively work in the industry (clinics, hospitals, businesses, diplomatic and national leadership roles, etc.) while teaching, they help bridge the theoretical-practical gap by integrating real-world perspectives into their classes.

Abstract 4020

PROFESSIONAL DEVELOPMENT OF EARLY CAREER PSYCHOLOGISTS: A EUROPEAN EXPERIENCE

Zangerl L.*

University of Barcelona ~ Barcelona ~ Spain

The transition from university to professional practice offers a range of opportunities for early-career psychologists, particularly those with international experience. This presentation reflects on my path through the Erasmus Mundus Joint Master's program in Work, Organizational and Personnel Psychology (WOP-P), an international program with academic stays in cities like Barcelona and Bologna. The program's diversity provided not only a strong academic foundation but also exposure to different professional perspectives and opportunities, as well as the challenges of adapting to new academic and cultural environments. Building on this experience, the presentation explores the professional development options available to young psychologists, focusing on my experiences in the field of Learning and Development (L&D) within international organizations. Drawing from my upcoming internship at the United Nations Office in Vienna, it will highlight how psychological principles are applied in L&D. Additionally, it will reflect on the skills that are essential for psychologists aiming to build international careers, such as adaptability, cross-cultural communication, and resilience. Finally, this presentation explores the broader opportunities and challenges that today's graduates face compared to prior generations. While emerging career paths in fields like data science, employee well-being, and digital transformation offer new possibilities, these rapid changes also demand constant professional development and flexibility. Furthermore, the frequent relocation and need to build new professional networks can pose additional stress. Consequently, mental health challenges, such as burnout and uncertainty during the early career phase, are not uncommon. Therefore, the presentation will conclude discussing resources that can help early-career psychologists, including the role of professional networks, training opportunities, and support provided by universities and professional associations

Abstract 4021

POST-DOCTORAL PATHWAYS IN PSYCHOLOGY IN SPAIN: CHALLENGES, NEXT STEPS, AND MENTAL HEALTH CONSIDERATIONS AFTER COMPLETING A PHD

Martín Fernández J.*

Universitat Jaime I ~ Valencia ~ Spain

Completing a PhD in Psychology in Spain is a significant academic achievement, but it marks only the beginning of a new professional journey. After finishing their doctoral studies, psychologists often face a range of challenges when transitioning from academia to the workforce. One of the primary difficulties is securing permanent, stable employment, as many doctoral candidates initially work in temporary research positions or as postdoctoral researchers. Additionally, they must navigate the competitive landscape of psychology, where opportunities in academia, clinical settings, private practice, or industry may not always align with personal aspirations or the skills developed during the doctoral program. The transition also involves redefining one's professional identity and career goals. For many, this includes deciding whether to pursue further specialization, enter into clinical practice, or take on teaching roles at universities. Some may also consider entrepreneurial ventures, such as private practice or consulting. However, the lack of clear career paths, particularly in public institutions, can create stress and uncertainty. This can be exacerbated by financial pressures, work-life balance concerns, and the need for continued professional development.

Mental health issues, such as burnout, anxiety, and imposter syndrome, are common in the post-doctoral phase due to these challenges. Graduates may experience difficulty adjusting to the demands of professional life while maintaining their well-being. As such, addressing mental health concerns should be an integral part of post-doctoral support structures.

Universities and professional organizations can help mitigate these challenges by offering career guidance, mental health resources, and fostering networks that allow recent graduates to connect with peers in their field.

01 - Division 1: Work and Organizational Psychology

Poster Session 5 - Division 1

Wednesday 22 July 2026 from 15:40 to 17:10

(X- Poster 1)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1291

PURPOSE UNDER PRESSURE: CALLING, TASK FULFILLMENT, AND RESILIENCE AMONG NONPROFIT WORKERS

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Rice University ~ Houston ~ United States of America

Nonprofit workers are frequently motivated by a deep desire to support the public good, but the specific tasks they perform each day may be straining their motivation (Olson-Buchanan et al., 2013). Given that a significant portion of the workforce is employed in this sector (Bureau of Labor Statistics, 2024), and outcomes tied to motivation—such as turnover and performance—can directly influence a nonprofit's impact, research on this population is vital. The present study addresses this need by developing and testing a moderated-mediation model that integrates vocational calling and work engagement to understand resilience and turnover at the individual level. Using survey data from a sample of over 250 full-time nonprofit employees, this research examines how a worker's perception of their daily work tasks, as framed by need fulfillment in Self-Determination Theory (Gagné & Deci, 2005), moderates the relationship between vocational calling and subsequent motivational outcomes (i.e., individual resilience and turnover intentions). Structural equation modeling will be utilized to test the proposed hypotheses and model fit. Insights gained may help us address current high levels of burnout in this important occupation.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1264

TITLE: THE IMPACT OF AI ON EMPLOYEE WELL-BEING: A JD-R MODEL PERSPECTIVE

Gougi E.*, Berger R.

Universitat de Barcelona ~ Barcelona ~ Spain

Artificial Intelligence (AI) is transforming modern workplaces, reshaping job demands and resources and influencing employee well-being. This systematic review investigates AI's dual role as both a job resource and a job demand through the lens of the Job Demands-Resources (JD-R) model heuristically and the concept of decent work. Despite growing interest, existing research is fragmented, with a narrow focus on specific applications, limited theoretical grounding, and a lack of a holistic understanding. Moreover, few systematic reviews exist in this rapidly evolving field, and most of them study employee wellbeing as a secondary point of interest. Following the PRISMA guidelines, covering studies published between 2020-2025 across databases such as Scopus, Web of Science, and PubMed, we analyze 46 identified studies to organize the research landscape and address the existing shortcomings.

Our results showed five main categories of mediating mechanisms, with mainly motivational (N=15), followed by affective and stress related (N=9), social-cognitive (N=7), technology fit and human interaction (N=5), while only one study analyzed learning and knowledge processes. Moreover, personal resources (N=5), leadership (N=3), HRM systems and organizational support (N=3), personal demands (N=2), such as technological anxiety and organizational context (N=1) act as key moderators that shape whether AI functions as a demand or a resource.

The review provides a theory-informed mapping that clusters the mechanisms through which AI influences well-being, distinguishes between its beneficial and detrimental pathways, and highlights the contextual moderators that shape these effects. Findings offer actionable insights for managers, designers, and policymakers seeking to align AI implementation with sustainable and human-centered work design.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 1226

REFUGEES' WORKFORCE PARTICIPATION IN THE NETHERLANDS: THE ROLE OF HUMAN AND SOCIAL CAPITAL CHARACTERISTICS

Kaye N.*[1], Asfar D.[1], Oostrom J.[2], Van Den Berg R.[3], Born M.[4]

[1]Vrije Universiteit Amsterdam ~ Amsterdam ~ Netherlands, [2]Tilburg University ~ Tilburg ~ Netherlands, [3]NOA B.V. ~ Amsterdam ~ Netherlands, [4]Erasmus University Rotterdam ~ Rotterdam ~ Netherlands

Finding employment is an important aspect of the integration of refugees into their receiving society. In the Netherlands, some local authorities invite recently settled refugees to complete an online psychological assessment aimed at supporting their integration into Dutch society. By combining these data with time-lagged employment data retrieved from the Statistics Office of the Netherlands, we examined the extent to which certain individual-difference characteristics predict workforce participation among Syrian (n = 1867) and Eritrean (n = 844) refugees in the Netherlands. These characteristics were categorized as human and social capital characteristics. Workforce participation was operationalized as not only having a paid job or not, but also the longest period of time that one has stayed in a single position, and the highest hourly wage that one has earned since their arrival in the country. The results showed that several human capital characteristics (i.e., pre-migration educational level, pre-migration work experience, and local language proficiency) and one social capital characteristic (i.e., contact with natives) contributed to predicting one or more of these employment outcomes. There were some differences in the predictive validity of these characteristics between refugee groups (i.e., based on age, sex, and nationality).

Currently, a second study is being conducted to investigate the effect of neighbourhood characteristics on various integration outcomes for refugees (n = 4556) , over and above individual difference characteristics. The random manner in which many refugees in the Netherlands were housed allows for a quasi-experimental design, excluding variance from confounding factors that would ordinarily be related to personal choice of neighbourhood. Once results have been obtained in the fourth quarter of 2025, they may prove to be a valuable addition to this presentation.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1074

PURSUING CAREER SUCCESS IN THE ERA OF BOUNDARYLESS CAREER: THE ROLE OF FUTURE WORK SELF SALIENCE

Lu C.*, Liu Q.

School of Psychological and Cognitive Sciences, Peking University ~ Beijing ~ China

Introduction - In the era of boundaryless career, employees are facing increasing uncertainties and challenges to pursue career success. Thus, it is becoming more important for individuals to develop a clear future work self and to take proactive action as well.
Purpose: Integrating the conservation of resource (COR) theory and the perspective of proactive behavior, this study is to investigate the positive effect of future work self salience on career success in boundaryless careers, as well as the mediating mechanism of proactive career behavior and the moderating effect of performance feedback.
Method - We conducted a three-wave longitudinal study, and collected multi-source data from 339 employees in a Chinese company.
Results - The results showed that a future work self salience was positively related to both employees' promotability (objective career success) and career satisfaction (subjective career success), and proactive career behavior played a significant mediating role. Furthermore, performance feedback was found to act as a significant moderating role among the above-mentioned mediating process, demonstrating a moderated mediating model. That is, in the context of sufficient performance feedback, future work self salience could promote employees' career success through taking more proactive career behaviors.
Conclusion - Our findings revealed how and when future work self salience is related to career success, which offers theoretical implications for understanding career success in the era of boundaryless career time findings also has practical implications for human resource managers and employees to achieve more effective career management and career success.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1220

THE INFLUENCE OF WORK-LIFE BALANCE-RELATED FACTORS ON WORK ENGAGEMENT AMONG ESSENTIAL WORKERS IN JAPAN

Otake K.*

Kyoto University of Advanced Science ~ Kyoto ~ Japan

This study focuses on the influence of factors related to work-life balance (WLB) on the work engagement of essential workers in healthcare. Previous studies have shown that WLB significantly increases work engagement. However, they have adopted a variety of approaches to measuring WLB. The purpose of this study is to examine the effects of (a) the number of perceived WLB support programs in the workplace and (b) satisfaction with the ease of use of WLB support programs on work engagement among healthcare essential workers in Japan. Data were collected through an online survey of 3,000 essential workers in Japan. From these respondents, the analytic sample was limited to healthcare workers, resulting in 1,984 participants with complete data for all analysis items (valid response rate: 66.1%). The sample consisted of 818 care workers, 801 nurses, and 365 doctors. In this study, analyses were conducted separately for each occupation in order to examine differences in the effects depending on the occupation. Results of the multiple regression analyses showed that satisfaction with the ease of use of WLB support programs had a significant positive effect on work engagement across all occupations. On the other hand, the number of perceived WLB support programs in the workplace had a significant positive effect on work engagement only in the analysis of nurses. These findings suggest that, among factors related to WLB, satisfaction with ease of use of WLB programs plays a particularly important role in enhancing work engagement. In contrast, WLB support programs themselves have only a limited influence on work engagement, and this influence may vary according to occupation. The practical implication of this study is that such programs should not only be introduced but also operated effectively.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1245

THE IMPACT OF PEER MENTORSHIP ON STUDENT OUTCOMES: A LONGITUDINAL STUDY IN AN INTERNATIONAL MASTER'S PROGRAM

Israr A., Romero Cremades M.*

University Of Valencia ~ Valencia ~ Spain

Introduction. International students face significant challenges during the transition to higher education, including acculturative stress, burnout, and adjustment difficulties. Incorporating peer mentorship into academic programs has attracted a lot of interest from around the world as a way to assist these international students. To play our part, we developed a systematic peer mentorship program to improve the cultural adaptation, satisfaction, and well-being of international master's students by offering a consistent support structure throughout their adjustment period.
Purpose. This study extends previous work done by 2024 University of Valencia WOPP Research Committee, which primarily examined the overall effectiveness of the WOP-P Peer Mentorship Program. Unlike the earlier evaluation, this follow-up study not only tests program impact but also investigates the specific mechanisms by which perceived mentoring behaviors enhance generalized self-efficacy, which in turn contributes to psychological well-being, program satisfaction, sociocultural adaptation, and reduced burnout by testing a two-wave model incorporating qualitative and quantitative methodology over a span of 6 months.
Method. Participants are first-year international students (n = 46) enrolled in the Erasmus Mundus WOP-P Master's program (2025–2026), paired with second-year mentors (n = 33) across four European universities. Data will be collected in two waves: baseline at program entry (October) and follow-up before departure to the host university (February). Validated scales were used alongside monthly reflection logs. Analyses included descriptive statistics, reliability checks, correlations, and mediation models.
Results. We hypothesize that increases in perceived mentoring behaviors between T1 and T2 will be positively associated with psychological well-being, program satisfaction, and cultural adaptation, and negatively associated with burnout. Moreover, we further expect that these effects will be significantly mediated by increases in generalized self-efficacy.
Conclusions. These key findings will offer a validated model for institutions to improve international student support, highlighting targeted mentorship as a key intervention for fostering adjustment and preventing burnout.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 1046

THE LIFE COURSE OF EXPECTATIONS ABOUT WORK: TESTING THE SUPERB MODEL OF JOB QUALITY

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As people age, their relationship toward work is expected to change due to important events (e.g. childbirth, educational milestones). Studies found that the centrality of work in life generally decreases with age and that younger people value interesting work, while middle aged people value high income and security. However, most existing research measured work expectations in overly simplistic way either asking only about the general value of work or covering few most salient job aspects such as pay or intrinsic value of work.

In this research, to capture an individual relationship towards work comprehensively, we used a six-dimension heuristic model of job quality that integrates Jahoda's model of latent functions of work, Self-determination theory and Duffy and Bluestein Psychology of working theory. The SUPERB model organizes quality of work into six dimensions: Safety (economical and psychological), Upgrading (job providing opportunities for growth), Purpose (finding meaning in work), Empowerment (responsibility and autonomy), meaningful Relationships (with peers, subordinates and supervisors) and Balance (between work and life roles). We adopted a psychological contract perspective (i.e., asked participants about their expectations from employers) to investigate age-related changes in importance of various aspects of job quality in Croatia, a post-socialist Southeast European country.

We collected an online sample of 619 Croatian citizens (16 to 70 years old), who reported their beliefs about employer's obligations towards employees across the SUPERB dimensions. The results showed that, overall, age had small and mostly non-significant effects on importance of SUPERB dimensions for employees, suggesting that expectations about work remain relatively stable across the lifespan. However, we observed a small curvilinear effect of age on Purpose with expectations of work being meaningful declining between ages 20 and 35, and then gradually increasing at later ages. Additionally, age showed small positive linear effects on expectations about job being upgrading and empowering.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1312

THE PATH FROM EMOTIONAL DEMANDS TO WORK OUTCOMES THROUGH THE LENS OF A DAILY DIARY INVESTIGATION

Stuparu G.A.*, Ion A.

University of Bucharest ~ Bucharest ~ Romania

Stress is a critical issue in organizations, research suggesting that it has even reached epidemic levels, although, it may have some benefits (Podsakoff et al., 2023), because not all stressors are alike and not everyone responds the same to a certain stressor (O'Brien & Beehr, 2019). Emotional demands are one of those stressors, with some researchers categorizing them as challenges and some as hindrances (Li et al., 2020), which is why it is important to understand the mechanisms through which they lead to different outcomes by integrating two major theoretical frameworks - Transactional Theory of Stress (Lazarus & Folkman, 1984) and Process Model of Emotion Regulation (Gross, 2015) - to propose emotion regulation as a new mechanism linking stress to job satisfaction and job performance. Furthermore, the path from appraisals to emotion regulation may be mediated by affect, and given that not all emotion regulation strategies yield the same results, more research is needed regarding their link to work-related outcomes. Thus, we investigate the serial mediation of appraisal, affect and emotion regulation in the relationship between emotional demands and work outcomes. We conducted a daily diary, in which 193 employees responded to an online questionnaire, for three days, after the workday was finished. The sample size met the guidelines recommended in the literature for data-intensive longitudinal studies, meaning 83 participants (Gabriel et al., 2019). We expect this study to help advance stress theories by integrating emotion regulation and thus, contribute to the occupational health literature, enhance the understanding of the predictors of emotion regulation, while also researching what strategies might be more adaptive in workplace contexts. From a practical standpoint, the findings may assist supervisors in fostering employees' challenge appraisals and guiding them toward more adaptive emotion regulation strategies, leading to more favorable outcomes for both organizations and individuals.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1151

INTERACTION BETWEEN OPPORTUNITY-UTILIZING CAREER SKILLS AND CAREER INDECISION AMONG JAPANESE UNIVERSITY STUDENTS: ASSOCIATIONS WITH UNIVERSITY LIFE SATISFACTION, WELL-BEING, AND JOB-SEARCH BEHAVIOR

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Introduction: In Japan, mass hiring remains the dominant method of recruiting new graduates; however, currently, the job-hunting process is starting earlier and lasts longer. Previous studies indicate that students' job-search anxiety and career indecision (CI) increase with academic seniority, potentially undermining university adjustment and psychological well-being.
Purpose: This study examines the interaction between career skills (CS) for utilized circumstances, based on planned happenstance theory, and CI, and its association with university life satisfaction, well-being, and job-search behavior.
Methods: An anonymous online survey was conducted with 678 Japanese university students (aged 18–24 years; 344 men, 334 women) registered with an Internet research company. Measures included the CS scale, the CI scale, the short version of the psychological well-being scale, items on job-search behavior, one item on job-search anxiety, and one item on university life satisfaction. Correlation analyses, cluster analysis, and analysis of variance (ANOVA) were conducted to examine relationships between the variables.
Results: CS showed weak negative correlations with certain aspects of job-search behavior and anxiety, weak positive correlations with aspects of CI and university life satisfaction, and a moderate positive correlation with psychological well-being. A cluster analysis combining CS and CI identified four clusters: (1) low CI, low CS; (2) high CI, average CS; (3) high CI, low CS; and (4) low CI, high CS. The ANOVA indicated that Cluster 4 exhibited the highest job-search behavior, satisfaction, and well-being. Cluster 2 maintained satisfaction and well-being but had lower job-search activity, whereas Cluster 3 was characterized by high job-search anxiety and lower satisfaction, well-being, and job-search behavior.
Conclusions: Even with high CI, students with average CS maintained university satisfaction and well-being but were less proactive in job-search activities. Early interventions to foster CS may support university adjustment, enhance job-search engagement, and promote psychological well-being.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 629

BURNOUT IN ENGINEERING FIRMS

Cahilap D.[1], Brown J.[2], Mitchell V.*[3]

[1]Systra ANZ ~ Sydney ~ Australia, [2]Jac Brown ~ Sydney ~ Australia, [3]University of Sydney ~ Sydney ~ Australia

Burnout is surprisingly common in professional services and in this paper we highlight the issues relevant to engineering companies. Burnout arises when job demands (e.g., workload, pressure, emotional demands) exceed the job resources (e.g., support, autonomy, feedback) available to cope in line with the Job Demands-Resources Model. Using content analysis to analyze over 300 employee reviews from platforms like Glassdoor and Indeed, and companies such as; Tesla, Rictchie Engineering Company, BGC Engineering, YETI and EXeevo, several recurring themes emerge regarding burnout in engineering roles. The major themes included; excessive workloads, poor management, limited career growth, work-life balance and toxic workplace culture. These insights shed light on the multifaceted nature of burnout and highlight areas where organizations can implement changes to improve employee well-being, but show that no one model of burnout (e.g., Maslach's Three-Dimensional Model of emotional exhaustion, depersonalization, and reduced Personal Accomplishment, Conservation of Resources Theory (Hobfoll 1989), Person-Environment Fit Theory (Caplan, 1987), Learned Helplessness (Seligman 1976), Cognitive Appraisal Theory (Lazarus & Folkman, 1986), explains what happens in the engineering sector. These themes underscore the multifaceted nature of burnout in engineering roles, highlighting the need for organizational change, supportive management, and a culture that values employee well-being. To help, we detail real world examples of how engineering companies are seeking to reduce burnout by deploying strategies such as; Personal-Level Support via Company Initiatives, e.g., Google – "20% Time", Team-Level Strategies e.g.,Spotify – Squad Autonomy & Agile Practices; Organizational-Level Programs, e.g.,Basecamp – 4-Day Work Weeks; Psychological Safety & Recognition, e.g., Salesforce – Well-being Culture; Career Path and Technical Growth, e.g., Intel – Dual Ladder Career Path. The paper holds interesting findings regarding the sector specific problem and solutions to burnout in professional service firms.

01 - Division 1: Work and Organizational Psychology

Workplace Justice

Wednesday 22 July 2026 from 16:15 to 17:00

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 296

THE IMPACT OF ECONOMIC INEQUALITY ON ORGANIZATIONAL SUPPORT: THE MEDIATING ROLE OF MERITOCRACY

Ersoy N.C.*

Izmir University of Economics ~ izmir ~ Turkey

Economic inequality is one of the biggest problems facing people all over the world. The top 10% of earners receive 50–60% of the world's income and this pay gap is especially between the top organizational managers and other workers (Alvaredo et.al., 2018) Pay inequalities in organizations negatively affect employees' well being, job satisfaction and organizational identification (Filippi et.al, 20225). Meritocracy is the belief that success is based on abilities, skills, knowledge and performance, which can enhance fairness perceptions even in unequal settings (Cheng & Hambrick, 2005). This study aims to examine the effects of economic equality/inequality on organization support. It also aims to investigate the mediating role meritocracy in this relationship. Bimboola Paradigm is an experimental framework to simulate economic inequality and equality within organizational settings. This study utilized this manipulation. Data was collected from 180 university students and white color employees (40% females, Meanage= 38, Sdage= 3.48). Participants were randomly assigned to two experimental conditions: Economic Inequality and Economic Equality, following the Bimboola Paradigm. A mediation analysis was performed using Hayes' PROCESS macro (Model 4) to examine the indirect effects. There is a total effect of economic inequality on organizational support ($b = -0.50$, $p < .01$). Meritocracy was positively related to organizational support ($b = 0.34$, $p < .01$). When meritocracy is included as a mediator, the direct effect of economic inequality on organizational support decreases ($b = -0.30$, $p < .05$) indicating a significant partial mediation effect. These results indicate that meritocracy partially mediates the effect of economic inequality on organizational support. This research shows that the negative effect of economic inequality on employees' organizational support may be mitigated in fair and merit-based reward systems within the organizations.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2607

THE CORPORATE SOCIAL JUSTICE INVENTORY: MEASURING INTERNAL JUSTICE CAPABILITIES FOR SUSTAINABILITY INNOVATION

O''Neill P.*[1], Reardon B.[2]

[1]Royal Roads University ~ Canada ~ Canada, [2]Senior Director of Employee Experience, Clio".

Introduction: Organizations face mounting pressure to demonstrate authentic sustainability commitments, yet recent reviews identify critical measurement gaps in leadership capabilities that enable credible action (Sajjad et al., 2024). While organizational justice research confirms that fairness perceptions mediate ESG-employee satisfaction links (Susen & Etter, 2024), comprehensive reviews reveal no validated instruments assessing internal justice capabilities that make external sustainability claims credible (Adamovic, 2023). Sustainable development requires not only external commitments but internal organizational conditions promoting employee wellbeing (SDG 3), equitable work systems (SDG 8), and community engagement capacity (SDG 11).

Purpose: This validation study develops the Corporate Social Justice Inventory (CSJI)—a brief, psychometrically sound measure operationalizing how leaders cultivate internal justice as enabling infrastructure for sustainability innovation, directly addressing SDG targets for decent work, wellbeing, and inclusive community development.

Method: Following extensive literature review and expert consultation, the CSJI underwent rigorous validation with 600 diverse North American respondents spanning technical staff to executives across multiple industries. Exploratory and confirmatory factor analyses with invariance testing established a parsimonious 12-item model comprising four correlated dimensions: Socially Just Supervision (dignifying practices building psychological safety), Fair People Management (equitable HR systems structuring opportunity), Socially Just Culture (justice-inflected climate enabling innovation), and Positive Community Impact (external stakeholder engagement widening solution spaces).

ResultsThe CSJI demonstrates high internal consistency, convergent and discriminant validity, and robust criterion validity through significant associations with job-related wellbeing (SDG 3), organizational commitment, trust, resignation intentions, and citizenship behaviors. Sample invariance confirms measurement stability across organizational levels and contexts.

Conclusion: The CSJI addresses critical measurement voids in sustainable leadership research by specifying actionable micro-level capabilities linking internal justice to external sustainability credibility. By connecting daily leadership practices to innovation outcomes aligned with planetary boundaries, this validated instrument democratizes leadership development for sustainability transitions while providing empirical pathways toward decent work, wellbeing, and inclusive communities.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1487

ENGAGED BUT EXPLOITED? EMPLOYEE DEDICATION AND PERCEPTIONS OF LEGITIMATE WORK DEMANDS

Sutton A.*[1], Roemer A.[2]

[1]University of Waikato ~ Hamilton ~ New Zealand, [2]Massey University ~ Palmerston North ~ New Zealand

Employee engagement is widely regarded as a positive workforce attribute, yet emerging evidence suggests it may also have unintended consequences, including increased acceptance of exploitative work practices. This paper reports two studies examining the relationship between employee engagement and the legitimisation of exploitation, with attention to gender dynamics.

In Study 1, 248 U.S. employees completed surveys measuring engagement (vigour, dedication, absorption) and their perceptions of the legitimacy of being asked to perform extra, non-compensated work. Overall, engagement was positively associated with legitimisation of exploitation, but moderation analyses revealed a gender-specific effect: for men, higher dedication predicted greater acceptance of exploitative demands, whereas for women, higher dedication did not increase legitimisation. Study 2 (N = 252) extended this inquiry using an other-report design. Participants read vignettes describing engaged or control employees and rated the legitimacy of organisational requests to those employees to perform non-compensated work. Results indicated that participants generally did not consider it more legitimate for others to be exploited, regardless of employee engagement or gender, though a small effect emerged for female participants regarding denial of extra vacation.

Collectively, these findings highlight a paradox in engagement: while highly engaged employees may personally accept additional work demands, peers do not necessarily share this view, potentially creating tensions around fairness and managerial practices. The studies underscore the importance of considering both self-perceptions and social evaluations in organisational contexts and suggest that engagement, often treated unambiguously as positive, can have complex societal and organisational implications. By revealing how engagement can intersect with perceptions of exploitative practices, this research contributes to new directions in applied psychology, informing both organisational policy and ethical management. The findings emphasise the need for interventions that foster employee well-being and equitable work practices, highlighting psychology's role in promoting sustainable, fair, and responsible workplaces.

01 - Division 1: Work and Organizational Psychology

COMPUTATIONAL PROCESS THEORIZING: LAYERS OF EXPLANATION, CAUSAL INFERENCE, AND APPLICATION EXEMPLARS

Wednesday 22 July 2026 from 17:00 to 18:30

(T-Monumentale)

Georgia Chao (University of South Florida ~ Tampa, Flo), Co-Chair
Steve Kozlowski (University of South Florida ~ Tampa, Flo), Chair and Presenter

The purpose of this symposium is to conceptually distinguish process theorizing, using computational modeling, from conventional construct theorizing, explicate the quality and depth of theoretical explanation provided by each approach, discuss implications for causal inference, and illustrate the application of computational process theorizing (CPT) with two exemplars focused on different phenomena. Although virtually every theory in organizational and work psychology endeavors to provide an explanation of the processes that are responsible for a focal phenomenon, invariably the explanation is hypothesized in terms of relationships between or among constructs. Unfortunately, construct relationships are not directly informative regarding underlying processes and, moreover, are not revealing of the deeper generative mechanisms that drive process phenomena. Construct-based theorizing, which dominates research in organizational and work psychology, is deficient in its depth of explanation and explication of causal mechanisms. To make theoretical advances in understanding processes and their dynamics, the field must embrace CPT.

The symposium presentations build upon one another to provide an in-depth understanding of CPT in relation to traditional construct theorizing. First, differences between construct and process theorizing will be discussed and the layers of theoretical explanation (LTE) will be presented to highlight the quality of explanation provided by each approach. Second, a simulated data example will be presented to illustrate concretely how CPT and data compared to construct theory and data, encompasses the LTE. Third, implications for causal inferences relevant to process vs construct theorizing will be discussed. These three integrated presentations will be followed by two CPT examples addressing different process phenomena – cognition in human-AI teams and strategic consensus in sales and operational planning – to illustrate the application of the CPT approach to theory building. The Co-Chairs will facilitate discussion with audience members and encourage more researchers to take a process perspective in research.

Abstract 3852

COMPUTATIONAL PROCESS THEORIZING AND LAYERS OF THEORETICAL EXPLANATION

Kozlowski S.*

University of South Florida ~ Tampa, Florida ~ United States of America

Organizations are complex adaptive systems, composed of entities in dynamic interaction across multiple system levels, with collective phenomena emerging across levels over time. Theorizing about such phenomena takes one of two approaches: construct or process. Most of the scientific foundation of work and organizational psychology is based on construct theorizing and quantitative research. Process theorizing is far less prevalent and, until recently, the province of qualitative research. Construct theories focus on constructs (factors) and their relationships with one another; however, they are limited in their ability to explain processes. In contrast, computational process theories (CPT) focus on the who, what, when, where, how, and why of actors (e.g., individuals, teams, and/or organizations) engaging in actions. This factor versus actor emphasis influences how researchers theorize about and study phenomena, and the extent to which a theory encompasses all the layers of theoretical explanation (LTE).

LTE can account for phenomena from different perspectives. Starting at a molar layer of specificity, construct or factor theorizing examines relationships among constructs, but does not explain the process (i.e., how and why) for these relationships. This layer of explanation is where construct theory stops. At a middle layer of specificity, an actors/process layer describes action/event sequences when actors engage one another in an environment or setting. Processes, by definition, unfold and evolve over time. They cannot be adequately represented as construct point estimates, even when the data are longitudinal. Finally, moving down to a driver layer, the generative or process mechanisms are specified (i.e., rules, functions, or logic) that cause entities to act. CPT is articulated from the driver layer and instantiated in a computer simulation to run the theory. Thus, it can provide a full range of theoretical explanation across the LTE: factors, actors, and causal drivers. To advance theorizing, the field must encompass CPT.

Abstract 3853

A COMPARISON OF CONSTRUCT VERSUS PROCESS THEORY ON EXPLANATION, PREDICTION, AND CONTROL VIA A COMPUTATIONAL EXAMPLE

Grand J.[2], Kuljanin G.*[1]

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To make the layers of theoretical explanation (LTE) more concrete and to highlight the depth of explanation, prediction, and control provided by computational process theory (CPT) compared to construct theory (CT), we developed an agent-based simulation (ABS) examining teams operating under autocratic versus delegative leadership. The ABS defines operational rules for processes such as team member evaluation; task assignment; team members deciding whether and how to perform tasks; team members performing tasks; and updating expertise, priorities, and social influence as performance episodes unfold. The ABS generates simulated construct and process data, which, in turn, is used to compare the quality of explanation (LTE), prediction, and control offered by CT versus CPT.

In this example, the CT employs a typical mediation model in which team member motivation serves as the explanatory mediator for the effect of leadership style on team performance (i.e., leadership style team member motivation team performance). We found the indirect effect accounted for much of the total effect, suggesting team member motivation fully mediates the relationship between leadership style and team performance. However, using our CPT, we examined a key process: evaluating team member expertise. Autocratic leaders make work decisions single handedly, including evaluating all team members. Although autocratic leaders may not make biased evaluations across team members, they do make biased evaluations about specific team members. Under delegative leadership, team members average their individually biased evaluations for a teammate. As a result, their average evaluation leads to less biased evaluation of specific team members. By considering the evaluation process in depth, the CPT provides a more complete understanding of how differences in team performance emerged from the two leadership styles. In turn, this more complete coverage of the LTE translates into better predictions of, and interventions on, team performance, which our presentation explores.

Abstract 3854

UNDERSTANDING CAUSAL EFFECTS USING COMPUTATIONAL PROCESS THEORIZING

Braun M.*

DePaul University ~ Chicago, Illinois ~ United States of America

Given that theory is designed to explain how and why a phenomenon occurs, its explanatory focus has implications for knowledge generated about relevant cause and effect relationships. Not surprisingly, significant research attention has been devoted to determining the theoretical and methodological requirements best suited for establishing construct causal effects. Discovering and describing construct causal effects using carefully designed experiments with counterfactual conditions has immense value for making policy, generating managerial recommendations, and designing organizational interventions.

Unfortunately, discovering stable construct causal relationships does not help organizational researchers understand the actual processes responsible for observed phenomena. That is, construct theories with experimental and counterfactual research designs are well equipped to determine stable causal construct relationships; however, they are unable to specify the action/event sequences (which specific actors performed which specific actions) responsible for the observed construct relations. As demonstrated in the simulated example, extremely stable and strong statistical relationships between two constructs can be caused by processes different from the measured variables. Applying recommendations based on established construct causal relationships without knowledge of underlying process mechanisms can result in unintended negative consequences, and makes diagnosing and fixing any issues extremely difficult.

Alternatively, the goal of computational process theorizing (CPT) is to encompass all three layers of theoretical explanation: discovering the rules or process mechanisms which generate observed action sequences that account for construct relationships. By focusing on the rules that generate specific action sequences, CPT aims to discover the reasoning behind how/why specific actors take specific actions at specific times and how those actions influence subsequent processes. Such knowledge allows for the creation of recommendations and interventions directly addressing the affective, behavioral, cognitive, and social actions responsible for outcomes of interest. As such, knowing the processes responsible for observed statistical relationships between constructs allows for more precise recommendations and tailored interventions.

Abstract 3855

BRIDGING STRATEGIC CONSENSUS AND SALES AND OPERATIONS PLANNING (S&OP) EFFECTIVENESS: A CPT PERSPECTIVE ON THE INFORMATION SHARING PROCESS

Bonfio D.*

Università degli Studi di Padova ~ Padua ~ Italy

Organizations are complex adaptive systems in which interdependent actors interact dynamically across levels and over time. This presentation provides an example of how computational process theorizing (CPT) deepens explanation across the layers of theoretical explanation (LTE), thus revealing how organizational phenomena emerge and evolve across different levels. In this study, we demonstrate the explanatory power of CPT and show how it can yield deeper, fine-grained causal explanations. Our focus is on the phenomenon of information sharing in S&OP executive meetings, where effective coordination depends on within-team alignment, expressed as strategic consensus. In these meetings, the Top Management Team (COO, CMO, and CFO) must reconcile distinct functional forecasting plans while pursuing different performance goals, making the S&OP process inherently conflictual. Each executive holds unique private information that must be evaluated for sharing, and if information is withheld, the overall process performance is hindered. Previous research describes how alignment appears to influence S&OP effectiveness, but findings remain at the surface level of explanation, stopping at detailing action and event sequences without uncovering the underlying mechanisms responsible for team shared information emergence. To expand this work, we develop an agent-based model (ABM) that formalizes how strategic consensus shapes the interaction rules guiding information exchange among executives.
Through repeated simulations, the ABM reveals how differences in alignment reflect in different interaction rules, producing distinct emergent patterns of information integration, plan reconciliation, and process effectiveness. By linking the factor layer (strategic consensus), the actor layer (interaction and coordination dynamics), and the driver layer (generative mechanisms of disclosure), this CPT approach provides a more fine-grained theoretical explanation. It showcases how LTE and CPT go beyond descriptive and surface-level understanding of phenomena to reveal the causal architecture underlying alignment, information sharing, and performance in complex organizational systems.

Abstract 3856

COMPUTING TEAM COGNITION: A DYNAMIC APPROACH TO KNOWLEDGE EXCHANGE FOR HUMAN-AI TEAMS

Nols T.*[1], Grand J.[2], Ulfert A.S.[1], Gevers J.[1]

[1]Eindhoven University of Technology ~ Eindhoven ~ Netherlands, [2]University of Maryland ~ College Park, Maryland ~ United States of America

Although research has emphasized teams as complex systems that must continuously react to changing contextual demands, construct-based explanations—such as input–output relationships—still dominate and struggle to capture the interaction dynamics of team adaptation. Research often lacks insight into how and why specific construct relationships exist, constraining the design of effective interventions. Consequently, we employ computational process theorizing (CPT) to uncover the generative mechanisms of focal team phenomena and highlight how the layers of theoretical explanation (LTE) provide insights for team cognition in human–AI teams.

Research has linked information-building processes, shared mental representations, and team adaptation, yet most studies only capture static end-states, offering little understanding of their temporal unfolding. Team cognition research also battles contradictory or overlapping constructs that rarely specify what, when, and how knowledge must be shared. Traditional distinctions—such as teamwork versus taskwork information or convergence versus divergence of cognition—are often static and neglect the dynamic interplay between process and outcome. This leads to suboptimal guidance for the development of AI team members whose communicative abilities (e.g., AI transparency) and collaboration outcomes are largely determined by design.

Accordingly, we propose a CPT to formalize how shared understanding emerges, stabilizes, or collapses over time as a function of knowledge types (declarative, procedural, strategic), team composition (human versus AI), and task interdependence. By simulating how knowledge sharing evolves across contingencies, we aim to identify non-linear dynamics (e.g., tipping points) that clarify when shared knowledge benefits adaptation.

This work illustrates how CPT and the LTE can complement traditional research approaches by making underlying process dynamics explicit and clarifying the mechanisms through which phenomena emerge. Situated within the domain of human–AI teaming, we further highlight its potential to inform and test the design of transparent AI agents that better align communication with team needs.

01 - Division 1: Work and Organizational Psychology

FROM ORGANIZATIONAL IMAGINATION TO TRANSFORMATIVE ACTION: TOWARDS SUSTAINABLE WORK PRACTICES

Wednesday 22 July 2026 from 17:00 to 18:30

(R-Arsenale)

Maddalena Gambirasio, Chair
Giuseppe Scaratti (Università degli Studi di Bergamo ~ Berg), Discussant

From Organizational Imagination to Transformative Action: Towards Sustainable Work Practices challenge is to enhance the relevance of psychological knowledge through generative approaches that produce collective goods and promote sustainability—environmental, economic, social, professional, and organizational. This shift requires rethinking the categories and themes of WOP, moving beyond abstract classifications towards bridging the gap between research and practice.

The symposium calls for a mobilization of knowledge aimed at activating realistic conditions for empowerment and growth in work and organizational life. This involves engaging with complexity—power dynamics, negotiation, paradoxes, and contradictions—across individual, relational, and institutional dimensions. Such work must be “good enough” (in Winnicott’s sense): not idealized, but sustainable and aware of the responsibilities of those who contribute to organizational transformation.

Finally, the proposed approach demands a complex and dynamic view of organizational realities, seen as evolving constellations of material and immaterial elements. To understand and influence such systems, researchers must adopt interpretive and critical paradigms that allow for the deconstruction and reconfiguration of assumptions and practices, in line with a renewed vision of research—rigorous, beautiful, and deeply connected to reality.

Abstract 4433

CO-CREATING WELFARE: A TRANSFORMATIVE APPROACH

Gambirasio M.*, Ruggeri G.

Università degli Studi di Bergamo ~ Bergamo ~ Italy

In a context marked by fragile welfare systems and the persistent institutional invisibility of family caregivers, the project “Caregiver Bergamo – Supporting Those Who Provide Care” offers an innovative model grounded in organizational imagination and transformative mobilization. Promoted by the Health Protection Agency (ATS) of Bergamo and supported by over 90 local actors—including public institutions, third-sector organizations, professionals, schools, and unions—the project activated a collaborative governance laboratory for the codesign of inclusive policies and services.

Through a participatory action research process structured in three iterative phases (listening, co-design, and transformative restitution), the research enabled reflective and dialogical dynamics, enhancing the experiential knowledge of caregivers. This process fostered the emergence of hybrid competencies, identity transformation, and a renewed awareness of caregivers as active contributors to care systems. Organizational imagination operated here as a catalyst to rethink roles, narratives, and practices—supporting the creation of more equitable and sustainable local welfare configurations.

The project demonstrates how co-creating policy through participatory and situated knowledge can generate transformative alliances between institutional systems and lived family experiences. The research enabled a process of situated learning and shared accountability, helping to reconceptualize welfare not merely as a system of services, but as a relational and generative space.

In line with the 2030 Agenda and the ICAP symposium’s framework, this contribution explores the role of Work and Organizational Psychology in promoting recognition, epistemic justice, and social sustainability. It proposes that only through transformative practices—anchored in participation, care ethics, and organizational imagination—can we activate new visions and pathways for addressing complex care challenges in contemporary society.

Abstract 4434

IMAGINING THE ORGANIZATION AS A “GOOD PLACE”: TRANSFORMATIVE PRACTICES IN SOCIAL SERVICES IN EASTERN MILAN

Toscano A.*

Università degli Studi di Bergamo ~ Bergamo ~ Italy

This contribution presents an organizational supervision initiative for social workers in a consortium of municipalities in Eastern Milan, funded through the Next Generation EU programme. The project aimed to prevent burnout and was shaped by the eutopian perspective of Martin Parker (2002), envisioning the workplace as a “good place” where people can work meaningfully and cooperatively.

The first phase involved a network analysis that mapped institutional spaces where local actors and social service professionals meet, along with the purposes attributed to these meetings. The collective feedback process revealed three key critical issues: (1) the organizational structure lacked an organic interaction with the broader local community, except for a few preselected partners; (2) social work was characterized by an “assembly-based” mode of operation, with frequent multi-actor meetings; (3) participants often reported unclear meeting objectives, resulting in a sense of dispersion and time misuse.

In response, a series of consultations were introduced, inspired by critical performativity (Spicer et al., 2009), which encouraged organizational imagination as a way to reframe consultative meetings. These were reimagined as interdisciplinary spaces where professionals from different backgrounds collaboratively developed tailored case-specific interventions. The cases were reinterpreted through the lens of precarity (Butler, 2015), understood as the systemic vulnerability to having one’s rights denied due to social, cultural, or economic conditions.

Placing citizens’ rights at the center of case discussions catalyzed a wide array of conversations and proposals among practitioners. These were then submitted to the technical board of the intermunicipal

planning office, which welcomed, revised, and integrated them into its strategic vision.

This experience demonstrates how organizational imagination can act as a critical and generative force in public service settings.

Abstract 4435

REVITALIZING THE FUTURE LAB: ORGANIZATIONAL IMAGINATION BETWEEN POSSIBILITIES AND CONSTRAINTS

Hersted L.*, Frimann S.

Aalborg University ~ Aalborg ~ Denmark

This contribution explores how the Future Lab method (Jungk & Müllert, 1984) can be reimagined as a space for organizational imagination and change-oriented engagement in the fields of Work and Organizational Psychology. Inspired by social constructionist perspectives, we investigate how participatory formats can support organizational members in articulating their dreams, frustrations, and alternative visions—while remaining attentive to the discursive, material, economical, societal and institutional conditions that shape what is seen as possible, desirable, or legitimate.

We propose a reframed version of the Future Lab that invites for collective imagination while also encouraging critical reflection on the organizational narratives and power structures that delimit change. Drawing on examples from collaborative change processes, we demonstrate how a creative, dialogical and reflexive approach can help navigate tensions between aspiration and constraint—without disempowering participants or reinforcing illusions of unfettered agency. Rather than contrasting imagination with “reality,” we explore how organizations can create spaces where imagined futures are negotiated, co-constructed, and tried out in relation to prevailing norms, resource logics, and bureaucratic scripts. We argue that imagination, when ethically facilitated and socially anchored, can become a form of collective authorship that opens new trajectories for organizational change.

Our contribution invites Work and Organizational Psychology to take seriously the imaginative capacities of organizational actors—not as utopian detours, but as vital resources for shared inquiry and situated change.

Abstract 4436

SPIRITUALITY AT WORK AS PERSONAL AND ORGANIZATIONAL TRANSFORMATION

Barattucci M.*, Gerdel S.

University of Bergamo ~ Bergamo ~ Italy

In management literature, spirituality at work has acquired considerable interest and is now considered a legitimate and widespread area of investigation. In the work context, it focuses on the search for shared meaning and values, and involves a reflection on the purposes of one's actions, capable of promoting the common and organizational good.
Spirituality at work is configured as both an individual and systemic dynamic; in fact, it proposes multiple levels of transformation: it addresses personal change with practices of awareness, acceptance and inner connection; but it also concerns the change of leadership models and the development of leaders capable of integrating spiritual values into human resource management; spirituality also concerns organizational transformations and the adoption of spiritual practices in business systems; finally, it concerns the systemic and global connection, which intertwines global ethical trends and sustainability issues.
This paper offers a review of theoretical models on spirituality at work and its individual and organizational transformative dimensions, a review of emerging practices and an intervention project in a medium-sized company based on mindfulness.
It will be illustrated how contemporary organizations are integrating spiritual activities into their daily work: Eastern approaches provide useful interpretative frameworks to understand the connection between spirituality and leadership, as in servant leadership models; mindfulness and meditation protocols are proposed to reduce stress and increase awareness in the workplace; programs based on spirituality at work and applied positive psychology generate tools and interventions based on acceptance, interconnection, sense of community, transcendence, shared meanings, hope.
Organizations that recognize and integrate the spiritual dimension and values of their employees are able to benefit from a cohesive and motivated work environment, leading to greater satisfaction,
commitment and work performance.

Abstract 4813

BROADENING THE SCOPE OF APPLIED SOCIAL PSYCHOLOGY: EPISTEMOLOGICAL, ETHICAL, AND AESTHETIC
REFLECTIONS ON DEVELOPING A SCHOLARLY HANDBOOK

O"Doherty K.*

University of Guelph ~ GUelph ~ Canada

The purpose of the handbook was envisaged as broadening the scope of what might commonly be associated with the label of “applied social psychology” and to provide an overview of empirical methods and practices that might be drawn on for applied social psychological work. The content of the handbook, represented by the contributions of scholars and practitioners who wrote the individual chapters, reflects an important depth and breadth of knowledge and experience to guide applied social psychological research and practice. Beyond this, the process of developing the handbook concept, recruiting authors, accepting and reviewing submissions, and eventually compiling the final manuscript provided profound learning experiences. This process led to reinterpretation and refinement of definitions of applied social psychology, deeper understanding of the diverse traditions that applied social psychologists draw upon, and new insights about commonalities and tensions in the goals, values, and foundational assumptions that applied social psychologists bring to their work.

The reflections I share in this presentation will be organised using a theoretical foundation that distinguishes between epistemological, ethical, and aesthetic concerns. Epistemological concerns focus on the truth value or practical utility of knowledge claims and practices (Is it true? Does it work?). Ethical concerns focus on the values that are inherent in scholarly approaches and their knowledge products and may involve attention to preventing harm, justice, and moral considerations (What are the risks of this intervention? Who might be harmed? Does the research represent the diversity of people affected by the problems being addressed?). Aesthetic concerns focus on the kinds of vision or aspirations that guide social psychologists’ purpose and objectives when they intervene in the world (What does an ideal world look like? How does one lead a “good life”?). Aesthetic considerations are particularly important to allow researchers/practitioners to reflect on their own (often implicit) visions for an ideal world, and how these might differ quite dramatically from those of the people they work with and whose lives they seek to improve.

01 - Division 1: Work and Organizational Psychology

DIGITAL WORK, TECHNOSTRESS AND NEW DIRECTIONS FOR OCCUPATIONAL WELL-BEING

Wednesday 22 July 2026 from 17:00 to 18:30

(O-Arsenale)

Alessandro De Carlo (Messina University ~ Messina ~ Italy), Chair and Discussant

The expansion of telework has profoundly reshaped occupational life, offering new opportunities but also intensifying the risks associated with technostress. This symposium examines how digital work environments influence psychological well-being, with a focus on both the risk and protective factors that contribute to workers' mental health. Contributions will explore the impact of digital overload, constant connectivity, and blurred work-life boundaries, while also highlighting the protective effects of autonomy, organizational support, and digital competence. The symposium will offer valuable insights into the development of technostress and potential strategies for its mitigation. Collectively, the presentations will outline innovative directions for psychological interventions, organizational strategies, and policies aimed at fostering healthier, more resilient digital workplaces.

Chiara La Barbiera and colleagues present a systematic review identifying psychosocial risk and protective factors in digital work. Anabela Rodrigues and colleagues offer a motivational perspective on how telework motives shape well-being and performance. Federica Arena and colleagues provide evidence on cognitive and affective vulnerabilities linked to technology addiction. Natalia Grinko and colleagues present an interdisciplinary model to strengthen mental health competencies in a conflict-affected digital context. Claudio Maggio and colleagues examine technostress as a mediating mechanism within the JD–R framework. Finally, Rubinia Celeste Bonfanti and Stefano Ruggieri analyse workplace phubbing and its consequences for burnout and team cohesion.

Abstract 4489

TELEWORK AND TECHNOSTRESS: A SYSTEMATIC REVIEW OF RISK AND PROTECTIVE FACTORS FOR WORKERS' WELL-BEING

La Barbiera C.*[1], Chambel M.J.[2], Carvalho V.S.[2], De Carlo A.[3]

[1]Magna Graecia University of Catanzaro ~ Catanzaro ~ Italy, [2]Universidade de Lisboa ~ Lisboa ~ Portugal, [3]University of Messina ~ Messina ~ Italy

Introduction: The widespread consolidation of telework in the post-pandemic period has reshaped organizational dynamics, introducing new digital demands and raising concerns about technostress. While remote work offers flexibility and autonomy, it also increases information overload, technological complexity, and blurred boundaries between work and private life, with significant implications for employees' psychological well-being.
Purpose: Grounded in the Conservation of Resources (COR) framework, this systematic review aims to identify the main psychosocial risk factors associated with technostress in telework, examine individual and organizational resources that can mitigate its impact, and explore the emerging contribution of digital psychological support tools.
Method: Following PRISMA guidelines, a systematic review was conducted between June and August 2025 across Scopus, Web of Science, and PubMed. The search included empirical, peer-reviewed studies published from 2022 to 2025, focusing on adult workers engaged in remote or hybrid work. Eligibility criteria were defined using the PICOS framework, covering population characteristics, telework-related exposures and outcomes related to well-being or technostress. After removing duplicates and screening titles, abstracts, and full texts, 14 out of 556 records met all inclusion criteria.
Results: Across the included studies, digital overload, technological complexity, work intensification, and work–life boundary blurring consistently emerged as key risk factors linked to emotional exhaustion, anxiety, reduced job satisfaction, and impaired performance. Individual resources such as digital self-efficacy, adaptability, and proactive personality acted as protective factors, while organizational resources buffered the psychological burden of digital demands. Preliminary evidence also highlights the potential of digital psychological interventions, such as online counselling and well-being platforms, in reducing emotional strain and enhancing social connection among remote workers.
Conclusions: Technostress in telework arises when digital demands exceed employees' available resources. Strengthening digital competencies, fostering supportive organizational practices, and integrating digital psychological support interventions may promote sustainable well-being in increasingly digitalized work environments.

Abstract 4490

MOTIVATIONS FOR TELEWORK, LIFE SATISFACTION, AND PERCEIVED PERFORMANCE: THE ROLE OF AUTONOMOUS AND CONTROLLED MOTIVATION

Rodrigues A.*[1], Couto R.[2], Lopes S.[2], Carvalho V.S.[2], Chambel M.J.[2]

[1]Universidade Católica Portuguesa, ~ Braga ~ Portugal, [2]Universidade de Lisboa ~ Lisbon ~ Portugal

Introduction: The rapid expansion of telework has profoundly reshaped contemporary work environments, increasing flexibility and autonomy while also intensifying digital demands, constant connectivity, and potential risks for technostress. Understanding the motivational factors underlying the choice to engage in telework is therefore essential for promoting healthier and more sustainable digital work contexts. Drawing on Self-Determination Theory (SDT), this study examines how different types of motivation for telework are associated with employees' well-being and perceived performance.
Purpose: This research explores the associations between autonomous and controlled motivations for telework and their impact on life satisfaction and perceived job performance, contributing to the identification of psychological risk and protective factors in digital work environments.
Method: A total of 265 participants took part in the study, 64.4% of whom were women, with a mean age of 37 years. Most participants held a higher education degree (89.8%). Regarding work arrangements, 42.6% worked in a hybrid format, while 22.6% worked fully remotely. Data were collected through an online survey including validated measures of telework motivation, life satisfaction, and perceived performance.
Results: Results indicated that work modality significantly influenced both perceived performance and life satisfaction, with fully remote workers reporting higher levels of both outcomes compared to hybrid workers. Correlational analyses showed that autonomous forms of motivation were positively associated with life satisfaction and perceived performance, whereas controlled motivations were negatively related to these outcomes.
Conclusions: Consistent with SDT, the findings suggest that autonomous motivation functions as a key protective factor in digital work contexts, fostering psychological well being and perceived effectiveness in telework. In contrast, controlled motivation appears to be associated with poorer adjustment and lower well-being. These results highlight the importance of autonomy-supportive organizational practices as a strategy to promote occupational well-being and to mitigate the negative effects of digital overload and technostress in telework settings.

Abstract 4491

COGNITIVE AND AFFECTIVE VULNERABILITIES IN TECHNOLOGY ADDICTION

Arena F.*[1], Lombardo C.[2], Godfrey F.[1], Accetta A.S.[1], Zuccalà F.[1], Mento C.[3]

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Introduction: Internet Addiction is increasingly recognised as a multifactorial phenomenon involving cognitive, emotional and temperamental dimensions, and is receiving growing attention in relation to emerging technostress processes. While previous research has examined these factors separately, fewer studies have explored them together in individuals with problematic internet use.
Purpose: This study aimed to examine cognitive and affective factors associated with mild and moderate levels of technology addiction, focusing on affective temperaments, working memory functioning, and coping strategies as potential vulnerability mechanisms relevant to technostress processes.
Method: A total of 170 participants, aged between 17 and 65, completed an online survey administered via digital platforms. Based on the severity of their addiction, 124 participants were classified as having mild dependence, while 46 were classified as having moderate dependence. The assessment protocol included measures of affective temperament, self-reported working memory function and coping strategies.
Results: Participants reported extensive daily use of social media and high levels of sleep-related difficulties. Comparative analyses revealed that individuals with moderate internet addiction experienced significantly greater impairment across all working memory dimensions. Furthermore, this group showed higher prevalence of irritable, depressive, and cyclothymic temperaments compared to those with mild addiction, as well as greater use of dysfunctional coping strategies.
Conclusions: The results highlight the important role of emotional and cognitive processes in understanding Internet Addiction, especially as they relate to emerging digital stressors. Alterations in working memory function, together with specific affective temperamental profiles, suggest that Internet Addiction should be considered within an integrated model involving emotional regulation, cognitive resources, and adaptive functioning, and not yet as merely behavioral manifestations.

Abstract 4492

UNIVERSITY-BASED APPROACH TO MENTAL HEALTH SERVICES IN THE COMMUNITY

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Introduction: Since the beginning of the conflict, the Ukrainian population has been facing pressing and widespread mental health needs. A large proportion of Ukrainians recently reported stress and severe nervousness, while a substantial share of individuals affected by conflict typically experience mental health disorders. The current national system relies heavily on inpatient psychiatric hospitals, with limited community-level access points. Significant shifts are underway, including the expansion of community-based multidisciplinary mobile teams that provide care for moderate to severe mental health conditions, as well as a growing private mental health sector. These developments highlight the need for a holistic approach to strengthen Ukraine's mental health workforce.

Purpose: Our aim is to present the development of a model of interdisciplinary training in mental health that prepares future professionals to respond to the modern challenges facing Ukraine, particularly those emerging during post-war reconstruction and long-term development.

Method: This model is being developed within the Faculty of Health Sciences at the Ukrainian Catholic University, whose mission extends beyond academic training to serving the Ukrainian people. The faculty offers several degree programs and non-degree initiatives, and it provides mental health services to the university and city community. Building on recent legislative progress in Ukraine promoting interdisciplinarity in both education and community services, the proposed model will be applied to students in physical therapy, occupational therapy, psychology, and social work. The process involves identifying shared competencies, integrating learning experiences across programs, and creating opportunities for collaborative practice.

Results: Recent national advancements and the existing structure of the Faculty provide favorable conditions for implementing interdisciplinary education. Preliminary steps suggest strong feasibility and alignment with current health system reforms.

Conclusions: The next step is to translate this strategic approach into a fully implemented interdisciplinary university training model, supporting the development of a competent mental health workforce for Ukraine's recovery and future growth.

Abstract 4493

TECHNOSTRESS AS A MEDIATING MECHANISM BETWEEN DIGITAL JOB DEMANDS AND OCCUPATIONAL WELL-BEING: A JOB DEMANDS–RESOURCES APPROACH

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Introduction: The increasing diffusion of digital work and teleworking has significantly transformed contemporary occupational contexts, intensifying digital job demands while simultaneously expanding opportunities for flexibility and autonomy.
Purpose: Grounded in the Job Demands–Resources (JD–R) model, the present study investigates technostress as a key psychological mechanism linking digital job demands to occupational well being outcomes in technologically mediated work environments.
Method: The study was conducted on a sample of 339 employees engaged in digital and hybrid forms of work. Digital job demands were operationalized through indicators such as information overload, constant connectivity, and techno-invasion. Technostress was modeled as a latent construct reflecting
employees' strain responses to excessive and poorly regulated digital demands. Occupational well being was assessed through both negative (emotional exhaustion) and positive (work engagement) indicators, allowing for a balanced evaluation of employee functioning.Structural equation modeling (SEM) was used to test a mediation model in which technostress mediates the relationship between digital job demands and well-being outcomes. In line with the JD–R framework, job autonomy and perceived organizational support were included as key job resources expected to buffer the negative effects of digital demands. The hypothesized model enables the simultaneous examination of risk and protective factors within a unified analytical framework.
Results: Results are expected to show that higher levels of digital job demands are associated with increased technostress, which in turn predicts higher emotional exhaustion and lower work engagement. Conversely, job autonomy and organizational support are anticipated to mitigate the detrimental effects of technostress on well-being.
Conclusions: By extending the JD–R model to digitally intensive work contexts, this study contributes to the growing literature on technostress and occupational health. From an applied perspective, the findings highlight the importance of organizational strategies aimed at regulating digital demands, strengthening job resources, and promoting sustainable well-being in digital workplaces.

Abstract 4494

BOSS PHUBBING AND EMPLOYEE BURNOUT: INTEGRATING META-ANALYTIC EVIDENCE AND EMPIRICAL FINDINGS FROM THE PUBLIC SECTOR

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Introduction: In recent years, phubbing in workplace contexts has gained increasing scholarly attention; however, research remains fragmented due to limited theoretical integration. To address this gap, a systematic review and meta-analysis of quantitative research examining phubbing within organizational contexts was
undertaken. The analysis distinguishes between perceived phubbing and enacted phubbing and explores their associations with a range of organizational and psychological variables.
Method: The review included 21 studies encompassing 8,485 employees from diverse occupational sectors. The meta-analysis revealed significant associations between perceived phubbing and key organizational and psychological outcomes, including leadership dimensions, productivity, work engagement, and employee well-being. Additionally, recurrent theoretical and methodological limitations were identified, underscoring the necessity for further investigation into specific organizational contexts and the underlying mechanisms at play.
Purpose: In light of the evidence emerging from the meta-analysis and the gaps discerned in the existing literature, a cross-sectional study was undertaken to investigate the phenomenon of boss phubbing within the public sector. The study aimed to investigate the relationship between boss phubbing and burnout, as well as the moderating roles of team cohesion and team identification in this association.
Results: Based on a sample of 257 public sector employees and data collected via standardized self-report questionnaires, the study found that boss phubbing is significantly associated with higher levels of burnout. Moreover, team cohesion and team identification were found to attenuate this relationship, suggesting that
these team-level characteristics may mitigate the adverse effects of perceived boss phubbing on employees' mental health.
Conclusion: By integrating meta-analytic and empirical evidence, the present study provides a more nuanced understanding of phubbing within organizational contexts, highlighting both the detrimental impact of perceived phubbing on employee well-being and the buffering effect of strong team cohesion and team identification. The study also addresses its limitations and outlines key theoretical and practical implications for management.

01 - Division 1: Work and Organizational Psychology

Workplace Relations

Wednesday 22 July 2026 from 17:00 to 17:45

(P -Arsenale)

Abstract 4803

A life course perspective on skill certification for disadvantaged groups: alternative credentials

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Possessing certified skills is essential in today's knowledge economies. For most, these can be acquired through the standard route i.e. a period spent in a learning environment followed by an assessment. This standard path, however, may be unsuitable for many vulnerable groups. These include individuals who have learned a job through practical experience or those who have earned a non-recognized foreign degree. Possessing skills that are not certified by a recognized credential is arguably a major source of disadvantage. To deal with this issue, interest in alternative paths to skill credentials has been rapidly gaining ground. The concrete tools and policies deployed are known as alternative credentials. Examples include processes allowing for the recognition of prior learning (RPL) which provide the certification of skills gained through practical experience, the recognition of foreign degrees, the modularisation of standard VET or adult education programmes, which allow individuals to obtain partial certification without the need to complete a full programme. Against this background, the objective of this paper is to identify and discuss the psychological and social policy implications of alternative credentials. We argue that the distributional impact of these credentials is not predetermined. Drawing on insights from life course research, we identify two key dimensions likely to shape the distributional impact of alternative credentials. First, the degree to which these alternative credentials are cumulable and can provide access to standard educational and training offers (or "stackability"). Second, the extent to which such credentials are known to and recognised as valuable by employers. Intersecting these two dimensions, we develop a typology which we illustrate with examples taken from various European countries.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 1752

UNDERSTANDING WORKPLACE INCLUSION IN AN ETHNICALLY DIVERSE PROFESSION – EXPERIENCES OF MINORITY ETHNIC DOCTORS WORKING IN THE UK HEALTH SERVICE.

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Introduction

Psychological theories of workplace inclusion have been critiqued for insufficient consideration of the contextual factors shaping perceptions of inclusion (Randel, 2025). One example is the study racial inclusion in organisations where focus is mostly on the experience of minority ethnic employees who are in a numerical minority. This focus, although essential, provides a partial picture of the inclusion experience for minorities, and leaves us under-equipped to analyse inclusion in fields where minority ethnic employees are well-represented but where race-related issues remain, such as the UK medical profession (Esmail & Everington, 2025).

Purpose

To deepen understanding of workplace inclusion through examination of how minority ethnic inclusion is experienced within an ethnically diverse profession.

Method

Qualitative interviews were conducted with 33 UK-trained senior doctors from minority ethnic backgrounds working in the UK. Inductive analysis highlighted how and when the doctors experienced workplace inclusion and how their ethnicity and the ethnic composition of where they worked and trained contributed.

Results

Findings show the sense of inclusion for minority ethnic doctors developed over time was linked to an increased sense of value to the profession as they developed as independent practitioners. However ethnicity, and other aspects of identity, played a key role in how, when and with whom that sense of inclusion was experienced. In addition, the findings demonstrate how racial discrimination remains a part of the experience of minority ethnic doctors despite the diversity within the profession.

Conclusions.

We advance theory on inclusion at work by offering a deeper analysis of how it is experienced by minority ethnic employees working in a diverse profession. Our analysis shows how broader contextual factors shape the experience and perception of inclusion. With this work we make an important contribution both to psychological theory and to understanding of race-related issue in organisations within contemporary multi-ethnic societies.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth

Abstract 4589

WHEN STATUS IS UP FOR GRABS: MOTIVATIONAL AND CLIMATE MECHANISMS OF WORKPLACE SELF-PROMOTION

Wang Z.*

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Status competition is a fundamental yet often underexamined dynamic in organizational life. Although status hierarchies help coordinate roles and motivate performance, employees frequently differ in whether they perceive status positions as fixed or changeable. When status appears “up for grabs,” employees may intensify efforts to enhance their standing. However, little is known about the psychological mechanisms through which perceived status hierarchy mutability shapes competitive workplace behavior.

Drawing on social information processing theory, we propose that status hierarchy mutability serves as a salient contextual cue that activates employees’ status motive—the desire to gain respect and admiration from others. Heightened status motive, in turn, promotes self-promotion behaviors aimed at signaling instrumental value to relevant audiences. Importantly, we distinguish between supervisor-focused and peer-focused self-promotion, recognizing that status is conferred not only vertically but also horizontally within work groups. We further argue that team self-promotion climate conditions whether status-motivated employees express their motives behaviorally.

We tested this multilevel moderated mediation model using two-wave survey data from 483 employees nested within 117 work groups across 16 organizations in China. Results indicate that status hierarchy mutability positively predicts status motive, which subsequently increases both supervisor-focused and peer-focused self-promotion. However, team self-promotion climate weakens the relationship between status motive and peer-focused self-promotion, suggesting that when self-promotion is pervasive, its effectiveness as a distinct status signal diminishes.

These findings illuminate how mutable status structures energize competitive self-presentation and reshape team dynamics. By identifying both motivational and contextual mechanisms, this research offers applied insights into how organizations can manage status competition, design fair evaluation systems, and foster healthier team climates.

01 - Division 1: Work and Organizational Psychology

Poster Session 6 - Division 1

Wednesday 22 July 2026 from 17:15 to 18:45

(X- Poster 1)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1339

DIGITALIZATION AND PERCEIVED EMPLOYABILITY: EXPLORING THE MODERATING ROLES OF SOCIAL CAPITAL, AGE, AND GENDER

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Rapid technological advancements and digitalization have driven significant economic and societal changes, reshaping workplaces and work practices. While most research on workplace digitalization has focused on organizational outcomes, its impact on employees' perceived employability remains underexplored. Previous studies suggest that digitally equipped individuals perceive themselves as more employable. It is therefore important to examine the conditions under which digitalization influences employability. Drawing on Social Capital Theory, social capital may strengthen the positive relationship between digitalization and perceived employability. Age could also moderate this relationship, as older employees often face barriers to adapting to digital tools, potentially weakening its benefits. Lastly, gender may also serve as a moderator, given evidence of persistent gender gaps in digital access, skills, and confidence.

Therefore, this study examined the relationship between the frequency of digital tool use at work and perceived employability, and the moderating roles of social capital, age, and gender.

A two-wave online survey was conducted among 360 Spanish employees (Mage=36.2, SD=10.1; 49.2% females), who completed measures of workplace digitalization, perceived employability, social capital, and demographics.

Multiple regression analyses showed that frequent digital tool use significantly predicted higher perceived employability. Among the proposed moderators, only gender showed a trend-level interaction, indicating a stronger effect of digitalization for men. Social capital had a significant main effect but no moderating role, and age was not a significant moderator.

These findings suggest that digitalization enhances employability perceptions, but not equally across individuals. The results provide both theoretical and practical implications, emphasizing the need for inclusive digital strategies to foster employability in a rapidly changing labor market.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1380

EXPLORING THE IMPACT OF PERCEIVED FAIRNESS AT WORK ON SUBJECTIVE WELL-BEING: THE MEDIATING ROLE OF PERCEIVED JOB QUALITY

Doumat Kouja Makhoul N.*[1], Hernández Baeza A.M.[2], Zappalà S.[3], González--Romá V.[2], Tomás I.[2]

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INTRODUCTION: Promoting wellbeing at work is essential for healthy societies. Whereas both perceived job quality and fairness at work have been linked to well-being, it has been ignored that fairness can be a key determinant of perceptions of job quality. In addition, previous research has focused on hedonic and cognitive well-being, ignoring the eudaimonic aspect (e.g. personal growth at work). These are important gaps that we aim to fill in the present study.
PURPOSE: This study examines whether perceived job quality mediates the relationship between perceived fairness at work and the three dimensions of subjective well-being at work: hedonic (i.e. positive affect at work), cognitive (i.e. job satisfaction), and eudaimonic (i.e. personal growth at work).
METHOD: Data were collected from a sample of heterogeneous Spanish employees across three time points. The final sample consisted of 244 participants, comprising 52% men with an average age of 35 years and 48% women with an average age of 36 years. The research model was tested by structural equation modeling by means of Jamovi (an R based software). Indirect effects were tested by means of Bootstrap.
RESULTS: After controlling relevant job characteristics traditionally linked with high quality jobs (variety, autonomy, etc.), perceived fairness was related to perceived job quality, which partially mediates its relationship with hedonic and cognitive well-being. Contrary to expectations, fairness was not related to eudaemonic well-being.
CONCLUSIONS: Fairness is an important driver of perceptions of job quality, which, in turn, contribute to promoting important aspects of wellbeing at work. This result can help design interventions to promote wellbeing through fair treatment interventions.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1446

THRIVING UNDER JOB DEMANDS: HOW PSYCHOLOGICAL CAPITAL SUPPORTS ENTREPRENEURS' HEALTH AND FUNCTIONING

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Introduction:
Entrepreneurship is a key driver of innovation and growth, yet the psychological demands it entails, particularly job demands such as work overload, are often underestimated. Entrepreneurs frequently operate under intense pressure, which can simultaneously undermine well-being (e.g., reduced work engagement) and increase ill-being (e.g., emotional exhaustion), with significant consequences for both individual and organizational functioning.
Purpose:
This study examines how psychological capital (self-efficacy, hope, optimism, and resilience) contributes to entrepreneurs' psychological health (work engagement and emotional exhaustion) and, in turn, to job (performance and leadership) and organizational (employee relation climate) functioning. We assess its dual role: 1) as an indirect contributor to functioning by promoting work engagement and mitigating emotional in response to job demands and 2) as a moderator that buffers the indirect effect of job demands on functioning through psychological health indicators.
Method:
The sample consisted of 617 entrepreneurs who were owner-managers of small or medium-sized enterprises (SMEs): 95.3% operated small businesses (1–99 employees) and 4.7% medium-sized businesses (100–499 employees). These enterprises were active in goods production (66.9%) and service provision (33.1%). Structural equation modeling was used to test the hypothesized relationships, including moderation effects through latent interactions.
Results:
Moderation effects were more pronounced in the engagement pathway, suggesting that psychological capital primarily enhances adaptive functioning by fostering well-being (work engagement), rather than by mitigating ill-being (emotional exhaustion).
Conclusions:
Psychological capital plays a strategic role in entrepreneurial adaptation. Its differentiated effects highlight the importance of viewing it as a multifaceted resource that supports both individual and organizational outcomes. These findings refine the JD-R model and suggest practical avenues for strengthening entrepreneurs' resilience and leadership capacity in demanding contexts.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1586

PSYCHOMETRIC PROPERTIES OF THE 13-SENSE OF COHERENCE SCALE IN A DEVELOPING COUNTRY

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The Sense of Coherence Scale developed by Antonovsky (1993) has shown excellent psychometric properties, especially in industrialised countries. However, there is a lack of research investigating the meaning and applicability of this scale in the context of developing countries. This study aimed to investigate the psychometric properties of the 13-item Sense of Coherence Scale (SOCS) among teachers at selected high schools in the LIMETE school district in the Democratic Republic of Congo (RDC). A cross-sectional survey was conducted with a convenience sample (n =241) of teachers who completed the French Sense of Coherence Scale (SOCS). Structural equation modelling confirmed a three-factor model of SOC consisting of three dimensions: comprehensibility, manageability and meaningfulness. The three dimensions of SOCS showed acceptable internal consistency. The results indicate that the D.R. Congo Sense of Coherence Scale is a reliable and valid measure of sense of coherence in the DRC. The results provide new insights that can be used to develop strategies for employee well-being, strengthen mental resilience programmes, and guide evidence-based HR practices in the DRC school context. Schools can utilise SOC data to develop interventions that improve teachers' ability to cope with stress, maintain motivation and engage under challenging conditions, contributing to improved school performance and sustainability in resource-constrained environments.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1449

ABSTRACT

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In recent years, the digitalization of work and, specifically, the successful management of a company's digital transformation have been prominent topics in work and organizational psychology. Previous literature in this area states that low individual digital transformation readiness of employees is a key obstacle to successful digital transformation. Building on this foundation, the present study examines anticipated technostress, specifically the dimensions of techno-invasion and techno-uncertainty, as potential antecedents of low individual digital transformation readiness. Since creating change readiness in employees at the initial introductory stage of a change process is crucial for successful change implementation, this study focuses on anticipatory feelings of technostress, why they arise, and how they affect individual digital transformation readiness. Therefore, this study investigates the effect of anticipated technostress and techno-invasion and techno-uncertainty as two specific dimensions of technostress on individual digital transformation readiness. A vignette experiment was conducted to examine these relationships. 42 participants were randomly exposed to vignettes that aimed at eliciting feelings of anticipatory high or low technostress before responding to items measuring individual digital transformation readiness. The data obtained did not support the hypothesized relationships between anticipated technostress (specifically techno-invasion and techno-uncertainty) and individual digital transformation readiness. Thus, technostress might not be as important regarding digital transformation as expected. Instead, future research should focus on other internal as well as external (organizational) variables that might impact individual digital transformation readiness to help managers set the stage for successful digital transformation in a company. (A second round of data collection will be implemented before the conference.)

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1491

CAREER DECISIONAL PROCRASTINATION AS A PREDICTOR OF CAREER DECISION-MAKING OUTCOMES: A LONGITUDINAL STUDY

Kashkoush S.*, Lipshits--Braziler Y., Butler R.

The Hebrew University ~ Jerusalem ~ Israel

Career decisional procrastination can hinder effective career decision-making (Levin & Lipshits-Braziler, 2022). Rather than a unitary tendency, individuals procrastinate for different reasons. To capture this, Kashkoush et al. (2025) developed the Career Decisional Procrastination Questionnaire (CDPQ), which identifies five reasons: short-term rewards (preference for immediate mood benefits from enjoyable activities), self-worth protection (fear that a wrong career decision will undermine one's self-worth), lack of psychological resources (insufficient emotional resources required for deciding), pressure thriving (belief that deciding under pressure leads to better decisions), and time management (planned delay of decision-making). This study tested the predictive validity of the CDPQ in relation to career decision-making outcomes, including career decisional difficulty and distress (Levin & Lipshits-Braziler, 2022), career decision status (Gati et al., 2003), and academic major satisfaction (Nauta, 2007).

At Time 1, 462 pre-academic preparatory students in Israel (50% woman) participated at the beginning of the year. SEM analysis showed that lack of psychological resources ($\beta = -.29$) and time management ($\beta = -.28$) negatively predicted career decision status ($R^2 = .25$). In addition, lack of psychological resources ($\beta = .39$) and self-worth protection ($\beta = .30$) positively predicted decisional difficulty and distress ($R^2 = .31$). At Time 2, 145 participants (51% woman) completed the questionnaire again at the end of the academic year. SEM analysis showed that lack of psychological resources continued to negatively predict career decision status ($\beta = -.24$, $R^2 = .13$), while short-term rewards negatively predicted academic major satisfaction ($\beta = -.25$, $R^2 = .08$).

The findings demonstrate that distinct reasons for career decisional procrastination are differentially associated with career decision-making outcomes, both concurrently and longitudinally. Identifying these reasons can inform targeted interventions to support individuals in managing procrastination and making better career decisions.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 1583

THE EFFECTS OF SYSTEM JUSTIFICATION AND AUTHORITARIANISM ON THE IMPRESSION OF BUSINESS PERSON WITH HIGH STATUS AND LOW ABILITY.

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The Stereotype Content Model(Glick & Fiske, 2001) tends to equates status and ability of people. In this study, status and ability were separated, and stimulus persons were presented in vignettes for two types of persons: high status - low ability and low status - high ability. A thousand English Data were collected through survey company, and the results showed that an interaction effect of stimulus person and system justification was statistically significant(β=.390, p=.004). Participants with low score of system justification scale (that is liberal person) rated the stimulus person who had high status and low ability lower than the stimulus person who had low status and high ability compared with participants with high score of the scale. Furthermore we constructed a class perception scale, that means whether people perceive the social class is fixed. An interaction effect of the class perception and the stimulus person condition was also significant(β=.268, p=.001). Participants with high score in that scale evaluated the business person with low status and high ability as smarter and more likable than business person with high status and low ability. Overall, the impression of a person of low ability but high status was positive in the participants with high authoritarian tendencies. Those with lower authoritarian tendencies tended to rate lower-status and higher-ability stimulus person more highly. Cultural differences in the relationship between status and ability are also discussed.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1511

PSYCHOMETRIC VALIDATION OF THE ORGANISATIONAL CHANGE READINESS SCALE IN THE SOUTH AFRICAN PUBLIC SECTOR

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University of South Africa ~ Pretoria ~ South Africa

Organisational change is a constant reality, but the willingness of employees to embrace change often determines the success or failure of such initiatives. While there are several measures of readiness, few have been validated in the South African context, particularly in state-owned enterprises where the unique cultural and organisational dynamics can influence employee perceptions. The aim of this study was to validate the Readiness Toward Change Scale (RTCS) in the South African organisational context, thereby creating a reliable and contextually relevant measure of employee readiness for change. Effective organisational change management requires diagnostic tools that are psychometrically sound and culturally sensitive. By validating the RTCS, this study responds to the need for locally tested instruments that can inform change strategies and reduce resistance in South African organisations. Guided by a positivist philosophy and a quantitative research approach, the study surveyed employees of a South African state-owned enterprise (N = 373). An exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted to examine the dimensionality, validity and reliability of the RTCS. The analyses revealed four different dimensions of readiness toward change and thus confirmed the multidimensional structure of the scale. The model showed acceptable goodness of fit indices and confirmed the reliability and validity of the RTCS in the South African context. This study extends the literature on readiness toward change by validating the construct in a developing country and demonstrating the psychometric suitability of the RTCS for research. In practice, it provides managers, HR professionals and policy makers with a diagnostic tool to assess and improve employee readiness for change, enabling targeted interventions for successful organisational change.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1407

BRIEF MINDFULNESS MEDITATION REDUCES HUMAN ERROR DURING EMERGENCY SITUATIONS

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Introduction and Purpose

Emergency situations often trigger immediate responses without careful consideration, increasing human error (Ueda et al., 2015). While long-term mindfulness meditation improves well-being (Anderson et al., 2007), no studies have examined whether brief mindfulness meditation can reduce human error during emergencies. This study experimentally investigated these effects.

Method

Thirty-six university students (26 males, 10 females; mean age = 21.92 years) were randomly assigned to mindfulness meditation or audiobook control groups. Before computer -based task, participants listened to 8-minute guided meditation or audiobook reading. They performed dual tasks: (1) a primary water pipe rotation task requiring efficient clicks to direct water flow to specific light bulbs, and (2) a secondary attention task responding to a gorilla image appearing every 10 seconds. Task difficulty was set at two levels (low/high) based on the minimum number of clicks required for completion. Tasks were conducted under control conditions or high arousal emergency simulation with warning lights, alarm sounds , wind pressure, 100-second time limit, and monetary penalty threats. Design: 2×2×2 mixed factorial with intervention group (between-subjects) and arousal condition/difficulty level (within-subjects).

Results

Analysis revealed significant mindfulness effects on multiple performance measures. Compared to the control group, participants in the mindfulness group completed the primary task using significantly fewer clicks — particularly under high-difficulty conditions ($p < .05$) — indicating greater task efficiency. For secondary tasks, they demonstrated significantly faster reaction times ($p < .01$) and fewer false alarms ($p < .05$), with trends toward lower miss rates ($p < .10$). These improvements occurred even under emergency-like conditions.

Conclusions

Brief mindfulness meditation effectively reduced human error and improved performance during complex dual-task situations under emergency conditions. The 8-minute intervention enhanced both task efficiency and attention allocation, suggesting that brief mindfulness practices can serve as practical interventions for human error reduction in high-stress occupational environments.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 476

FROM DIGITAL STRESS TO SUSTAINABLE TEACHING: HOW OPENNESS AND ATTITUDES TOWARD TECHNOLOGY REDUCE TEACHER BURNOUT

Romero Cremades M.*, Ramos López A., González--Anta B., Orengo Castellá V., Ana Z.A.

University of Valencia ~ Valencia ~ Spain

Introduction. The digitalization of the educational landscape, accelerated by the COVID-19 pandemic and ongoing technological advances, has imposed unprecedented psychological demands on educators worldwide. While organizational factors influencing burnout are well-documented, fewer studies have addressed individual psychological resources that protect teachers' mental health and sustain educational quality in digital contexts. Purpose: Grounded in the Job Demands-Resources model and the Technology Acceptance Model, this research examines how openness to change and attitudes toward digital technology influence burnout among educators, exploring whether gender moderate these relationships. Method: A cross-sectional study involving 591 secondary school teachers in Spain was conducted. Hierarchical regression analyses were performed to evaluate how openness to change and attitudes toward digital technology related to burnout, with gender considered as potential moderator. Results: Findings revealed that both openness to change and positive attitudes toward digital technologies significantly reduced teacher burnout. Notably, gender moderated these relationships: openness to change had stronger protective effects for male teachers, while positive attitudes toward digital technologies were particularly beneficial for female teachers. Conclusions: This study highlights the importance of individual psychological factors in reducing burnout in educational settings during digital transitions, directly supporting SDGs related to Decent Work and Economic Growth, Good Health and Well-being, and Gender Equality. By fostering these psychological resources, educational organizations can tailor gender specific professional development programs to mitigate burnout, ultimately contributing to sustainable work contexts and improved teacher well-being.

01 - Division 1: Work and Organizational Psychology

Work and Organizational Psychology-Miscellaneous 1

Wednesday 22 July 2026 from 17:30 to 19:00

(K-Spadolini)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2664

THE FUTURE OF ORGANISATIONAL IDENTITY: RETHINKING THEORY AND PRACTICE FOR TURBULENT TIMES

Veldsman T.*[1], Veldsman D.[2]

[1]University of Johannesburg ~ Johannesburg ~ South Africa, [2]University of Johannesburg; Academy for Innovation in HR (AIHR) ~ Johannesburg ~ South Africa

Increasingly organisations are challenged to remain purpose-driven and coherent in an era of persistent turbulence, geopolitical instability, volatile market dynamics, and the disruptive force of generative AI. Simultaneously, employees and other stakeholders are more vocal publicly, demanding transparency, meaning, and social justice from the organisations they engage with. Amidst this disruptive complexity, Organisational Identity (OI) emerges as a critical psychological anchor. This integrative concept informs how organisations define who they are, what they stand for, and what they aspire to become.

OI has long been regarded as a foundational construct in organisational science, even described as the most meaningful concept in understanding organisations. It is uniquely positioned at the intersection of stability and change, both as a repository of organisational continuity and a compass for strategic transformation. Yet, despite its conceptual richness and a vast literature base, questions remain about its practical application and relevance in the face of accelerating disruption.

Our paper presents findings from a critically reflective and practice-informed exploration of the current state of OI theory, detailed in our book - Organisational Identity: A Critical Reflection on the Theory (2025). Drawing on contemporary literature, we examine how OI functions as a relational, integrative construct that influences culture, leadership, strategy, and employee experience. We interrogate the assumptions underpinning traditional OI thinking, and evaluate their applicability in today's volatile, uncertain, complex, and ambiguous (VUCA) world.

Our contribution's goal is twofold: to illuminate the conceptual terrain of OI through a future-centric lens, and to offer practice, actionable insights. We propose ten mega-insights that would reframe OI for applied relevance—insights that would equip psychologists, leaders, and change agents to more effectively shape, sustain, and evolve identity in organisations undergoing transformation. In doing so, we answer the critical question: How must our understanding and application of OI unfold to remain future-fit?

Division 1: Work and Organizational Psychology Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 153

BREAKING THE SILENCE: HOW CAREER STAGNATION DRIVES EMPLOYEE TURNOVER – THE MODERATING ROLES OF INTERACTIONAL JUSTICE AND INTERNAL LOCUS OF CONTROL

Wu C.W.*[1], Tse Y.F.[2], Ng C.T.S.[2], Chen I.[3], Yang A.L.[3]

[1]Macao University of Tourism (UTM) ~ Macao ~ Macao, [2]Hong Kong Metropolitan University ~ Hong Kong ~ Hong Kong, [3]National Sun Yat-sen University ~ Kaohsiung ~ Taiwan

This study explores corporate leadership challenges in the global pandemic era, where innovation and agile adaptability have proven critical for seizing emerging opportunities. A key factor in organizational resilience is employees' willingness to voice critical observations—enabling timely issue resolution and fostering innovation—whereas employee silence can create long-term developmental barriers. Against this backdrop, the research investigates a widespread workplace phenomenon: employees perceiving career stagnation (hierarchical career plateau) and its consequences, including turnover intentions. We examine whether silence behavior serves as an alternative response to such stagnation and how interactional justice and internal locus of control personality traits may mitigate this behavior, offering organizations actionable strategies to cultivate open communication.

Using a two-wave online survey design, data were collected from 395 experienced employees (3+ years of tenure) across diverse industries in Taiwan. The results demonstrate that silence behavior mediates the relationship between hierarchical career plateaus and turnover intentions. Moderating effects reveal that internal locus of control strengthens the role of interactional justice in attenuating the link between career plateaus and silence behavior, though neither factor independently alters this relationship.

These findings provide organizations with evidence-based insights to reduce silence, encourage proactive communication, and enhance adaptive capacity in volatile environments. By clarifying the mechanisms linking career stagnation, silence, and turnover, the study contributes to both scholarly discourse and practical interventions for fostering innovation-supportive cultures.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 805

THINK RISKS, NOT LISTS: A NEW GLOBAL FRAMEWORK FOR MANAGING PSYCHOSOCIAL RISK AT WORK

Garcia R.*

EY ~ Melbourne ~ Australia

Intro: Organisations around the world have responded to evolving challenges managing mental health at work, including varied regulations and guidance (such as ISO45003) that have resulted in increasing administrative burden, without effectively identifying real sources of harm to employees.
Purpose: This presentation introduces an evidence-based framework that defines psychosocial hazards as independent causes of psychological harm, clarifies the distinction between hazards and control failures, and provides a simplified approach for organisations to manage psychosocial risk,
Method: We synthesised peer-reviewed research, regulatory guidance, and real-world application to develop a new framework for psychosocial hazards. The framework is comprised of hazard groups that cascade to context specific triggers that connect causal pathways from work design and environment to potential harm and control selection. We present its application across the globe in three different geographic contexts (Australia, Canada, UK) to demonstrate its application worldwide.
Results: Applying the framework reduces duplication and misclassification of psychosocial hazards on risk registers, improves organisation's ability to identify causal factors, and supports organisations to monitor psychosocial risk. The approach strengthens oversight for boards and executives and takes a materiality-based approach to managing psychosocial risks.
Conclusion: This study demonstrates that a globally applicable framework for psychosocial risk manager can address the limitations of current approaches, which often conflate hazards with control failures and are increasingly challenging for organisations to manage. By defining psychosocial hazards as independent causes of psychological harm, the framework supports organisations to achieve greater clarity, consistency, and comparability in risk identification and management. This approach not only reduces duplication and misclassification on risk registers but also supports implementation of tailored controls to more effectively reduce risk.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2015

ARCHITECTS OF CHOICE: A GROUNDED THEORY OF HOW LEADERS MAKE WISE DECISIONS UNDER PRESSURE

Sharma J.*, Sharma A.

Indian Institute of Technology Jodhpur ~ Jodhpur ~ India

Introduction: Current decision-making discourse, including rational Homo economicus and predictable irrationality, provide a plausible but unsatisfying explanation of human judgment. They perform well in the laboratory but all too often disappoint in uncertain, high-stakes situations of leadership. These explanations narrow the richness of human experience, discounting relevant contextual, ethical, and emotional factors. Therefore, we lack an holistic picture of circumstances under which wisdom leads to successful decision-making. To fill this lacuna, this study forages into Wise Decision-Making (WDM).

Aim

This project seeks to develop a data-driven, novel theory of Wise Decision-Making. We will elucidate the important components—processes, antecedents, and DMVs—involved in good judgments made by seasoned leaders who confront important responsibility and ambiguity.

Techniques

We used a grounded theory approach and a three-stage interviewing protocol to reduce demand and recall biases. We have thus far conducted 50 depth interviews with people of diverse backgrounds, such as bureaucrats, generals, surgeons, and judges. We analyzed the interview transcripts intensely, using Gioia procedure from first-order codes to final themes and a dimension of a finished theory.

Conclusion

Preliminary analysis reveals WDM to be a multi-dimensional process. Robust two-dimensional clusters have emerged from the data:

Meta-cognitive Regulation: This includes reflective deliberating ("thinking before acting") and perspective-taking ("checking viewpoints").

Moral Framing: This subsumes ethics of foresight (e.g., "thinking downstream") and value alignment (e.g., "sorting out conflicting duties"). These results show wise decision-making to be ethics and self-control rather than mere rational choice. The new framework counters essentialist conceptions and characterizes Wise Decision-Making as an interaction of meta-cognition, ethics, and emotional regulation. This study reveals the need for a framework handling the richness of practical leadership. Data are still being gathered to reach theoretical saturation and develop a framework of wide generality and subject matter expertise.

01 - Division 1: Work and Organizational Psychology

Workplace and Inclusion 1

Wednesday 22 July 2026 from 17:45 to 18:45

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1868

CAREER BUILDING FROM THE PERSPECTIVE OF A VISUALLY IMPAIRED PERSON – CECÍLIA'S STORY

Beliomini L.*, Ribeiro M.A.

University of Sao Paulo ~ São Paulo ~ Brazil

Inclusion, diversity, and sustainability are frequently discussed topics in organizational discourse and the world of work, highlighting that everyone has the opportunity to work, especially those who have traditionally found the doors to work closed, including people with disabilities. Expanding career research is a demand in the field, and therefore, this study aimed to understand and understand the experiences and meanings of work for people with visual impairments in Brazil. The study was epistemologically grounded in socioconstructionism and from the perspective of Work Psychology Theory (WPT). Through semi-structured interviews, four visually impaired people—two men and two women—with at least five years of experience in the job market, were interviewed about their work experiences. Content analysis from the perspective of Work Psychology Theory (WPT) was used to obtain the results. In this research, the objective is to present the career development process of one of the participants, identified as Cecília, and to invite reflection that encompasses the psychological and sociocultural aspects of the work experiences of people commonly marginalized in the Brazilian context. The authors pointed out that accessibility difficulties, limited job opportunities in some market segments, gender issues, lack of or insufficient assistive technology resources, and attitudinal and personnel management issues hinder the career development of people with visual impairments. Through Cecília's story, you can learn about and reflect on the career development process of people with disabilities, its opportunities and limitations, and, from this, contribute to researchers and professional and career advisors in other countries' understanding of the impacts of contextual and structural dimensions on the lives of people with disabilities from the Brazilian context.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 42

THE IMPACT OF WORKER PERFORMANCE WITH INTELLECTUAL DISABILITIES ON TEAM PERFORMANCE

Fajardo--Castro L.V.*[1], Gracia E.[1], Martinez--Tur V.[1], Arbués J.[2], Estreder Y.[1]

[1]Universitat de València ~ Valencia ~ Spain, [2]Universidad de Zaragoza ~ Zaragoza ~ Spain

Inclusive employment of individuals with intellectual disabilities (ID) represents an important yet understudied area, with limited knowledge about its impact on work teams and organizations. With this in mind, our study examined whether the daily performance of workers with ID contributes to daily team performance. This hypothesis was tested using 498 daily records from 131 workers without ID across diverse industries who worked with a coworker with ID as part of their team. They reported daily on the performance of their coworkers with ID and the team as a whole during four consecutive days of work by those coworkers with ID. Using hierarchical linear growth models with Mplus 8, the results showed that within-person variance was significant, not only for daily variance in the performance of coworkers with ID (31%) but also for the daily variance in team performance (47%). Findings also supported the hypothesized relationship between the daily performance of coworkers with ID and daily team performance, with a significant parameter estimate of 0.419 ($p < .01$). Accordingly, daily changes in the performance of coworkers with ID are significantly associated with daily team performance. On the days when the performance of coworkers with disabilities is higher, the teams' performance is also higher. The study challenges common misconceptions about the capabilities of workers with ID and highlights their meaningful contributions to team effectiveness. Theoretical and practical implications of the findings are discussed.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 102

NEGOTIATING IDENTITY AND CARE: GENDERED LABOUR AND RELIGIOUS EXPECTATIONS IN CONTEMPORARY MUSLIM HOUSEHOLDS

Farista F.*

Section of Organisational Psychology, School of Management Studies University of Cape Town Feranaaz Farista

Introduction
For many Muslim women, the transition to motherhood is shaped by the complex interplay of cultural expectations, religious identities, and gendered norms. In applied psychology, understanding how these intersecting influences affect postpartum adjustment and work re-entry is critical—particularly in contexts where caregiving is framed as both a moral and religious obligation.

Purpose
This study explores how Muslim mothers in South Africa negotiate and navigate the postpartum period and return to paid work, with a focus on identity negotiation, personal strain, and adaptive strategies. The findings underscore how perceived religious obligations and cultural norms influence maternal decision-making, mental load, and experiences of support.

Method
Drawing on Holvino's (2010) intersectional framework of simultaneity, the study adopts a longitudinal qualitative design. Semi-structured interviews were conducted with 36 Muslim mothers in Cape Town and Johannesburg during maternity leave as they prepared to re-enter the workforce and after their return. Thematic analysis was used to explore how mothers make sense of their roles and responsibilities over time.

Results
Findings reveal that many mothers experienced psychological strain as they navigated competing expectations of being a "good Muslim woman" and a competent employee. However, shifts in generational norms facilitated greater partner involvement and household negotiation. Mothers described proactive coping strategies, such as outsourcing domestic tasks, flexible work arrangements, and shared parenting agreements. These adaptations were often underpinned by evolving interpretations of religious and cultural obligations.

Conclusions
Theoretically, this research advances understanding of how Muslim mothers manage identity tensions, role conflict/overload, and systemic barriers in their return to work. It underscores the importance of culturally responsive workplace policies and partner support in reducing maternal stress and promoting gender equity. The findings also call for a critical re-examination of how religion and culture are interpreted and enacted in everyday family life.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 4936

TRAINING IDENTITY LEADERS: THE INTERACTIVE EFFECTS OF TRAIT ALTRUISM AND EMOTION REGULATION

Bialkowski A.*[1], Ashkanasy N.[1], Collins M.[2], Hartel C.[3]

[1]The University of Queensland ~ Brisbane ~ Australia, [2]Queensland University of Technology ~ Brisbane ~ Australia, [3]Monash University ~ Melbourne ~ Australia

Research tells us that leaders who cultivate a shared sense of social identity within their teams foster cohesion, collaboration, and productivity. I employed a randomised field experiment design, to examine how leader trait altruism and self-focused emotion regulation interact to influence identity leadership performance. Drawing on the 5R identity leadership framework, I randomly assigned 339 managers either to an identity leadership training group or a control group. I tasked participants with addressing a fictional workplace scenario requiring inter-departmental cooperation, and their responses were assessed for identity leadership performance. Results indicated that participants high in altruism and low in self-focused emotion regulation displayed high identity leadership performance, compared with those low in altruism and high in self-focused emotion regulation. Results showed that high self-focused emotion regulation inhibited the expression of empathy and prosocial communication necessary for effective leadership, thus limiting the positive impact of trait altruism. These findings highlight the hitherto unknown role of self-focused emotion in regulating the relationship between trait altruism and identity leadership. My research contributes to leadership theory by integrating trait-based and social identity perspectives, offering a nuanced understanding of how personality traits and emotional dynamics influence leadership outcomes. Practically, the study underscores the value of leadership training programs, such as the abridged 5R framework, which develop prosocial behaviours while mitigating the risks of emotional over-regulation.

01 - Division 1: Work and Organizational Psychology

THE JOB APPLICANT EXPERIENCE: NEW AND EMERGING ISSUES

Thursday 23 July 2026 from 08:00 to 09:30

(O-Arsenale)

Donald Truxillo (U. of Limerick ~ Limerick ~ Ireland), Chair and Presenter

Over the last 30 years, work psychology researchers have come to recognize the value of the job applicant experience in addition to assessment validity. Over this time, the field of applicant reactions and test-taker experience has flourished. For example, we know that applicant reactions can be conceptualized in terms of organizational justice and stress, and that these reactions can affect a number of important outcomes such as organizational attractiveness, job acceptance decisions, and assessment performance. We also know that the broader societal context (e.g., pandemics; McCarthy et al., 2021) can affect reactions.

However, over these 30 years, the selection landscape has changed considerably, with a move from paper assessments to online assessment and the use of a range of new assessment such as asynchronous video interviews (AVIs), gamified assessments, and AI screening. The proposed symposium will present current and ongoing research in the following areas (with primary author/presenter in parentheses):

-The relative fairness of contemporary selection methods (Donald Truxillo)
-The development and validation of the cybersecurity knowledge scale (Andreea Corbeanu)
-The importance of keeping the “human touch” in HR, including recruitment and selection (Talya Bauer)
Selection under pressure: Applicant anxiety in the era of AI and algorithmic hiring (Julie McCarthy)

Abstract 3444

AI, AVI, OR WHAT ELSE? THE RELATIVE FAIRNESS OF CONTEMPORARY SELECTION METHODS

Truxillo D.*[1], Cavallari E.[2]

[1]U. of Limerick ~ Limerick ~ Ireland, [2]University of Pavia ~ Pavia ~ Italy

Over the last 30 years, the field of applicant reactions has grown. Early on, Steiner and Gilliland (1996) established a “hierarchy” of preferred selection procedures among job applicants. Later meta-analytic reviews (e.g., Anderson et al., 2010: Hausknecht et al., 2004) confirmed this hierarchy, with more face-valid methods (e.g., work samples) being preferred over others (e.g., honesty tests.) These applicant preferences have been further shown to be relatively consistent across cultures. However, the types of assessments used have profoundly changed over the last 30 years, including methods such as gamified assessments, asynchronous video interviews, and the use of artificial intelligence. The current study will replicate the methodological approach of the original studies to include current selection procedures, assessing them using established applicant reaction outcomes of procedural and distributive fairness and organizational attractiveness.

Abstract 3445

THE DEVELOPMENT AND VALIDATION OF THE CYBERSECURITY KNOWLEDGE SCALE

Corbeanu A.*[1], Truxillo D.[1], Bauer T.[2], Brady G.[3], Jones M.[2]

[1]U. of Limerick ~ Limerick ~ Ireland, [2]Portland State University ~ Portland ~ United States of America, [3]California State University East Bay ~ Hayward ~ United States of America

Companies have unprecedented access to candidate data, which, despite the obvious benefits, brings significant concerns about privacy. One of the large gaps in the literature is the issue of "users underestimating cybersecurity threats" (Bauer et al., 2020). Despite growing awareness around data privacy and security, many users, including candidates and companies, continue to overlook or underestimate the risks posed by cyber threats during the recruitment process. This study represents the development and validation of a Cybersecurity Knowledge (CSK) Scale, designed to assess job applicants' CSK in selection processes. In comparison to similar existing scales, this CSK scale will be specifically developed for and valid in an online hiring context. The process follows the gold-standard practices of scale development (Hinkin, 1998; Zickar, 2020), through four stages: initial item development with the input of a computer science expert, exploring the underlying structure of CSK and further item refinement, finalising and testing the scale factor structure). Content validity is tested though an iterative item generation and review process. Furthermore, the nomological network of CSK is examined to analyse evidence for convergent and discriminant validity. Theoretical and practical implications for the CSK measure are discussed.

Abstract 3446

RELATIONAL HR PRACTICES: THE PARADOX OF HIGH TECH, HIGH TOUCH

Bauer T.*

Portland State University ~ Portland ~ United States of America

As organizations increasingly adopt advanced digital HR technologies—such as AI-driven recruitment platforms, ongoing analytics, and virtual collaboration tools—a paradox has emerged: while technology promises efficiency, it can also serve to erode the relational fabric that underpins employee engagement and organizational commitment. This paper explores the concept of relational HR practices within the evolving landscape of high-tech, high-touch human resource management. Drawing on the relational perspective of HRM, I argue that technology should not replace human connection but rather augment it by enabling more personalized and empathetic workplace interactions. This talk will present a synthesis of findings from research on relational coordination (Allen & Eby, 2012), candidate reactions (McCarthy et al., 2017), and the role of digital platforms in shaping work relationships (Leonardi, 2021), to examine how organizations can design HR systems that foster trust, empathy, and collaboration. I will highlight emerging tensions—such as algorithmic decision-making versus relational judgment—and offer a framework for tech-enabled relational HRM that balances digital scalability with human-centric values. This has implications for HR leaders navigating the future of work, suggesting that sustainable people strategies must integrate relational intelligence alongside technological innovation.

References

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Abstract 3447

SELECTION UNDER PRESSURE: APPLICANT ANXIETY IN THE ERA OF AI AND ALGORITHMIC HIRING

Mccarthy J.*

University of Toronto ~ Toronto ~ Canada

Post-pandemic uncertainty, escalating economic pressures, and the widespread adoption of technology-mediated assessment tools (e.g., AI, gamified assessments, asynchronous video interviews) have converged to intensify stress and anxiety among job applicants. These forces have reshaped selection experiences, introducing new psychological strains linked to reduced human interaction, diminished control, and algorithmic opacity. Left unaddressed, heightened applicant anxiety can lead to negative consequences including impaired performance, lower acceptance rates, and reputational risks for organizations. These developments raise pressing questions about how anxiety manifests in contemporary hiring processes, how it intersects with constructs such as fairness and control, and what organizations can do to mitigate its negative effects.

This session will advance a conceptual framework situating selection anxiety within today's socio-technological landscape, identifying key antecedents and pathways through which anxiety emerges and influences applicant reactions. Drawing on stress appraisal theory and applicant reactions models, the framework will examine both amplifying mechanisms (e.g., reduced transparency and autonomy) and potential anxiety-reducing mechanisms (e.g., increased consistency and clarity) associated with AI-based selection methods. Notably, while AI may increase uncertainty in some contexts, it also holds potential to reduce anxiety when designed to deliver clear, consistent, and bias-mitigated decision processes. By integrating these pathways, the framework seeks to clarify the role of technology as both a source of and solution to applicant anxiety, and to stimulate research on the moderators and boundary conditions that shape these effects. The presentation will outline a research agenda highlighting opportunities to refine measurement approaches, explore individual difference variables, and examine longitudinal outcomes of selection anxiety in diverse hiring contexts. By offering a comprehensive and forward-looking perspective, this session aims to provide a foundation for future research that deepens insight into the complex interplay between technology, anxiety, and fairness in personnel selection.

01 - Division 1: Work and Organizational Psychology

FROM DECENT WORK TO SUSTAINABLE LIVELIHOODS: REGENERATIVE PERSPECTIVES

Thursday 23 July 2026 from 08:00 to 09:30

(R-Arsenale)

Stuart Carr (Massey University of New Zealand/UNESCO), Chair and Presenter
Johannes KRAAK, Discussant

The ILO and UN's Decent Work Agenda was conceptualized and introduced in the 1990s, before present crises in
costs of living (reconceptualized as non-living wages), climate change, and growing inequality (of opportunity).
Research on indecent work has tended to remain separate from research on climate change, and runaway inequality,
even though the three are systemically connected. Just Transition from unsustainable to sustainable livelihoods is an
idea that encapsulated these dynamic connections. For a livelihood to be truly sustainable, it must address all three
bottom lines, people, planet and shared prosperity. This session applies the New Diplomacy of Standard-Setting, from
Humanitarian Work Psychology, in the form of Indexing. Indexes tell us how organizations, countries, cities, and
Universities, for example, are performing. They can also motivate these groups to change their behavior. Indexing of
Livelihoods, against the thee dimensions of sustainability, which underlie the SDGs as a set, has the potential to
motivate change, and advance the SDGs themselves – and especially the primary goal, eradication of poverty, in all its
forms, everywhere. This session articulates that process, under SDG 17 – Partnerships for development, in this case
towards a Sustainable Livelihoods Index.

Abstract 3934

WHY DECENT WORK IS NOT ENOUGH: THE FUNCTIONALITY OF SUSTAINABLE LIVELIHOODS

Carr S.*

Massey University of New Zealand/UNESCO Chairs Network ~ Auckland ~ New Zealand

Work and Organizational Psychology (WOP) has arguably been studying decent work and its prevailing conditions for over 60 years, but has still not really connected with the ILO's Decent Work Agenda, which was only introduced in the 1990s. Decent Work meanwhile does not take account of the motivation to work – people do not go to work to get decent work. For thousands of years, work has been done to make a sustainable livelihood. The concept of Sustainable Livelihoods was introduced in the late 1980s, with regard to aid and development in economically poorer countries, where it was intended to highlight environmental protection. Today, we know that poverty knows no borders, and that working poverty has become the norm rather than the exception. Sustainable livelihoods matter everywhere. Decent work conditions are necessary but not sufficient for their attainment. The concept is also wide enough to take in the triple bottom line, and ESG; and thus speak truth to crises that include indecent work and working poverty, climate change which is often accelerated by work practices and in turn threatens livelihoods, and the rise, and rise, of inequality within organizations and across global supply chains.

All of these factors set the scene for a need to up our applied psychology game, as researchers, educators, and practitioners. We must make more of a contribution to sustainability of livelihoods. Indexing is one way to do this. As Systems theory and thinking suggest, an index of sustainable livelihoods may offer a visible hand with just work transitions for different generations, with career counseling, with organizational and sectoral reform, and with workforce development initiatives by governments. This invited symposium, and its distinguished speakers, are each at the cutting edge of such standard-setting for the promotion of sustainable livelihoods, through Project SLATE (Sustainable Livelihoods And The Ecosystem).

Abstract 3935

THE WHEEL OF WORK: A NEW CLASSIFICATORY MODEL FOR LIVELIHOODS

Hopner V.*

Massey University of New Zealand ~ Auckland ~ New Zealand

Since 2021, the ILO has called for human-centred and sustainable responses to countermand ongoing structural changes across the world of work, including working poverty, massed precarity and the burgeoning informal sector. Answering this call, we propose the Wheel of Work, a conceptual classification framework made up of thirteen, often interchangeable and intersecting metaphorical collars (Unfree Work, Clerical Admin, Manufacturing, Skilled Trades, Service Care, Public Service, Green Work, Armed Forces, Creative Arts, Extractive Industries, Transport Services, Robotic AI, Elite Professional).These collars identify and classify, the types of work people do, and where they do it. Encompassing sectors, industries, and livelihoods (defined as types of work activities, professions, roles, occupations or jobs), the Wheel of Work complements exisiting job and occupational classification systems.
Intending to mirror the dynamic realities in the world of work today, and through geographical specificity, the Wheel of Work could more accurately reflect the types of livelihoods undertaken in different countries and/or regions of the world. As we have seen, often excluded from existing occupational, sector, and industry labour classification standards are the 58% or 2 billion of the world's working population employed in the informal economy. Informal work includes for example up to 90% of micro and small enterprises (MSEs) worldwide (ILO, 2023). Flat-structured and circular, with interchangeable and intersecting segments, the Wheel of Work includes both the formal and informal sector, and each collar is of equal importance. The thirteen collars can further be examined singly, or in tandem, in relation to human rights at work, (in)decent work, issues of social protection, and social dialogue that supports stable, fair, and sustainable labour markets. In short, it incorporates possibilities to highlight measures that protect both people and the planet

Abstract 3936

CRITERIA FOR SUSTAINABILITY OF LIVELIHOODS

Meyer I.*

University of Cape Town ~ Cape Town ~ South Africa

This presentation introduces the Sustainability of Livelihoods Index (SL-I). The SL-I indicates through numerical values the sustainability of different livelihoods derived through work. The presentation covers how the index was developed, the assessment criteria making up the index, and concludes with application examples. Theoretically, the SL-I is grounded in the Wheel of Work model, a theoretical classification of different types of work. A diverse panel of Subject Matter Experts identified the ten most common livelihood activities within each of the 13 collars in the Wheel of Work. The index represents a sustainability rating for each of the resulting N = 130 most common livelihoods. Sustainability, here, is considered along the triple bottom line of profit, people and planet: A sustainable livelihood would thus addresses economic requirements (e.g., adequate wages, working hours and conditions); (2) benefit society; and (3) the biosphere, meaning the environment, land, sea and air. The rating is based on ten criteria for each of the sustainability aspects (profit, people, planet) derived from the applicable United Nations Sustainable Development Goals. In this way, the SL-I aligns with international development policy. Per livelihood, the index generates separate scores for each sustainability aspect and an overall sustainability score. The sustainability ranking of livelihoods through different types of work which the index enables holds benefit at multiple levels. For employers, it presents a tool to assess, develop and track the sustainability of their corporate social resoponsibility efforts. It can guide national and international policymakers and civil society to identify sustainable and unustainable labour practices, advocate and develop intervention points. At the individual level, it shifts the focus from identifying the best person-job fit to identifying types of work which best align with a person's aspirations, and thus a new way of thinking about careers and career theory.

01 - Division 1: Work and Organizational Psychology

FROM WORKPLACE TO WORLDVIEW: NAVIGATING STRESS, STEREOTYPES, AND SOCIAL NORMS IN EAST ASIA

Thursday 23 July 2026 from 08:00 to 09:30

(P -Arsenale)

Emanuele Castano, Chair and Discussant

As societies across East Asia confront demographic shifts, cultural evolution, and economic pressures, new psychological challenges are emerging at the intersection of identity, social norms, and well-being. This symposium brings together four presentations that explore how individuals experience and negotiate these shifts—whether in the workplace or in the context of intergroup and interpersonal relations. The first presentation addresses stress and work engagement among employees and business
owners in Japanese SMEs, set against the backdrop of a succession crisis that threatens economic
stability. The second presentation turns to gender norms in Japan, demonstrating how exposure to counterstereotypic paternal roles can reduce implicit biases associating men with work and women with home—highlighting the power of psychological interventions in reshaping entrenched beliefs. The third presentation delves into Korean lay theories of modesty, challenging the Western notion of "modesty bias" and offering a culturally grounded understanding of modesty as a behavior that enhances social connectedness and self-esteem. Finally, the fourth presentation brings us back to Japan, and focuses on “kasuhara” (customer harassment) in Japan, examining its
psychological impact on employees and introducing a novel scale to assess customer-related social
stress.
Together, these contributions highlight how cultural narratives, implicit beliefs, and systemic structures shape psychological experiences across both professional and personal domains. By examining stress, identity, and interpersonal dynamics in contextually rich settings, the symposium advances our understanding of applied psychology in the East Asian cultural context.

Abstract 4066

STRESS AND WORK ENGAGEMENT AMONG EMPLOYEES AND BUSINESS OWNERS IN JAPAN

Ozaki Y.*

Toyo University ~ Tokyo ~ Japan

The shortage of successors has become a significant issue for small and medium-sized enterprises (SMEs) in Japan. One reason for this is that the number of family successions has been decreasing due to the declining birthrate and the diversification of work styles. If the current situation persists, employment and GDP may face a severe decline because of the growing number of SMEs going out of business. Therefore, the aim of this presentation is to share the findings of a study focusing on Japanese SMEs, which examined the daily stress and work engagement levels of their employees and business owners, and to discuss potential solutions for improving the situation.

Abstract 4067

EVALUATING THE EFFECTIVENESS OF EXPOSURE TO COUNTERSTEREOTYPIC FATHERS ON REDUCING IMPLICIT FATHER AND MOTHER STEREOTYPES IN JAPAN

Ohtaka M.*

Toyo University ~ Tokyo ~ Japan

Previous research has shown that exposing male undergraduates to famous fathers who defy traditional gender roles can reduce implicit stereotypes about fathers and mothers. Another study focusing on ordinary fathers as counterstereotypic models found that for individuals in their 50s with strong implicit father-mother stereotypes, such exposure also helped reduce these biases. However, in other age groups, the intervention had no significant impact, possibly because of the limited influence of the intervention. A previous study showed that presenting participants with a vivid and evocative counter-stereotypic scenario of Black-positive and White-negative, along with contingency awareness between racial categories and valence, was the most effective at reducing implicit racial stereotypes. Building on this, the present study examined whether exposing participants to ordinary fathers who had taken at least three months of childcare leave, through a similarly vivid and evocative scenario with contingency awareness, could reduce the implicit association of ‘father’ with ‘work’ and ‘mother’ with ‘home.’ Japanese adults completed the Implicit Association Test (IAT) and were randomly assigned to either a counter-stereotypic or control group based on gender and age. A total of 262 respondents (132 men and 130 women in their 20s, 30s, 40s, 50s, and 60s) were included in the analysis. The results indicated that the intervention reduced implicit associations of ‘father’ with ‘work’ and ‘mother’ with ‘home’ across all gender and age groups. In addition, participants in their 60s showed stronger associations between ‘work’ and ‘father’ and between ‘home’ and ‘mother’ than those in their 20s. However, it is unclear whether a vivid and evocative scenario can reduce implicit father-mother stereotypes even without contingency awareness, highlighting the need for further investigation.

Abstract 4068

KOREAN LAY THEORY OF MODESTY: CRITICAL ANALYSIS OF THE 'MODESTY BIAS' PERSPECTIVE AND SUGGESTIONS FOR FUTURE RESEARCH

Choi H.*

Sungkyunkwan University ~ Seoul, ~ Korea, Republic of

In this presentation, we argue that the notion of 'modesty bias' conceptualized in the West does not adequately capture the psychological core of the everyday experiences of modesty in the Korean cultural context. We surveyed the lay theory of modesty among Korean adults (N = 167) and content analyzed the responses. From this, we found two higher-order conceptual categories (other/relation focus, self-focus) that include a total of seven major components pertaining to the definition of modesty (Study 1). In an independent sample of Korean adults (N = 500), we obtained evidence that the seven components driven from the lay theories reflect the Koreans' understanding of modesty (Study 2). In Study 3 (N=161), we experimentally tested the effects of a modesty behavior congruent with the lay theory (vs. a self-deprecating behavior) on social connectedness and state self-esteem. We found that, as compared to the self-deprecating behavior, the modesty behavior promoted perceptions of social connectedness and state self-esteem. We also found that the modesty behavior led to perceptions of social connectedness, which in turn led to higher levels of sate self-esteem. We discuss implications of these findings for research on modesty in social and cultural psychology.

Abstract 4069

KASUHARA: THE PSYCHOLOGY OF THE UNRULY CUSTOMER AND ITS CONSEQUENCES IN THE BUSINESS ENVIRONMENT

Kiriu M.*

Toyo University ~ Tokyo ~ Japan

Kasuhara (カスハラ) is a Japanese term derived from "kasutamā harasumento" (カスタマーハラスメント), meaning customer harassment. It refers to abusive behavior from customers toward workers, especially in retail, hospitality, and service industries. Examples include unreasonable demands, verbal abuse, or threats. As Japan traditionally values politeness and customer satisfaction, workers often endure such treatment in silence. However, growing awareness of mental health and labor rights has led to public discourse on protecting employees. Companies and governments are beginning to implement policies to address kasuhara, aiming to balance customer service expectations with worker dignity and well-being, but it remains a serious workplace issue the causes and consequences of which need to be better understood. Here I report results from a series of empirical studies, the largest of which (N = 33,133) was carried out in collaboration with Japan's largest trade union in 2024. These data highlight differences between industries in the frequency and characteristics of the phenomenon, the role of the personality of the assaillant, and the psychological cost for the victim. I will also present the newly developed "Customer-Related Social Stress Scale" to examine the negative impact of 'KASAHARA' on employees and the relationship with stress levels and work engagement for a comprehensive discussion.

01 - Division 1: Work and Organizational Psychology

UNIVERSITY STUDENTS' EMPLOYABILITY AND SCHOOL-TO-WORK TRANSITIONS: A GLOBAL PERSPECTIVE

Thursday 23 July 2026 from 09:30 to 11:00

(T-Monumentale)

Patton Garriott, Chair and Discussant

Abstract 4808

Proactive Career Behavior and Perceived Employability among Turkish Undergraduates: Test of a Social Cognitive Model

Çarkit E.*, Lent Robert W.

Psychological Counseling and Guidance Program at the Faculty of Education, Nevşehir

We will present two studies testing a social cognitive model of proactive career behavior among Turkish undergraduates. In the first study (N = 252 Turkish undergraduates), we adapted measures of proactive career behavior, self-efficacy, and outcome expectations, originally validated with workers, by framing them in the college context. Consistent with their prior use in worker samples, we found that each measure was well-represented with a higher order structure and four first order factors (career planning, skill development, career consultation, and network-building). In the second study, we used the adapted measures to test a social cognitive self-management model in predicting perceived employability in an independent sample of Turkish undergraduates (N = 499). Prior to model testing, we adapted a measure of perceived employability, finding that it produced a one-factor structure in an exploratory factor analysis with a sub-sample of Turkish undergraduates (n = 200); this structure was replicated in a confirmatory factor analysis in a second sub-sample (n = 299).

Structural path analysis results showed that engagement in proactive career behaviors was well predicted by self-efficacy, outcome expectations, career support, and proactive personality. Proactive career behavior engagement was, in turn, strongly predictive of perceived employability. We will discuss implications of our findings for future research and for practical efforts to promote the perceived employability of undergraduates.

Participation in ICAP26 for the presentation of this study was supported by TÜBİTAK under the 2224-A Grant Program for Participation in Scientific Meetings Abroad.

Abstract 4809

Graduate Employability and Early-Career Transitions in Italy

Petruzziello G.*

Junior Assistant Professor in the Department of Psychology at the University of Bologna ~ Bologna ~ Italy

The transition to the labour market is a critical developmental stage for Italian students and graduates, and it remains particularly complex. Structural factors (e.g., high youth unemployment, university curricula-industry mismatch, and shortages of employability capital) contribute to uncertain early-career pathways for many graduates. Within this context, understanding the factors that support university students' employability in the contemporary labour market and a sustainable transition stage has become a key issue for research and practice.

This contribution provides a general overview of the most pressing issues and challenges in the university-to-work transition in the Italian context. Specifically, building on empirical research conducted with Italian students and graduates, this presentation will highlight how personal resources (e.g., employability-related capitals) and contextual features (e.g., university support) influence employment potential and perceptions of employability. In light of disruptive technological changes affecting career development issues, the talk will discuss how AI-based technologies may influence job search processes and employability-related behaviours among students and graduates. Moreover, this contribution will address factors that affect expectations for a sustainable transition to work among Italian students with Specific Learning Disorders.

Overall, this contribution aims to provide an integrated perspective on employability in the Italian context and to highlight implications for research and practice in applied psychology. In particular, this presentation will provide recommendations for universities, career services, and policy initiatives to support students' career development in a rapidly evolving labour market.

Abstract 4810

Sustainable Start to Graduate Careers when Under Financial Stress: Testing the Efficacy of Career Competencies

Okay--Somerville B.*, Scholarios D., Luchinskaya D., Anderson P., Hurrell S.

Senior Lecturer in the Adam Smith Business School at the University of Glasgow ~ Glasgow ~ Scotland

This presentation examines the impact of financial stress at the time of graduation on the efficacy of career competencies for enhancing university graduates' sustainable career outcomes. Sustainable careers theory (De Vos et al., 2020) and the psychological framework of scarcity (Mullainathan & Shafir, 2013) were used in developing a conceptual model. The analyses are informed by two-wave data (at the time of graduation and one and a half years after graduation) from the 2020-cohort of graduates in the UK, i.e., 'the COVID cohort). Findings show that career competencies are significantly associated with sustainable career outcomes (H1), and that person-career fit plays a pivotal role in this relationship, particularly for life satisfaction (H2). Moreover, high financial stress at the time of graduation amplifies the positive impact of career competencies on life satisfaction (happiness) via career fit (H3).

We found no evidence of an attenuating effect of high financial stress. The findings suggest that career competencies may have a stronger compensatory role for achieving career sustainability for those who experienced financial stress, in comparison to those who did not. Our discussion focuses on the implications these findings for understanding the critical contingency role financial stress plays on individuals' experience of careers, in particular their opportunities for a sustainable start to careers. The discussion also acknowledges the contributions of this research for understanding financial stress in early careers. We conclude with consideration of practical implications, study limitations and considerations for future research. Notably, findings show individual and societal value of investment in career resources, particularly for those who may not have strong financial safety-nets.

01 - Division 1: Work and Organizational Psychology

O LEADER, WHERE ART THOU: NEW DIRECTIONS IN LEADERSHIP RESEARCH

Thursday 23 July 2026 from 09:30 to 11:00

(O-Arsenale)

Pedro Neves (Nova School of Business and Economics ~), Chair

The study of leadership has always been at the core of organizational psychology. The influence of leaders in the regular functioning of organizations is undeniable. In this symposium, we gather a collection of four presentations that advance our knowledge by examining multiple aspects of the leadership process. We not only apply different theoretical lenses to interpret leadership behaviors, by examining specific facets such as inclusive leadership, implicit leadership theories, and leader ego depletion, but we also discuss leadership in practice by looking into the implementation of a leadership training program. Relying on social information processing theory, the first presentation (Andretta & Story) will focus on inclusive leadership and examine a trickle-up model that includes perceptions of leaders, supervisors, and followers. We will follow by exploring the link between implicit leadership theories and abusive supervision (Velez), namely by examining their combined effects on employee deviant behaviors. Our third presentation (Dimas, Meneses Junior & Coelho) draws on job demands-resources theory to investigate how and under what conditions leader ego depletion influences team effectiveness. Our fourth presentation (Foster) will introduce the structure and content of a program designed to develop leadership skills for UN supervisors. These contributions will be discussed by Professor Serge da Motta Veiga, Professor at NEOMA Business School and Editor of AP:IR, who will integrate these findings and emphasize the importance of narrowing the gap between research and practice in our understanding of leadership behaviors.

Abstract 3620

INCLUSIVE LEADERSHIP AND LEADERSHIP EFFECTIVENESS: A TRICKLE-UP MODEL OF MODERATED MEDIATION WITH MULTIPLE SOURCES

Andretta D., Story J.*

Sao Paulo School of Business Administration, FGV EAESP ~ São Paulo ~ Brazil

Diversity and inclusion have become central priorities for organizations, shaping both social agendas and organizational research. In this context, leadership plays an important role in creates an environment that embraces this approach as a fundamental value. Inclusive leadership is a style characterized by valuing individual differences, fostering a sense of belonging, showing appreciation and promoting organizational diversity initiatives. While previous studies have focused largely on the outcomes of inclusive leadership for employees and organizations, less attention has been given to the effects on the leader and the mechanisms through which leadership effectiveness is perceived.

Drawing on Social Information Processing (SIP) theory, this study investigates how leaders' self-perception of inclusive leadership affects followers' and supervisors' perceptions of leadership effectiveness. We propose a trickle-up model in which followers' evaluations mediate the relationship between leaders' inclusive behaviors and supervisors' perceptions. Additionally, we examine leader anti-discrimination behaviors as a boundary condition that strengthens these relationships.

Data were collected from 45 leaders, their 45 supervisors, and 158 followers in Brazilian organizations, using validated self-report and observer-based questionnaires. Mediation and moderation analyses were conducted using SPSS PROCESS to test direct and indirect effects of leaders' inclusive self-perceptions on leadership effectiveness. Our findings indicate that leaders' inclusive self-perception conveys social cues that positively influence followers' evaluations, which in turn inform supervisors' perceptions of leadership effectiveness. High levels of anti-discriminatory behavior further enhance this relationship.

This research advances the literature by highlighting multi-level mechanisms, emphasizing leader-centered perspectives on inclusive leadership, and demonstrating how social cues within teams contribute to perceptions of effective leadership, with practical implications for fostering inclusive, fair, and high-performing organizational environments.

Abstract 3621

THE ROLE OF IMPLICIT LEADERSHIP AND FOLLOWERSHIP THEORIES IN ABUSIVE SUPERVISION PERCEPTIONS AND OUTCOMES

Velez M.J.*

ISCTE ~ Lisboa ~ Portugal

Little research attention has been devoted to employees' implicit leadership theories as an antecedent of abusive supervision perceptions. Specifically, we suggest that the prototypic dimensions are positively related to abusive supervision perceptions, contrary to the antiprototypic dimensions. Additionally, we suggest that implicit followership theories act as a moderator in the relationship between abusive supervision and deviant behaviors, since beliefs about followers' personal attributes and characteristics affect the way subordinates behave. Thus, we propose that prototypic followers are less prone to retaliate directly against abusive supervisors, however, they retaliate indirectly through turnover intentions.

Participants were 367 supervisor-subordinate dyads from different organizational settings. Bootstrapping results indicate that the prototypic dimensions are significantly related to abusive supervision perceptions and that abusive supervision is significantly related to deviant behaviors when prototypical or positive second order IFTs factor was low ($t=3.15$; $p<.05$), but not when it was high ($t=-.52$; $p>.05$). Contrary, abusive supervision is significantly related to turnover intentions when prototypical or positive second order IFTs factor was high ($t=4.22$; $p<.05$), but not when it was low ($t=-.34$; $p>.05$).

Research results indicate that employees' prior expectations and cognitive prototypes influence not only abusive supervision perceptions, but also abusive supervision outcomes. Specifically, the current study provides support for Lord and Maher's (1993) suggestions that employees use implicit leadership theories as an uncertainty reduction mechanism and compare their actual supervisor with their implicit profile to evaluate his/her behavior (Epitropaki & Martin, 2005). This research makes several contributions for theory and practice. Firstly, it expands the content domain of abusive supervision research and highlights the relevance of employees' schema to abusive supervision perceptions and consequences. Secondly, it is useful for managers to know that abusive supervision may affect employees differentially, depending on employees' prior expectations and schema.

Abstract 3622

WHEN LEADERS RUN LOW: HOW EGO DEPLETION SHAPES TEAM EFFECTIVENESS

Dimas I.*[1], Avilton Meneses Junior R.[2], Fernandes Coelho F.J.[1]

[1]Universidade de Coimbra, CeBER, Faculdade de Economia ~ Coimbra ~ Portugal, [2]Universidade de Coimbra, CeBER ~ Coimbra ~ Portugal

Introduction: Leaders face a range of challenges and significant responsibilities, including making decisions under pressure, dealing with peer conflict, and responding to external demands. These demanding responsibilities often lead to ego depletion. Given the leader'scentral role within the team, LED is likely to negatively impact team functioning and results.
Purpose: Drawing on the Job Demands-Resources (JD-R) theory, this study investigates how leaders' ego depletion influences team performance. Team potency is proposed as a mediating mechanism between leader depletion and team performance. Additionally, we examine leaders' identification with their teams as a contingency factor that shapes the impact of ego depletion on team performance.
Method: The research model was tested using data from 282 teams in public organizations, collected from two sources across three time points with a one-month interval between each. At Time 1, leaders reported their levels of ego depletion and identification with their teams; at Time 2, team members assessed team potency; and at Time 3, leaders evaluated team performance. The measurement model was tested through Confirmatory Factor Analysis in IBM AMOS 29, while the conceptual model was tested with the PROCESS macro (model 7) in IBM SPSS 29.
Results: We found that leader ego depletion was negatively related to both team potency and team performance. In addition to the direct effect on performance, an indirect negative effect through team potency was also observed. Furthermore, the results suggest that the more strongly leaders identify with their teams, the greater the impact of ego depletion on team potency.
Conclusions: These findings highlight that leader ego depletion, apart from the known negative effects on an individual's outcomes, is also detrimental for team functioning and performance.

Abstract 3623

APPLIED PSYCHOLOGY IN PRACTICE: DEVELOPING LEADERSHIP SKILLS FOR UN SECURITY SUPERVISORS

Foster L.*

North Carolina State University ~ Raleigh ~ United States of America

Applied psychology provides valuable insights for leadership development, including when individuals transition into supervisory roles for the first time. This presentation highlights how psychological science was applied in practice through a collaboration between the International Association of Applied Psychology (IAAP), the United Nations Institute for Training and Research (UNITAR), and the United Nations Department of Safety and Security (DSS).

The initiative engaged newly promoted UN security sergeants, men and women from diverse cultural backgrounds, who were assuming supervisory responsibilities in a high-stakes, multicultural environment. To support their development as leaders, IAAP delivered a workshop focused on listening and feedback.

Grounded in research, the workshop emphasized active listening and constructive feedback as essential supervisory skills. Participants explored why listening can be difficult, how to strengthen active listening, and the characteristics of effective feedback. Practical models for delivering feedback were introduced, linking the science of leadership to participants' supervisory challenges.

The training underscored how applied psychology can strengthen leadership capacity where effective communication is vital not only for organizational performance, team cohesion, and individual well-being, but also for those security supervisors interact with daily. Visitors, dignitaries, diplomats, and others ultimately benefit when supervisors are better equipped to listen, respond constructively, and lead effectively. The initiative also highlighted how psychology can be applied in contexts not traditionally associated with the discipline, such as leadership development within multilateral security operations. It showed the value of partnerships between psychology organizations and UN entities, bringing psychological science to audiences who may not otherwise have direct access.

This case illustrates the power of applied psychology to inform leadership development in demanding contexts and to bridge the gap between research and practice on a global stage.

01 - Division 1: Work and Organizational Psychology

DECENT WORK IN THE AGE OF PRECARITY

Thursday 23 July 2026 from 09:30 to 11:00

(R-Arsenale)

Maureen Kenny (Boston College ~ Chestnut Hill, MA 02467), Chair and Presenter
David Blustein, Discussant

Access to decent work has been threatened by rapid social, economic, technological and political change and societal structures that sustain social marginalization and economic inequities and foster a sense of anxiety and precarity. A growing body of research has focused on understanding the structural and psychological factors that limit access to decent work with the goal of expanding access and equity through systemic and person level intervention. This symposium seeks to advance this research by disseminating recent and novel research from leading scholars aligned with the lens of psychology of working. The three papers included in this symposium examine structural barriers associated with gender, social class, nationality, and experiences of discrimination in access to technological careers, in navigating successful transitions from school to work, and perceptions of decent work among unemployed persons. Taken together the three presentations deepen and broaden awareness of the structural factors that constrain access to decent work in an age of precarity and emphasize the need for structural and policy change and for intervention that promotes individual strengths, including personal agency, vocational identity, and career adaptability, for countering precarity and navigating societal challenges.

Abstract 4244

ENHANCING DEVELOPMENTAL AND CULTURAL UNDERSTANDINGS THROUGH PSYCHOLOGY OF WORKING (PWT)

Kenny M.*

Boston College ~ Chestnut Hill, MA ~ United States of America

As an introduction to the overall symposium, this presentation will describe the precarity that characterizes contemporary society and the workplace and describe the challenges for workers and young people who hope to access decent work and lives of fulfillment. The presentation will discuss how the psychology of working framework can guide research and practice that seeks to prepare young people and the unemployed workers to meet these challenges. The three research presentations constituting this symposium enhance understanding of decent work, decent education, and the school-towork transition, with implications for person level and systemic intervention for enhancing access to decent work in an age of precarity.

Abstract 4245

DOES DECENT STUDY LEAD TO DECENT WORK? FEMALE STEM STUDENTS' PERSPECTIVES

Cinamon R.G.*

Tel Aviv University ~ Tel Aviv, ~ Israel

The underrepresentation of women in STEM fields presents a moral and economic challenge, as it leads to the loss of talented minds and workers. Bridging the gender gap in STEM education and employment is both an ethical imperative and a practical necessity.

Drawing on the Psychology of Working Theory (PWT; Duffy et al., 2016), this longitudinal mixed-methods study explores how female STEM students experience their studies and prepare for entry into the labor market. It examines how individual and contextual factors contribute to their ability to attain decent work after graduation.

The qualitative component includes semi-structured interviews with 28 Israeli female undergraduate STEM students (Mean age = 26.98; SD = 2.90), conducted six months before and after graduation, focusing on their career aspirations and job search experiences. Findings reveal that male faculty members often behave unequally toward female students, conveying direct harm and signaling to peers that such behavior is acceptable. This creates a hostile environment in which female students report feeling insecure and marginalized.

The quantitative component involved 387 participants (Mean age = 25.91; SD = 2.05). It assessed the impact of marginalization and economic constraints (measured before graduation) on occupational outcomes six months after graduation. Key individual traits examined were proactive career behavior and self-efficacy in managing work-family conflict.

Regression analysis showed that four factors significantly predicted decent work outcomes at follow-up, accounting for 25% of the variance: employment during studies ($\beta = .21^*$), experiences of gender-based exclusion ($\beta = -.15^*$), supportive peer relationships ($\beta = .12$), and self-efficacy in managing work-family roles ($\beta = .22^*$). Findings underscore the importance of addressing structural inequality in academic environments and enhancing individual agency to promote equitable access to decent work.

Abstract 4246

TRANSITIONING FROM EDUCATION TO DECENT WORK: EMPIRICAL INSIGHTS

Masdonati J.*

Institute of Psychology, University of Lausanne ~ Lausanne ~ Switzerland

For over a decade, the concept of decent work has gradually become pivotal to theoretical thinking and research in vocational psychology, particularly through the Psychology of Working Framework and Theory (PWT, Duffy et al., 2016). Early PWT-based literature has focused on contextual and psychosocial predictors of adults' access to decent work, then on its outcomes on careers and well-being. Adopting a developmental approach, further efforts have highlighted the characteristics of a successful school-to-work transition (STWT), seen as a critical first step towards decent work. This has led, for example, to a PWT-inspired model of the STWT (Masdonati et al., 2022) which, since its publication, has received significant, albeit fragmented, empirical support. In this paper, we provide a structured overview of this evidence, with the aim of highlighting the factors and processes that most consistently shape the transition from education to decent work. First, large-scale international surveys (e.g., OECD, 2024) offer strong evidence for the predictive power of young adults' socioeconomic status, gender, and nationality on the quality of their STWT. Second, more situated quantitative longitudinal research (e.g., Thouin et al., 2023) corroborates other associations, such as the importance of work experiences during the school years in anticipating entry into the labor market. Third, both qualitative and interventional studies (e.g., Kenny et al., 2022) point to the need to adopt an idiosyncratic and culture-sensitive perspective in understanding and supporting transition processes. Overall, our findings support the impact of contextual forces on the likelihood of successfully navigating critical stages of a career path. They also confirm that psychosocial, identity, and educational factors shape STWT experiences and subsequent access to decent work and meaningful careers.

Abstract 4247

PERCEPTIONS OF DECENT WORK AMONG UNEMPLOYED INDIVIDUALS IN PORTUGAL. A PERSPECTIVE FROM THE PSYCHOLOGY OF WORKING THEORY

Ferreira J.*, Paixão M.P., Rabaça J.

Faculty of Psychology and Education, CINEICC, University of Coimbra ~ Coimbra, ~ Portugal

The primary aim of this study was to investigate the predictors and outcomes of perceptions of decent work among unemployed individuals in Portugal, with a focus on policy and practice implications for facilitating the transition from unemployment to decent work. The conceptual framework guiding this research was the Psychology of Working Framework (PWF; Blustein, 2006) and the Psychology of Working Theory (PWT; Duffy et al., 2016). PWT represents an innovative approach, shifting the focus of work-related perspectives from privileged groups with access to the labor market to those facing significant challenges in the workplace (Blustein et al., 2018).
Key predictors examined included economic constraints, career adaptability, volition at work, active job search, and daily discrimination, while outcomes comprised need satisfaction and overall well-being. Data were collected from 1,013 unemployed participants, aged 18 to 67, with 628 (62%) identifying as female and 385 (38%) as male. To evaluate the instruments, the sample was randomly divided into two groups. The findings demonstrated robust psychometric properties across all instruments. Additionally, career adaptability (concern) and daily discrimination emerged as the primary predictors of perceptions of decent work for both women and men. Meeting basic needs was found to significantly impact positive and negative affect, as well as life satisfaction.
This study underscores the critical importance of developing new decent work policies in Portugal, which hold the potential to play a central role in integrating and reintegrating unemployed individuals into the labor market. Such efforts are highlighted as a social responsibility for employers and policymakers at both national and local levels.

01 - Division 1: Work and Organizational Psychology

Sustainability and Sustainable Development in Organizations 1

Thursday 23 July 2026 from 09:30 to 11:00

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 7: Applied Gerontology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1574

WHEN AGE-FRIENDLY ORGANIZATIONAL CLIMATE MATTERS: A MODERATED MEDIATION MODEL OF THRIVING AT WORK, SOCIAL CAPITAL, AND OCCUPATIONAL FUTURE TIME PERSPECTIVE

Zhou Y.[1], Xu X.[1], Wang M.*[2], Tian Y.[2]

[1]The Chinese University of Hong Kong, Shenzhen ~ Shenzhen ~ China, [2]Xi'an Jiaotong Liverpool University ~ Suzhou ~ China

Introduction: The proportion of people aged over 65 is expected to double from 12% in 2015 to 22% by 2050 (United Nations, 2024), making an aging, multi-age workforce one of the greatest challenges for organizations. To respond to this demographic change, organizations are increasingly interested in creating an age-friendly climate to retain and develop multi-age employees' knowledge, skills, motivation, and effort.
Purpose: The present study aims to investigate how age-friendly organizational climate influences employees' task performance and organizational citizenship behavior toward individuals (OCBI). Drawing upon social exchange theory, we propose that age-friendly organizational climate may be perceived as valuable organizational investments, prompting employees to reciprocate with improved performance and OCBI through two mediating pathways (i.e., thriving at work and social capital). The indirect effects may be mitigated by occupational future time perspective, as employees with an open-ended perspective may rely more on future occupational opportunities and less on organizational climate.
Method: We conducted a two-wave, time-lagged survey of 396 full-time employees. The hypothesized moderated mediation model was tested using structural equation modeling.
Results: We found that age-friendly organizational climate was positively related to thriving at work and social capital, which in turn positively linked to task performance and OCBI. Occupational future time perspective mitigated the relationships between age-friendly climate and both thriving at work and social capital: the positive effects were weaker among employees with a more open-ended occupational future time perspective and were stronger among employees with a more constrained occupational future time perspective.
Conclusions: An age-friendly organizational climate can improve employees' in-role performance and increase extra-role behaviors, particularly for employees who perceive their occupational future time as more limited. These findings inform the development of age-inclusive human resource practices that benefit employees across different ages.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 298

ORGANIZING WORK SOLIDARITY IN SEARCH OF “ALTERNATIVE” APPROACHES: THE ITALIAN EXPERIENCE

Garigali I.*, Galuppo L., Piria M., Bonanomi A.

Università Cattolica del Sacro Cuore di Milano ~ Milano ~ Italy

Introduction: The contribution addresses the phenomenon of work solidarity within the Italian context, which is characterised by growing inequalities and diverse types of employment. Whilst trade unions find it challenging to offer solutions, "alternative" forms of organizations are emerging. These are driven by the desire to enhance workers’ solidarity along a continuum ranging from individual empowerment to political development and mobilisation.
Purpose: The contribution is part of a wider research project that aims to map and understand the characteristics, actions and impacts of grass-roots organisations committed to address work inequalities in Italy. The presentation will discuss the profiles of these organisations, their approaches to solidarity and their distinctive challenges.
Method: To achieve the first objective a desk analysis was carried out (via consultation of major web search engines), integrated with exploratory interviews with key informants. Afterwards, to achieve the second objective, a cluster analysis was carried out on the mapped contexts, identifying different groups of solidarity organizations.
Results: via the mapping and cluster analysis of the 37 selected cases, four different organizational profiles are identified (ie: community-based, progressive, value-based and purpose-based organizations). The findings suggest that work solidarity is a nuanced and multifaceted experience, sustained by different organizational identities and strategies. Some solidarity organization are defined by traditional approaches to representation, a precise focus on individual empowerment and more exclusionary boundaries. Other, more “counter-hegemonic” ones, are characterized by a “solidarity in difference” approach, recognizing the value of their members’ differences and integrating social with political mobilization.
Conclusions: The contribution provides a critical reflection on contemporary work solidarity and its organisation, analysing how variety and critical tensions emerge in a process of constant evolution and redefinition of the concept of 'work solidarity' itself, as evidenced by the Italian experience.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology SDG 13: Climate Action

Abstract 1014

HIGH- AND LOW-IMPACT ENVIRONMENTAL MEASURES IN ORGANIZATIONS. A BOTTOM-UP TAXONOMY.

Gemmecke C.*[1], Kühner C.[2], Schäpers P.[3], Hüffmeier J.[4]

[1]TU Dortmund University ~ Dortmund ~ Germany, [2]Leipzig University ~ Leipzig ~ Germany, [3]Münster University ~ Münster ~ Germany, [4]TU Dortmund University & University of Agder ~ Dortmund & Kristiansand ~ Germany

Introduction:
Various ecological crises pose a threat to humanity, highlighting an urgent need for action. Key levers in taking action are (sustainable) companies, accounting for a considerable share of global greenhouse gas emissions (Unsworth et al., 2021). Given the progression of environmental crises, companies should adopt high-impact environmental measures to achieve a maximum environmental benefit. While the importance of high-impact measures is widely recognized, it remains unclear which specific measures have a high-impact and why such measures are not always implemented during the founding phase.

Purpose:
Entrepreneurs are a particularly interesting group to study because they have maximum freedom in decision-making during the founding phase of new companies. In this study, we investigate which high- and low-impact environmental measures entrepreneurs identify for their companies and which facilitating conditions and barriers may promote the implementation or prevent them from implementing these measures.

Method:
We conducted a two-staged qualitative Prolific survey targeting U.S. entrepreneurs (N = 102) and analyzed the data using the Gioia (2012) method. The median response time of the second survey stage was 52 minutes.

Results:
We developed a taxonomy of high- and low-impact environmental measures, including their facilitating conditions and barriers. The two most prominent high-impact measures are waste minimization strategies and transition to renewable energy. The implementation of environmental measures was, e.g., facilitated by economic advantages, sustainable boundary conditions, and an organization's pro-environmental climate. Conversely, the absence of these conditions hindered implementation. Moreover, what is a high-impact environmental measure varies across industries. However, high- and low-impact measures were implemented equally often.

Conclusions:
Consequently, entrepreneurs may not prioritize high-impact measures over low-impact measures when pondering which to implement. Our taxonomy enables scientists, entrepreneurs, and managers to identify high-impact environmental measures in organizations and to support their effective implementation by considering the facilitating conditions and identified barriers.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 947

VALIDATING SUSTAINABLE HR PRACTICES SCALE USING THE TRIPLE BOTTOM LINE FRAMEWORK: INTEGRATING PERFORMANCE ENHANCEMENT, EMPLOYEE SUPPORT, AND GREEN HR

Israr A.*, Villajos E.

University of Valencia, Faculty of Psychology and Speech Therapy ~ Valencia ~ Spain

Introduction and purpose: As business complexity increases, Sustainable Human Resource Management is now both a legal and ethical obligation for CSR. Despite its recognition, the HRM field lacks validated tools for measuring and implementing sustainable practices. While frameworks like the Triple Bottom Line (TBL) promote a balance of economic, environmental, and social factors, the absence of empirical measurements hinders practical application. This study addresses this gap by refining and validating a Sustainable HR Practices Scale based on previous studies which aligns with the TBL framework, operationalizing three key dimensions: Employee-Support (People), Performance-Enhancement (Profit), and Green HR Practices (Planet).

Methods: The research include two studies using data gathered from Spain, encompassing a cross-sector sample of 741 employees (2021) and a data cohort from social economy sector (1,589 at the end of 2022; 562 in mid-2023). The study implemented comprehensive statistical analyses, including EFA and CFA, reliability, and validity testing to ensure the scale's structural integrity. Different models were employed, tested and compared to find the best fit one.

Results: The hierarchical second-order CFA model (10 first-order factors loading onto 3 TBL-aligned bundles) confirmed structural validity (RMSEA = .06, CFI = .91) and had a good fit. Thus, the model of three bundles of practices with ten HR practices, has been confirmed and validated as an assessment tool. All psychometric results including Alpha, Omega, Rho, Split-Half and Test-retest reliability are robust. Additionally, there was consistently strong evidence for convergent, predictive, and criterion validity.

Conclusions and implications: This research offers organizations a practical tool that not only enhances academic discussions, but also provides practitioners with a validated tool to foster significant, data-driven advancements in sustainable HRM.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 161

WEAVING GREEN THREADS: EMBEDDING SUSTAINABILITY IN WORK ORGANIZATIONS

Villaluz V., Caringal--Go J.F., Teng--Calleja M.*, Catan M.G., Gutib M.V., Bagaman M.T.

Ateneo de Manila University ~ Quezon City ~ Philippines

Organizations increasingly realize the value of integrating sustainability in their strategic directions and value-creation processes. Aligning organizational norms, structures, systems and processes with the ESG (environment social and governance) framework is crucial in ensuring that leaders and employees uphold their commitment to the organization's goal of having a sustainable future. Using a multi-case study approach, this study examined recent annual sustainability reports and collected data through semi-structured interviews with sustainability leaders of seven business organizations in the Philippines, a developing country in Southeast Asia that consistently experiences environmental and socio-economic challenges. Results of the reflexive thematic analysis and cross-case comparison illustrate how external conditions (e.g. government regulations and environmental threats) and internal realities (e.g. operations and financial resources) shape how sustainability initiatives are carried out in these companies. Findings also demonstrated how sustainability is integrated in the organization's Mission and Goals that then sets direction for Leadership and Governance. At the core of the sustainability efforts are Strategic Initiatives (e.g. culture building; stakeholder engagement; institutionalizing sustainable practices and systems), that highlight concrete actions undertaken by the organizations to materialize its sustainability commitments. To evaluate the success and ensure accountability, organizations rely on Data and Metrics (e.g. key performance indicators) that orient the refinement of initiatives and guide further actions. This study contributes to applied psychology by offering a model for embedding sustainability within organizations, particularly in the context of a developing nation. The findings highlight the critical role of leadership in shaping organizational behavior and fostering a commitment to sustainability, offering practical implications for promoting environmentally and socially responsible practices in diverse organizational settings. This research underscores the application of psychological principles in understanding and driving organizational change towards a sustainable future.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1955

WHAT FUELS SUSTAINABLE HRM IN STARTUPS? LINKING FOUNDER VALUES, SUSTAINABLE LEADERSHIP, AND HRM PRACTICES TO EMPLOYEE OUTCOMES

Zoha W.*, Garcia F.J.

University of Valencua ~ Valencia ~ Spain

Introduction: Sustainability has moved from the margins to the core of organizational strategy, extending beyond green technologies to how people are managed. Yet, while Sustainable Human Resource Management (SHRM) is well-studied in large firms, its role and drivers in startups remain underexplored. With over 150 million startups worldwide and their growing socioeconomic impact, addressing this gap is critical.
Purpose: This study investigates the relationship between founders' value-based motivation for sustainability and the adoption of SHRM policies and practices in startups. It further examines how SHRM influences workplace well-being and affective organizational commitment, and whether managerial sustainable leadership behaviors moderate these relationships.
Method: A cross-sectional survey was conducted with 91 non-founder employees across 68 global startups. Data was collected using validated scales, and organizational-level analyses tested both direct and moderating effects.
Results: Findings reveal that founder value-based motivations significantly predict the implementation of SHRM practices, which in turn positively affect workplace well-being and affective commitment. However, sustainable leadership behaviors of managers did not moderate these relationships. Among SHRM policies, Diversity & Equal Opportunities and Attraction & Retention emerged as particularly impactful.
Conclusions: Results identify the founder as a normative architect of culture, consistent with imprinting and sustainability theories grounded in ethical responsibility and social justice. Rather than profit motives, SHRM in startups is driven by deliberate, values-based leadership. This positions them as not mere risky ventures but as laboratories for people-centered sustainability, with lessons extendable to organizations of all sizes. By emphasizing the human and psychological foundations of SHRM, this study advances entrepreneurial and organizational sustainability literature. It offers practical guidance for founders and managers on how to drive SHRM, for HR professionals to design low-cost, impactful systems, and for investors to recognize people-centered sustainability as a marker of resilience

01 - Division 1: Work and Organizational Psychology

HUMAN CAPITAL SUSTAINABILITY LEADERSHIP SCALE FOR HEALTHY ORGANIZATIONS

Thursday 23 July 2026 from 11:00 to 12:30

(O-Arsenale)

Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Chair
José María Peiró, Discussant

Healthy Organizations emphasize the value of the virtuous circle of successful performance and healthy workers for healthy business. This perspective is aligned with the happy-productive worker model (Cropanzano & Wright, 2001; Peiró et al., 2019, 2021) highlighting a synergetic crucial relationship between well-being and work-related outcomes, also supporting the well-being movement (Robertson & Cooper, 2010) and the crucial role of mental health (Kelloway et al., 2023) in organizations. In a Healthy Organizations framework, new forms of leadership and management of human resources have been introduced as the Human Capital Sustainability Leadership (HCSL; Di Fabio & Peiró, 2018a). The HCSL emphasizes the promotion of healthy people as flourishing and resilient workers, fostering organizational contexts as sustainable and high-performing environments. Based on a focus on relationships and awareness, the HCSL can express itself not only as formal but also as informal leadership, and in different contexts.

The HCSL is also aligned with the Sustainability Science (Komiyama & Takeuchi, 2006; Sahle et al., 2025; Takeuchi et al., 2017), and Sustainable Development Goals of the United Nations Agenda 2030 (SDGs) using psychological lens and the framework of the psychology of sustainability and sustainable development, to promote positive organizational environments characterized by valorization of human resources, enhancing mental health and well-being.

The interest for the HCSL is progressively increasing. At the moment are available the Malaysian version (Seok, Ching, & Ismail, 2021), the Japanese version (Tani, Tsuda, Tanaka, Hashimoto, & Shirataki, 2025); the Argentinian version (Vaamonde & Peiró, 2025), and other versions are in progress in other countries.

The first contribution by Yoshiyuki Tanaka, Akira Tsuda, and Kanae Tani will highlight the value of HCSL for Japanese managers' own mental health.

The second contribution by Chua Bee Seok and Rosnah Ismail will underline the contribution of HCSL and individual differences in promoting flourishing.

The third contribution by Charles Tchagneno will offer the French-language validation of the Human Capital Sustainability Leadership Scale, continuing to open opportunities in a cross-cultural perspective.

The fourth contribution by Carpintero et al. deals with the adaptation of the Spanish version of the Scale for Spain, focusing on the appraisal of the supervisors' leadership by their employees.

As discussant, José María Peiró will offer remarks on the value of this symposium and on the results of the three presentations.

Abstract 3666

DESIRABLE LEADERSHIP STYLES FOR JAPANESE MANAGERS' OWN MENTAL HEALTH: A STUDY USING HUMAN CAPITAL SUSTAINABILITY LEADERSHIP SCALE (HCSLS-J)

Tanaka Y.*[1], Tsuda A.[2], Tani K.[3]

[1]Kyoto Tachibana University ~ Kyoto ~ Japan, [2]Teikyo University of Science ~ Tokyo ~ Japan, [3]Kurume University ~ Kurume ~ Japan

Over the past decade, the ideal leadership style demanded in Japanese working place have been shifting from Leader-centered to Follower-centered (Sasame et al., 2025). Under this changing working circumstances, compounded by issues like harassment, many leaders confused their own management behavior and struggling with interpersonal relationships with subordinates, and in worse case, their mental health is deteriorated.

In this presentation, the results examining leadership styles that are beneficial for Japanese managers' own mental health are discussed. To conduct the study, Japanese translated version of HCSLS was used, in anticipation of future comparative researches across nations where desirable leadership styles are varied. The data provided from 527 Japanese individuals, who held a position of section manager or higher, were extracted from a WEB-based screening survey conducted on 6,604 respondents.

The original four-factor structure was confirmed adequately, although Japanese specific factor structure was also emerged statistically. Concurrent validity of the HCSLS-J was also affirmed. Current level of happiness and Present life satisfaction were statistically expected by high scores of Sustainable and/or Servant leadership styles, while high Ideal happiness and low scores of Depression and Stress mindset were related with Ethical leadership style. Mindful leadership style showed somewhat low relations to those scores of mental health compared with other three styles.

These results indicated that managers could keep their own present positive mental state by providing supports contributing to the future of his/her organization and subordinates, by empowering good workplace relationships and creating a more comfortable working environment. Moreover, it was also suggested that being correct and maintaining ethical manner was necessary to pursue future own happiness without becoming depressed. These managers' satisfactory and stable mental health, based on their attempted own attitudes, will bring more comfortable working environment and higher subordinates' productivity, thereby contributing to the organization's sustainable development.

Abstract 3667

THE INTERPLAY OF HUMAN CAPITAL SUSTAINABILITY LEADERSHIP, RELATIONAL MANAGEMENT, AND THE BIG FIVE IN EXPLAINING FLOURISHING

Chua B.S.*[1], Ismail R.[2]

[1]Universiti Malaysia Sabah ~ Sabah ~ Malaysia, [2]University of Cyberjaya ~ Selangor ~ Malaysia

The pursuit of sustainable well-being has placed increasing emphasis on the role of leadership and personality in shaping individual flourishing. This study investigates the relationships between Human Capital Sustainability Leadership (HCSL), Big Five of Personality Traits Inventory, and Flourishing Scale. Grounded in positive psychology and sustainable leadership theory, the study explores whether the Big Five personality factors (extraversion, agreeableness, conscientiousness, openness, and neuroticism) mediate the relationship between HCSL and flourishing. A total of 429 participants completed validated measures of leadership, personality, and flourishing. Mediation analyses were conducted using the PROCESS macro (Model 4; Hayes, 2022). Across all models, leadership styles positively predicted flourishing. Conscientiousness emerged as a consistent positive mediator in the HCSL and mindful leadership models, with a marginal effect in the sustainable and servant leadership models. Extraversion, agreeableness, and openness were significant positive predictors of flourishing, whereas neuroticism negatively predicted flourishing, although they did not serve as mediators of the leadership–flourishing link. The integrated findings suggest that leadership fosters flourishing primarily through direct effects, with conscientiousness playing a unique mediating role. These results highlight the importance of both leadership and personality traits in understanding pathways to flourishing.

Abstract 3668

FRENCH-LANGUAGE VALIDATION OF THE HUMAN CAPITAL SUSTAINABILITY LEADERSHIP SCALE

Tchagneno C.*

Université Marie et Louis Pasteur ~ Besançon ~ France

The Human Capital Sustainability Leadership Scale (HCSLS) (Di Fabio & Peiro, 2018) captures the characteristics necessary to promote fulfilled and resilient workers and build healthy, prosperous, effective, and sustainable organizations. It is an integrative tool that incorporates new approaches to leadership, including ethical, sustainable, mindful, and servant leadership.French-speaking countries, like the others around the world, are committed to the process of sustainable development and the promotion of organizations that promote a healthy environment and ensure the fulfillment of workers without jeopardizing that of future generations. The objective of this study is to verify the psychometric properties of the French-speaking version of the LDCH scale, which is particularly relevant in this context. First, the scale was translated into French using a translation-back-translation process. The translated version was pre-tested with 10 French executives. A questionnaire containing the HCSL scale and the psychological flourishing scale was distributed online. CFA, invariance, and validity analyses of the scale were then performed.Results show that the French version of the HCSL scale has good psych ometric properties. The structure of the translated scale corresponds to that of the original scale, with good fit indices and very good internal consistency for both the four dimensions of the scale and the overall scale. It was also observed that this scale structure did not vary according to the gender of the participants, their country of origin, or their country of residence. However, for the latter criterion, some results show weaknesses that need to be explored. Thus, the HCSL scale appears to be adequate for studying the characteristics of managers necessary for promoting healthy and sustainable organizations in French-speaking countries that foster employee fulfillment and resilience.

Abstract 4925

SPANISH ADAPTATION AND VALIDATION OF THE HUMAN CAPITAL SUSTAINABILITY SCALE

Carpintero C.*[1], Soriano A.[2], Peiró J.M.[2]

[1]Europea de Madrid ~ Madrid ~ Spain, [2]Universitat de València ~ València ~ Spain

Current historical events have marked a before and after in every sphere of life: COVID-19 to the rise in political tensions, armed conflicts and a rapid increase in authoritarian leadership with a polarised political scene. Organisations, more than ever before, are starting to be interested in strengthening their human structure and entering virtuous spirals of health and profit with their workforce, ensuring the creation of safe and thriving spaces for them to become resilient and high-performing, in formal and informal leadership settings.

For this mission, the present study aims to validate and adapt the psychometric properties and the factorial structure of a tool that measures the attitudes leaders must exert to make this possible, the Human Capital Sustainability Leadership Scale (HCSLS) (Di Fabio & Peiró, 2018), to the Spanish language. This scale integrates four factorial dimensions: ethical, servant, mindful and sustainable leadership, as well as a second-order factor that was examined in a population sample consisting of approximately 200 workers from Spain.

A confirmatory factorial analysis was conducted to examine not only the validity and reliability of the instrument in the Spanish language but also to inquire into the convergent-divergent correlation of the variables of job satisfaction, job insecurity, and thriving at work with the HCSLS. The results have demonstrated strong psychometric properties, with Cronbach's alpha values ranging from .85 to .93 across the four dimensions. The dimensions showed significant positive correlations with job satisfaction and thriving, and negative correlations with job insecurity ($p < .01$). These findings support the internal consistency and construct validity of the Spanish version of the HCSL, confirming its suitability for assessing sustainable leadership styles of supervisors and middle management in organizational settings in Spain. The study of these psychometric properties in other Spanish-speaking countries is yet to be examined.

01 - Division 1: Work and Organizational Psychology

DECENT WORK AND CLIMATE CHANGE. FROM GROUND ZERO OF UNFREE WORK TO SUSTAINABLE LIVELIHOODS IN INFORMAL AND FORMAL ECONOMIES THAT PROTECT PEOPLE, PROSPERITY AND PLANET

Thursday 23 July 2026 from 11:00 to 12:00

(T-Monumentale)

Veronica HOPNER (Massey University of New Zealand ~ Auckl), Chair and Presenter
Rosalind Searle, Discussant

On the 10th of January 2024, the European Union's Copernicus Climate Change Service (C3S) confirmed that for the first time since records began, the world has experienced global temperatures which exceeded 1.5C above pre-industrial periods. Climate change is now escalating Earth's temperatures beyond the experience of modern humanity. Tackling climate change through promoting sustainable and decent work in both the formal and informal economies is now undeniably imperative. The ever-increasing extreme weather events are causing untold suffering and destruction and ongoing vulnerabilities, which are far-reaching and typically severe. Climate change is destroying people's livelihoods and creating realities of labour exploitation in informal economies, which damages our ecosystems and accelerates processes of climate change. Further escalating climate change is the world of work in the formal sector, which contributes the lion's share of the global carbon emissions. Climate Change impacts work, and the World of Work impacts climate change. This session examines the often neglected i-directional links between work and climate, in both the formal, and much larger but often overlooked, informal labour economies. We use supply chains in the fashion industries to plot climate change and show how indecent work can be reworked and made decent. Decent work and economic growth, the Agenda for Decent Work sits literally at the heart of all 17 of the 2016-30 United Nations (UN) Sustainable Development Goals (SDGs). Identifying a yawning gap in the Agenda with respect to Climate Action (SDG-13), we show how Climate Action is needed to advance the idea of decent work as ethical and functional, for people, planet, and prosperity.

Abstract 3988

UNFREE WORK AND CLIMATE CHANGE

Hopner V.*

Massey University of New Zealand ~ Auckland ~ New Zealand

It is now unequivocal that anthropogenic climate change is causing unprecedented pressures on Earth's ecosystems- air, land and water. Increasingly, there are intense weather events such as droughts, fires, floods, storms and cyclones, all of which are regularly destabilising people, communities, and inevitably, the world of work on which most still depend for their everyday livelihoods. Climate events have serious if not catastrophic impacts on people's ability to feed and house themselves and crucially on the sustainability of their livelihoods. These impacts increase vulnerability to irregular migration, labour exploitation, debt bondage, modern slavery, and human trafficking. In essence, unfree work which psychologically, physically and financially shackles millions of workers to indecent, obscene work. This unfree work which is informal and illegal often occurs in protected areas, such as forests and oceans that are crucial for climate mitigation.

As such, the world of work may be the single biggest contributor to climate change through the destabilizing of the oceans and forests, which comprise the planet's life support system, coupled with the ever-increasing greenhouse gas emissions, waste production, energy and freshwater consumption, resource extraction, and agricultural practices in the informal and formal economies. Staggeringly, it is reported that since 2016, it is 57 formal companies, which produce oil, gas, coal and cement, that are responsible for 80% of the world's carbon emissions (Watts, 2024). Humanity is locked into vicious cycles of escalating and destructive production and consumption. The world of work can no longer be separated from climate action. Indecent work is fueled by climate destruction, just as climate destruction is fueled by the world of work. Indecent work is therefore anathema to climate action, and decent work is necessary for both climate action and sustainable livelihoods. Sustainability must always be understood as equitable interconnections of people, planet and prosperity.

Abstract 3990

CLIMATE CRISIS AND WORK IN THE INFORMAL ECONOMY: A POSITIVE, SOLUTION-FOCUSED APPROACH

Saxena M.*

University of Nebraska Omaha ~ Omaha ~ United States of America

The world of work is a core contributor to the grand challenges facing the world today. On the one hand, the climate crisis is a critical area of concern that is impacted significantly by those who live and work in the informal economy, often due to exploitative and consumptive phenomena that limit choices for individuals and communities. On the other hand, this crisis tends to have a disproportionately larger adverse impact on those how live and work in the informal economy, due to limited access to resources, poverty, and means for protection.
Grounding the talk in lessons learned from artisans and indigenous knowledge schemas, this presentation will discuss a vision for a sustainable supply chain that supports living wages, worker wellbeing, and the environment. We envision an evidence-informed version of such a supply line derived from a case vignette of artisanal workers that puts the worker and the planet at the forefront. Such a supply line with key inflection or touch points that rest on the principles of living wages can be a win-win-win for people, planet, shared prosperity, including, importantly, the margins of the labour market.

Abstract 3991

LIVING WAGES AND POLYCRISIS: QUO VARDIS?

Carr S.*

Massey University of New Zealand ~ Auckland ~ New Zealand

The Decent Work Agenda calls for fair incomes for all. These imply universal living wages, especially during a cost-of-living crisis. Living wages have the further potential to help address climate action, by enabling people to afford dearer but often more environmentally friendly, sustainable goods, products and services. Nonetheless there is an inconvenient truth in this theoretical win-win – in practice, living wages in one part of a supply chain may leave less of the wage fund available to pay people working elsewhere in the same chain, e.g., in the informal economy.

People go to work not for decent work but to make a sustainable livelihood. These livelihoods are inter-connected and inter-dependent. Your livelihood is connected to mine, as mine is to yours. Our wage is connected to your wage, and we all share – and depend on - the same ecosystem for keeping all livelihoods sustainable. In research work, this focus on sustainable livelihoods shifts our gaze, from single jobs in single organizations, toward inter-organizational dynamics. Applied research then stands shoulder-to-shoulder with working groups of all denomination, and defends inter-connected human rights and social inclusion along whole supply chains.

To what end? Livelihoods become sustainable when they protect people from crises (like the cost-of-living and climate change). Historically, and pre-historically, making livelihoods sustainable has necessitated diversification of income streams. Livelihoods were made sustainable though multiple activities, because if one fell over, or under-delivered, another took over. When single jobs do not or cannot be made to pay a decent living wage, with living hours, and decent work conditions in general, diversification may become necessary. Options for diversification include for example basic income, social enterprise, and the harnessing of AI. Each of these has the potential to help deliver livings that are comparatively sustainable, for people and planet.This presentation explores their applied psychology.

01 - Division 1: Work and Organizational Psychology

BETWEEN THE GARDEN AND THE BREACH: CONVERSATIONS ON THE ROLE OF PSYCHOLOGY AND PSYCHOLOGISTS IN TIMES OF DEEP CRISIS

Thursday 23 July 2026 from 11:00 to 12:30

(R-Arsenale)

Silvia Ivaldi (University of Bergamo ~ Bergamo ~ Italy), Chair and Presenter
Kieran O'Doherty (University of Guelph ~ Guelph ~ Canada), Discussant

The main theme of this symposium is the role that applied psychology can play in addressing communitarian and organizational change through a critical stance. Discussed will be tensions of reconciling the intersubjective dimension with the global one, ethical reflexive critical stance with functionalist demands, concern for people with political and cultural mandate.
These questions run through this symposium and the conversations that will shape it, with the understanding that we are asking it at a time when several crises, of which we have been aware for decades, seem to be spiraling into epochal change. The coming decades are the time horizon that international organizations, research institutes, and think tanks estimate to be crucial, calling on us, as academics and practitioners, to take a principled stand.
This symposium offers a proposal for repositioning the psychological work of counseling and intervention in the communitarian and organizational context where remaining neutral could mean losing sight of the meaning of psychological work and missing the opportunity to realize the contributions of applied psychology to different contexts.
We feel the need for a psychology that speaks out when it acts professionally in context, about the enormous, compounding crises, for which organizations and communities bear significant responsibility. We therefore sought to lay out the basis of negotiating, designing, and evaluating organizational interventions and action research by reconnecting a critical gaze on the ideological, economic, and social dimensions with the possibility that new worlds and dislocated imaginaries may open up through emerging ourselves in the intersubjective field with stakeholders.

Abstract 4504

BETWEEN SYMBOLIC RADICALISM AND SUBTLE MANAGERIALISM: PARADOXES OF PERFORMATIVITY IN CRITICAL APPLIED PSYCHOLOGY

Hornung S.*

University of Innsbruck ~ Innsbruck ~ Austria

Discussed are paradoxes and tensions inherent in Critical Applied Psychology (CAP), which is both rooted in critical social theory and has a mission of engagement with practice. This dialectic is illustrated by combining Adorno's dictum that "there is no right life in the wrong one" with Marx's famous thesis that philosophers have "only interpreted the world in various ways; the point is to change it".

Revolutionary societal macro-emancipation, however, has been shelved as unrealistic in favor of modest versions of micro-emancipation in the workplace. This motion and associated contradictions were demonstrated by Critical Management Studies (CMS), transitioning from radical structuralism of labor process theory via poststructuralist and linguistic turn to deconstructionist and hermeneutic approaches. The extensive debate on anti-performative intent and critical performativity in CMS is reviewed with regard to implications for CAP.

Scrutinized are suggested principles of pragmatism, potentialities, affirmative stance, ethics of care, and normative grounding as well as concrete examples, such as involvement in worker recuperated enterprises, social movements, and academic activism. In the performativity-debate in CMS, different traditions accuse each other of meaningless symbolic radicalism versus selling out to subtle forms of managerialism. Similar discussions have ignited within CAP and are likely to increase as this stream gets more diverse.

While lessening the suffering of people at work is an intrinsic value that should not require justification, it may have system-stabilizing function, giving rise to the reputation of applied psychologists as handmaidens of capital and servants of power. This dialectic is expressed in Oscar Wilde's paradox that the "worst slave-owners were those who were kind to their slaves", making a monstrous system look less horrific. Of course, this sounds cynical from a humanitarian point of view, illustrating the dialectic double bind that will be reflexively deliberated here, rather than resolved.

Abstract 4505

THE EMOTIONAL PILLARS OF NEOLIBERAL OPPRESSION AND MASS SUFFERING

Degirmencioglu S.M.*

Institute of Trivial Studies ~ Frankfurt ~ Germany

Applied psychology is routinely described as a helping profession. A critical perspective reveals a troubling question: who does it actually help? Historically, psychologists have largely ignored mass suffering and emancipation, instead aligning with Comte's positivist vision and serving the status quo.

A stark example is Edward Bernays, who pioneered public relations by weaponizing psychology to "engineer consent," manipulating desires and fears to shape public behavior and fuel consumerism. This legacy persists today. Regimes and corporations exploit emotions - especially fear - to manufacture consent. Militarism and nationalism thrive on insecurity, while neoliberal capitalism weaponizes worry as a tool of control.

As one U.S. social scientist noted, the lack of universal healthcare isn't accidental; it keeps people "afraid, anxious, and worried all the time." Health, of course, is just one example. Housing is another. The absence of affordable housing and the denial of housing as a right are intended to put masses into long-term debt (i.e., mortgage) and into jobs that they cannot leave. Mortgage leads to worrying and for decades. It is not a coincidence that banks use slogans like "Seven ways to stop worrying and love your mortgage".

Mainstream psychologists have shown very little interest in how and why worry is systematically manufactured. Debt and credit have long become household terms, and they, too, have been of little interest for mainstream psychologists. Job insecurity, or precarity, has also received little attention. Today even retirement and pensions are under attack, particularly in world's richest countries. Masters of neoliberal capitalism want to make insecurity a norm across the lifespan.

Even though mainstream psychology sees emotions as its domain, it systematically avoids addressing how emotions are used to manufacture consent and particularly how they are used to create mass suffering.

Abstract 4506

RENEWING A VISION FOR APPLIED SOCIAL PSYCHOLOGY: BEYOND VARIABLES AND SOCIAL COGNITIONS

O''Doherty K.*

University of Guelph ~ GUelph ~ Canada

The field of applied social psychology is often defined as the application of theories, methods, and findings from social psychology to real world problems. This definition makes the development of solutions to real world problems highly dependent on prevailing paradigms in social psychology. In this presentation, I argue that with some notable exceptions, dominant lab based and experimental approaches to social psychology do not serve as a sound foundation for applications that might address some of the most pressing problems of our time. To a large degree, social psychological knowledge production is based on a distorted emulation of methods and epistemological principles from the natural sciences. In particular, social and psychological phenomena are typically understood through mechanistic models that neglect individual and collective human agency; knowledge production relies on positing variables without deeper ontological reflections about the nature of the phenomena being studied; research questions are typically limited to quantifying associations between variables, while failing to attend to socio-cultural meanings that shape human experiences; the analytical unit of interest in social psychological theories is predominantly the individual which neglects contextual cultural and institutional factors; knowledge claims are typically intended to be universal thus failing to understand human phenomena as situated historically, socially, and culturally. To move beyond a narrow scope of the discipline whose relevance and effectiveness is obstructed by flawed epistemological premises, I offer a pluralistic vision for applied social psychology that encompasses three distinct streams of scholarship: 1) intervention research that is based primarily on experimental design and social-cognitive approaches, 2) critical approaches that attend to unequal power relations and aim at their amelioration, and 3) participatory approaches that prioritise community well-being and engagement above epistemological goals. I provide an overview of available methodologies and practices for such an expanded vision of applied social psychology.

Abstract 4507

FROM SOCIAL STRUCTURES TO INTERSUBJECTIVE SPACES: THE CHALLENGE OF PSYCHOLOGICAL CRITIQUE IN TIMES OF CRISIS

Ivaldi S., Toscano A.*

University of Bergamo ~ Bergamo ~ Italy

The term "critique" often thrives in academic circles, but rarely among professionals—yet today's crises demand psychological engagement. Energy, war, migration, health, and economic upheavals are deeply interconnected, forming what Morin calls a polycrisis: a complex, inescapable web of challenges. The myth of psychology's neutrality is unsustainable, both theoretically and ethically. As applied psychologists, we must ask: where should we direct our knowledge and practices? Critique is not abstract; it exposes hidden crises, disrupts daily life, and reveals oppression—even when crises mask themselves as inevitabilities.

This moment forces us to confront two urgent questions: "What should we do?" and, more uncomfortably, "Which side are we on?" Consider this: a mafia boss might seek therapy, just as an executive implicated in environmental or labor crises might consult an organizational psychologist. Such encounters force critique to split: one path focuses on global injustices—judging systems harshly from a distance—while the other embraces intersubjective spaces, where reflexivity replaces judgment. Suspending judgment doesn't mean ignoring complicity, however. Research on precarious work and academia's own crises shows how we all risk perpetuating domination, even unwittingly.

The shifts are undeniable: European industry pivots to arms production, financial markets fuel militarization, welfare systems crumble, and healthcare struggles to meet escalating needs. Staying detached means forfeiting the chance to understand—and transform—these realities. To act as agents of change, psychologists must occupy the tensions between macro-critique and interpersonal reflexivity. This means building public discourse to denounce injustices and cultivating radical self-awareness in our practice.

Critique thus operates on two levels: first, by exposing systemic failures; second, by fostering reflexivity that challenges our own roles. Both require partnership—aligning with collective resistance to reshape organizations and reclaim the ethical core of our work.

Abstract 4508

BEYOND TECHNO-FUTURES: RETHINKING THE “FUTURE OF WORK” THROUGH THE CRISIS

Giusino D.*

University of Foggia ~ Foggia ~ Italy

Dominant narratives about the “future of work” overwhelmingly frame it as a technological inevitability driven by digitalisation, automation, and artificial intelligence. These framings have gained significant traction in organizational psychology and managerial discourse, often positioning psychologists as facilitators of smooth technological adaptation. Yet such accounts obscure the social, ecological, and geopolitical crises that shape contemporary work far more unevenly and unpredictably than technological trajectories. This contribution argues that the prevailing techno-centric focus narrows psychologists’ ability to engage reflexively and ethically with the world of work at a time when crises—climate breakdown, democratic erosion, economic instability, war, and intergenerational precarity—are redefining what work is and what it can be.

By disentangling “the future” from linear narratives of technological progress, the presentation invites a repositioning of applied psychology within broader societal and planetary contexts. It highlights how current future-oriented discourses reproduce exclusions by assuming that all workers and forms of labour are equally shaped by digital transformation, while large segments remain structurally marginalized or untouched by it. Moreover, it foregrounds how future-of-work rhetoric carries affective contents, revealing societal anxiety, resignation, and a shrinking political imagination.

Through this critique, the presentation aligns with the symposium’s call for a psychology capable of taking a principled, critical stance in times of deep crisis. Rather than acting as a neutral mediator of managerial agendas, psychologists can contribute by interrogating dominant imaginaries, attending to lived realities, and situating organizational interventions within complex, crisis-laden socioecological systems. A more contextual, plural, and crisis-attuned understanding of the “future of work” becomes analytically necessary and ethically imperative for the discipline’s relevance.

01 - Division 1: Work and Organizational Psychology

Decent work in organizations 1

Thursday 23 July 2026 from 11:00 to 12:30

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2242

BALANCING THE SCALES: EXPLORING HOW WORKERS DEFINE WORK EXPLOITATION AND COPE WITH EXPLOITATIVE WORK EXPERIENCES

Oliveira S.[1], Costa S.*[1], Coyle--Shapiro J.[2]

[1]ISCTE - Instituto Universitário de Lisboa, Business Research Unit ~ Lisbon ~ Portugal, [2]Jack H. Brown College of Business and Public Administration, California State University ~ California ~ United States of America

Despite significant progress in labor protection, exploitation in the workplace may be more widespread than is generally assumed. In today's Western labor markets, shifts in working conditions have led organizations to adopt subtler forms of exploitation that serve organizational interests while undermining employees' well-being. These dynamics often involve seemingly acceptable practices, such as neglecting employee needs, fostering relative deprivation, or ongoing job insecurity, that workers may inadvertently normalize. This qualitative study explored how employees conceptualize work exploitation and the coping strategies they use to manage and recover from these experiences. Participants first took part in individual interviews addressing their perceptions about the employee-organizational relationship and their coping responses to work experiences. Two months later, a recall interview was conducted in which participants were presented with a scenario-based summary of their previously reported experiences and asked to evaluate whether each scenario represented exploitation and to define what constitutes an exploitative work relationship. Twenty-two full-time workers (68.18% women; M = 36.86 years, SD = 10.00; M = 7.95 years tenure) participated, with 20 completing the recall phase. Data were analyzed using thematic analysis, combining deductive and inductive reasoning, and organized following Gioia's methodology for data structure. Results showed that 72.73% of participants regarded their work relationships as exploitative, with 87.50% of those identifying both relational and structural dimensions of exploitation. Exploitation was perceived as more likely when individuals had limited negotiation power and lower financial stability, while perceived freedom of choice and personal responsibility attenuated the perception of exploitation. Coping strategies were mainly directed at relational rather than structural exploitation, often through emotional regulation when employees felt undervalued or ignored. These findings provide insight into employees' lived experiences of exploitation, underscoring its implications for occupational health and well-being and highlighting the need for interventions to mitigate exploitative work environments.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 804

THE LOGIC OF TOLERANCE: SYSTEMS THEORY PERSPECTIVE ON SEXUAL HARASSMENT TOLERANCE IN SERVICE INDUSTRY

Korsak M.*, Martinez L.

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Sexual harassment is a persistent and pervasive challenge for service industry employees. In the United States (US), the service industry (e.g., restaurants, bars) accounts for the highest proportion of sexual harassment lawsuits, representing 14% of total claims filed between 2005 and 2015 (Center for American Progress, 2017). Yet, when examined globally, reported rates of harassment in service contexts vary considerably, with 30–70% of restaurant employees regularly experiencing harassment (EU Parliament, 2023; Holubová & Gotthardová, 2025). These variations highlight the cultural and systemic factors shaping both the prevalence and tolerance of harassment. In the US, legislation and capitalistic policies often perpetuate a culture of tolerance, pushing many workers into compliance. For instance, servers in Europe receive base salaries that support livable wages and retain the agency to refuse service to abusive customers. In contrast, US servers typically earn minimum wage plus customer tips, with many still falling below the poverty line. Because livable wages depend heavily on tips, the service culture in the US reinforces norms such as “the customer is always right” and the expectation that service should be delivered “with a smile.” These contextual conditions leave US service staff uniquely vulnerable to harassment. In response, our proposed Logic of Tolerance model identifies factors across individual, organizational, industry, social, and legal levels that facilitate harassment incidents. The model underscores how systemic conditions—such as economic dependence on customers, cultural norms of service, and limited organizational protections—intersect to normalize and exacerbate harassment. This framework makes a novel contribution by integrating insights from social work, clinical psychology, and trauma-informed approaches into organizational and management literatures. In doing so, it represents an initial step toward addressing the structural and cultural conditions that allow sexual harassment to persist in the workplace.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 2: Zero Hunger SDG 1: No Poverty

Abstract 419

MEMBER PARTICIPATION IN DAIRY COOPERATIVES: EVIDENCE FROM RURAL INDIA

Biswas S.N.*[1], Verma G.G.[2]

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The study examines the direct and mediated roles of life centrality, market support, work engagement, and commitment to cooperatives in shaping participation in cooperatives that can strengthen the overall functioning of cooperatives. Dairy farmers in India form the poorer section of the rural society, owning less than two and a half acres of land and an average herd size of two animals only. Dairy cooperatives have played a central role in keeping these farmers out of poverty and destitution. Moreover, milk is a primary protein source for a large majority of the vegetarian population of India. Data from 1000 dairy farmers from 30 different dairy cooperative societies in Gujarat (India) was analysed using Structural Equation Modelling (SEM). Results suggested that life centrality of dairying significantly influences both work engagement ($\beta = .624$, $p < 0.001$) and commitment to the cooperative ($\beta = .345$, $p < 0.001$). Market support also has a positive effect on commitment ($\beta = .263$) and directly influences participation in the cooperative ($\beta = .311$, $p < 0.001$). Work engagement enhances commitment but does not directly affect participation. Participation is most strongly influenced by market support and commitment. Life centrality also showed indirect effects through work engagement and commitment. The findings indicate that life centrality and market support are critical factors influencing member participation in cooperatives. Strategies to expand membership should focus on individuals who strongly identify with the dairy business. A higher level of participation in cooperatives can improve the socio-economic conditions of dairy farmers and support sustainable rural livelihoods. The research has implications for Sustainable Development Goal (SDG) 1 (No Poverty), SDG 2 (No Hunger and Healthy Diet), and SDG 8 (Decent Work and Economic Growth).

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 802

"EXPLORING AND UNDERSTANDING THE MIGRANT WORKERS EVERYDAY EXPERIENCES OF PRECARIOUS EMPLOYMENT.

Nair S.*

Dublin Business School ~ Dublin ~ Ireland

Precarious employment increasingly defines labor markets, disproportionately affecting migrant workers. This study explores the lived experiences of precarious employment among Asian Indian migrants in the hospitality sector in Ireland and the UK. Drawing on Allan et al.'s (2021) Work Precarity Framework and framed by the Psychology of Working Theory (Duffy et al., 2016), the research examines three dimensions of precarity: precarity of work (job insecurity and workplace uncertainty), precarity at work (social rejection and discrimination), and precarity in work (poverty and unmet needs). Intersectional factors including age, gender, migration status, and education are also considered.

A purposive sample of 20–30 participants is being recruited across Dublin and London, with semi-structured interviews conducted over a three-month period. To date, 18 interviews have been completed and analysed thematically (Braun & Clarke, 2006). Emerging findings indicate widespread job insecurity, limited prospects for career progression, and heightened vulnerability tied to migration status and visa restrictions. Experiences of exclusion and stereotype-based discrimination were common, particularly among women and younger migrants, while economic precarity often intersected with pressures to remit earnings. Despite these challenges, participants described strategies of resilience, including drawing on community networks, pursuing skill development, and reframing precarious work as a stepping stone toward long-term goals.

Preliminary results highlight how structural conditions of migration interact with employer practices to exacerbate inequality in the hospitality sector. At the same time, migrant workers demonstrate agency in navigating and making meaning of precarity. These findings contribute to debates on migrant labor and inequality in European contexts and underscore the need for stronger protections ensuring equitable and secure employment conditions.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1878

ORGANIZING WORK SOLIDARITY: DEFINITION, ENABLING MECHANISMS, AND IMPACTS. A SCOPING REVIEW.

Piria M.*, Galuppo L., Bonanomi A., Garigali I., Pistoni C.

Università Cattolica del S. Cuore ~ Milano ~ Italy

Introduction.
Amid growing labor instability, new forms of solidarity among and for workers have emerged as alternatives to trade unions. These organized forms represent an intriguing yet underexplored phenomenon within the current literature in the field of Work and Organizational Psychology (WOP).

Purpose.
This contribution seeks to frame scholarly perspectives on organizing work solidarity. It examines how solidarity is defined, the theories supporting it, its target groups, its impacts in contemporary labor contexts, and the enabling and constraining factors that shape it.

Method.
The review was conducted on Scopus, PsycINFO, and JSTOR. The process led to the inclusion of sixty-three contributions, published between 2014 and 2024, addressing conceptualizations and research on solidarity. Thematic analysis was conducted to explore emerging themes, focused on definitions of solidarity and organized solidarity, as well as enabling and hindering factors and their impacts.

Results.
The selected papers, largely sociological, identify four main approaches to defining organized work solidarity: solidarity as collective mobilization; as reciprocal and mutual help; as a "we-ness" connection; and as achievement-in-process. Targets range from traditionally unionized categories to non-standard employment. Particular attention is devoted to marginalized workers, such as those in informal and domestic labor. Enabling and constraining factors are examined across structural, organizational, relational, and individual dimensions.

Conclusions.
Workplace solidarity emerges as a heterogeneous phenomenon, simultaneously functioning as a mobilizing force, a relational practice, a process of identity formation, and a protective mechanism. It constitutes both a response to precarious employment and an innovative form of collective organization beyond unions. Its expression is strongly shaped by social, cultural, and organizational conditions, demonstrating its dynamic and context-dependent nature. Future research should explore how solidarity can be strengthened and institutionalized, particularly in non-standard and marginalized work experiences. No recent reviews within WOP studies have systematically addressed workplace solidarity and its organizational forms.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 761

THE MEDIATING ROLE OF PSYCHOLOGICAL SAFETY IN THE RELATIONSHIP BETWEEN DECENT WORK AND OVERALL LIFE SATISFACTION: EVIDENCE FROM THE PORTUGUESE THIRD SECTOR

Lopes S.[1], Rodrigues A.*[2], Pais L.[1], Dos Santos N.R.[3]

[1]Faculdade de Psicologia e de Ciências da Educação, Universidade de Coimbra ~ Coimbra ~ Portugal, [2]Faculdade de Filosofia e Ciências Sociais, Centro de Estudos Filosóficos e Humanísticos, Universidade Católica Portuguesa ~ Braga ~ Portugal, [3]Universidade de Évora ~ Évora ~ Portugal

Introduction: Decent work is recognised as a key factor in fostering both individual and collective well-being. However, the psychological mechanisms by which decent work leads to broader life satisfaction are still not fully understood. Psychological safety, defined as a shared belief that one's work environment is safe for interpersonal risk-taking, may serve as one pathway, especially in mission-driven settings such as the third sector.
Purpose: To examine a mediation model in which psychological safety mediates the relationship between decent work and overall life satisfaction among employees of Portuguese third-sector organisations.
Method: A cross-sectional survey was conducted with 116 workers from nonprofit and social-economy organisations in Portugal. Participants completed validated measures of decent work, psychological safety, and overall life satisfaction. Data were analysed using the PROCESS macro (Model 4) with bootstrapped confidence intervals to examine mediation.
Results: The direct effect of decent work on overall life satisfaction was positive and statistically significant. The indirect impact of decent work on life satisfaction through psychological safety was also significant, indicating partial mediation. The fully standardised indirect effect showed a meaningful effect size for the mediational pathway.
Conclusions: The data support a partial mediation model whereby decent work has both a direct effect on life satisfaction and an indirect effect through psychological safety. Therefore, decent work is essential for boosting psychological safety, which subsequently enhances individuals' overall life satisfaction. Investing in decent work is crucial for third-sector organisations. Furthermore, its connection with psychological safety and employee well-being enhances its importance, as organisations with these characteristics are likely to be more sustainable.

01 - Division 1: Work and Organizational Psychology

TOXIC CULTURE AND LEADERSHIP IN ORGANIZATIONS

Thursday 23 July 2026 from 12:00 to 13:00

(T-Monumentale)

Chiara Ghislieri (University of Turin, Department of Psych), Chair and Presenter
Monica Molino (University of Turin, Department of Psych), Co-Chair

Alongside the paradigms of 'positive' interpretations of organisations, there is an increasing need to consider and analyse the toxic dimensions of organisational life.This involves identifying the sources of toxicity and recognizing and enhancing the resources that can counter these negative dynamics(Peirò, Svicher & Di Fabio, 2023; Spagnoli et al., 2021).The growing importance of studying these phenomena and implementing subsequent interventions is attributed to evidence of an increasing intensification of work,characterized by significant interference of work in private life due to new technologies and limitations on recovery opportunities.The shift in values towards a desire for a more balanced life has also contributed to bringing attention to toxic,always-on,hypercontrolling,
and unsustainable organisational cultures.A central topic in this scenario is leadership:
the prevalence of positive approaches is now complemented by a more systematic examination of the destructive distortions of leadership (Ghislieri, 2024),whose negative effects on well-being and work quality are being increasingly confirmed(Molino, Cortese & Ghislieri, 2019; Dolce et al.,2020).In this symposium we bring together five different contributions that, with different but complementary perspectives, supplement the scientific literature.
The first contribution (Dolce et al.)presents a quantitative study carried out within the French telework observatory and focuses on the relationship between micromanagement at work and tensions in the personal life sphere.
The second paper (Eckenschwiller & Wodociag) describes a qualitative study carried out in the French hospital context with the aim of analysing the dynamics concerning the relationship between
leadership (positive and toxic)and the development of interprofessional collaboration practices.
The third study (Sanseverino et al.)also concerns the hospital context:we are in Italy,in this case, and the quantitative study analyses, through a cluster analysis, the intertwining of positive leadership and micromanagement, considering differences in turnover intention.
The fourth study (Carvalho et al.),quantitative and longitudinal, considers the relationship between supportive organisational culture,micromanagement and work-family conflict.The last study (Caputo et al.), multilevel, concerns the healthcare context and,specifically, the
nursing population and investigates the relationship between abusive leadershipandconsensus on LMX in relationtojobsatisfaction.

Abstract 4252

THE INTERTWIN BETWEEN LMX AND MICROMANAGEMENT: HOW DOES TURNOVER INTENTION CHANGE IN A HEALTHCARE CONTEXT?

Sanseverino D., Sacchi A., Molino M.*, Ghislieri C.

Dipartimento di Psicologia, Università degli Studi di Torino ~ Turin ~ Italy

The role of leadership in organizational culture was clearly identified by Schein (1985). Subsequent studies have observed the link between positive leadership and the sustainability of organisational life (Peirò, Svicher & Di Fabio, 2023). Over the last few years, more and more, attempts have also been made to observe also the toxic dynamic and the role of destructive leadership in association with phenomena of work invasion in personal life (Molino, Cortese & Ghislieri, 2019; Dolce et al., 2020).
While in some cases positive and destructive leadership (Ghislieri, 2024) are considered 'separate' phenomena, in the present study we focus on their intertwining (Spagnoli et al., 2021) and on the differences in turnover intention. For positive leadership, we considered the LMX model; for destructive leadership, we focused on micromanagement.
The sample consists of 1287 employees of a local health authority (70% women). LMX was surveyed through 5 items (alpha .93); micromanagement through 4 items (alpha .73); turnover intention (TI) through 3 items (alpha .84).
The data analysis, performed with SPSS, involved cluster analysis and analysis of variance.
The cluster analysis made it possible to observe the intertwining of LMX and micromanagement well, revealing subgroups characterised by different leadership experiences. The highest TI is observed in the group with high micromanagement and low LMX (19% of the sample); this is followed by the 'neglected' group (low LMX and low micromanagement; 27% of the sample); the group with high LMX and high micromanagement (27% of the sample) has a medium-low TI; finally, the lowest TI is observed in the group with high LMX and low micromanagement (27% of the sample).
This study highlights how people can experience different intertwining of positive and destructive leadership in the same organisation: these two aspects sometimes coexist, sometimes both are absent. The differences observed with respect to TI suggest the importance of jointly studying these two dimensions in order to reduce the risk of turnover, through the promotion of a sustainable working environment.
4.

Abstract 4254

CONSENSUS ON LMX MODERATING THE EFFECTS OF ABUSIVE SUPERVISION ON NURSES' JOB SATISFACTION: A MULTILEVEL PERSPECTIVE

Caputo A.*[1], Costa P.[2], Gatti P.[3], Ferreira A.[2], Cortese C.G.[1]

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This study investigates how consensus on Leader-Member Exchange (LMX) within nursing teams moderates the relationship between abusive supervision and job satisfaction. Grounded in climate strength theory, we define LMX consensus as the degree of agreement among team members regarding the quality of their relationship with the leader. High LMX consensus indicates that nurses within the same unit share similar perceptions of their leader's behavior, suggesting uniform treatment. This shared perception may act as a protective factor, fostering a sense of fairness and cohesion within the team.

Using a multilevel design, we analyzed data from 130 nurse leaders and 1357 nurses. The results confirm that abusive supervision negatively affects job satisfaction at the individual level. However, LMX consensus at the team level significantly moderates this relationship. Specifically, when LMX consensus is high, the detrimental impact of abusive supervision on job satisfaction is attenuated, suggesting that a shared perception of LMX—whether positive or negative—buffers employees from the harmful effects of abusive behaviors. Conversely, when LMX consensus is low, the negative impact of abusive supervision on job satisfaction is stronger, likely due to heightened perceptions of injustice and uncertainty within the team.

These findings highlight the importance of team-level leadership dynamics in shaping individual well-being. Healthcare managers should not only focus on the quality of individual LMX relationships but also on their consistency across team members. Fostering a cohesive leadership climate may create a stronger sense of justice and team cohesion, ultimately enhancing job satisfaction and retention among nurses.

Abstract 4250

A FRENCH STUDY ON SOME FACTORS OF MICROMANAGEMENT AND THEIR EFFECTS ON WELL-BEING

Dolce V.[1], Vassallo J.[2], Sanseverino D.*[3], Vayre E.[2]

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Introduction: Numerous studies conducted during or prior to the COVID-19 pandemic have examined the management of teleworking, but few contributions have looked at so-called 'hybrid' forms of work. This study aims to understand the issues surrounding these recent forms of work, focusing on the role of certain factors to better explore the issue of micromanagement: the intrusion of work outside working hours via technology, the existence of systems for monitoring working hours, and policies for disconnecting from work.
Methods: During the summer of 2023, the French Telework Observatory launched a national survey of French employees. As part of our study, we focused on respondents who combine teleworking with on-site work (N = 2811). The participants in this study come from different sectors of activity. Of these, 60% were women, and a quarter of the sample was under the age of 40.
Results: When the organisation of remote work was based on agreements within the team (vs. improvised or determined solely by the supervisor), participants had a higher level of positive mood and less tension in their private life. Perceived family tensions and symptoms of physical and psychological discomfort are significantly lower among people who declare that their employer implements disconnection measures than among those who declare the opposite. Regression analysis confirmed that solicitations to work outside working hours via technology, improvised organisation of remote work and the presence of perceived control over working hours are significantly associated with an increase in tension in the private sphere.
Discussion: The results warn of the risks of micromanagement and underline the importance of telework planning, through participative measures involving the team, as well as policies in favour of the right to disconnect. The cross-sectional nature of the study and the use of selfreported data are among its limitations.

01 - Division 1: Work and Organizational Psychology

Workplace and Inclusion 2

Thursday 23 July 2026 from 12:30 to 14:00

(R-Arsenale)

Division 1: Work and Organizational Psychology SDG 5: Gender Equality

Abstract 207

IDENTITY MANAGEMENT AND WELL-BEING OF WOMEN IN THE FRENCH NAVY: A PILOT WORKPLACE STUDY

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Women working in male-dominated organizations, such as the military, often face heightened stress (Evans & Steptoe, 2002) and identity threats (Hall et al., 2019), partly due to pervasive gender stereotypes (Heilman, 2012). These environments, often perceived as meritocratic (Doerr et al., 2021), lead women to rely on individual identity strategies rather than institutional support to fit in. This pilot study explored how such strategies relate to well-being and perceived stress at work, focusing on the French Navy.

A 12-item multidimensional scale was developed to assess four identity strategies based on the social identity theory (Tajfel & Turner, 1979; Blanz et al., 1998): assimilation, social competition, individual mobility, and comparison with a standard. This scale was administered to 87 female military personnel and showed satisfactory psychometric properties. The participants also completed a questionnaire measuring perceived stress (Cohen et al., 1983) and positive workplace well-being (Biétry & Creusier, 2013).

Assimilation—adopting masculine norms to fit in—was associated with lower well-being, including poorer relations with management ($r = -.29$, $p = .009$) and a more negative perception of the work environment ($r = –.35$, $p = .001$). Social competition and individual mobility were not significantly related to well-being or stress. However, comparison with standard—identifying with high-performing female role models—was linked to better workplace relationships, especially with supervisors ($r = .24$, $p = .03$). Individual mobility appeared more among middle managers ($F(2, 84) = 5.05$, $p = .009$, $\eta^2 = .107$), suggesting that the use of this strategy also reflects one's role and context.

These findings highlight the complexity of identity strategies in male-dominated settings. Promoting role models rather than assimilation may enhance inclusion and retention—crucial for the French Navy, where women represent only 16% of the workforce. A new data collection is currently underway to replicate and extend these results.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 869

DOES SEXUAL ORIENTATION DIVERSITY PRESENTATION IN SOCIAL MEDIA AFFECT ORGANIZATIONAL ATTRACTIVENESS AMONG JOB SEEKERS?

Oren L.*

Ariel University ~ Ariel ~ Israel

Gay, lesbian, and bisexual (LGB) individuals comprise the largest minority group among organization workers. However, studies on organizational conduct and policies regarding LGBs are very scarce.
The current quasi-experimental study examined how communication actions supporting diversity of sexual orientation in an organization's social media affect its attractiveness in the eyes of job seekers. The main objective of this research was to examine the impact of diversity-supportive cues in the hypothetical organization's social media on organizational attractiveness, person-organization fit (P-E fit), corporate social responsibility (CSR) perception, and organizational justice perception among heterosexual and LGBs job seekers. It was hypothesized that participants who review a diverse Facebook page (supporting diverse sexual orientation) will express a higher organizational attractiveness, perceived P-E fit, perceived CSR, and organizational justice compared to participants who reviewed a non-diverse page. Additionally, it was hypothesized that the relationship between the page type and organizational attractiveness will be mediated by perceived P-E fit, CSR perception, and organizational justice perception.
The study included 178 participants, half LGBs, with at least one year of work experience in an organization. Participants were asked to examine the Facebook page of one of two identical hypothetical organizations, except for one parameter - one supporting sexual orientation diversity and the other not, and then to answer several questionnaires on organizational attractiveness, P-E fit, CSR perception, and organizational justice perception.
The findings indicate that a diverse page led to higher organizational attractiveness, greater P-E fit, increased perception of corporate social responsibility, and higher organizational justice compared to the non-diverse page. In addition, LGB participants who viewed the diverse page perceived the organization as having higher CSR compared to heterosexual participants. Mediation analysis revealed full mediation, emphasizing the role of perceived fit and perceived social responsibility towards employees in organizational attractiveness.
Theoretical consequences and practical recommendations are discussed

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 90

THE IMPACT OF HUMAN RESOURCE MANAGEMENT ON THE PERCEPTION OF INCLUSION AMONG FEMALE CAREER-TRACK EMPLOYEES IN JAPAN

Kitamura M.*[1], Morinaga Y.[2], Hirano M.[1], Funakoshi T.[3]

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Traditionally, Japanese companies have not specified job duties, locations, or hours in their employment contracts. While this unique practice supported long-term employment, it also restricted employees' control over work arrangements and impeded women's career advancements (Nagase, 2024). Amid the shrinking population, Japanese companies need to encourage the participation of a diverse workforce and implement human resource management (HRM) to enhance female employees' perceptions of inclusion. This is critical for addressing issues such as the low ratio of female managers and low motivation for promotion among female employees. While previous research has clarified the impact of an inclusive climate and leadership on the perception of inclusion, the impact of HRM practices remains underexplored. This study investigated how specific HRM practices and their interactions influence female employees' perceptions of inclusion, based on the person-environment fit theory (Caplan, 1987) and the configuration approach of strategic HRM theory (Delery & Dorty, 1996). We focused on HRM practices that promote career self-management: individualized career development and self-selection-based placement. Furthermore, we focused on the degree of autonomy over work arrangements (working hours, locations, and duties), which has varied significantly across Japanese companies since the 2010s. Drawing on Shore et al.'s (2011) inclusion framework, grounded in Brewer's (1991) optimal distinctiveness theory, we defined inclusion as a state in which both belongingness and uniqueness are satisfied. We conducted a survey involving non-managerial female career-track employees (N=515). Binomial logistic regression analysis revealed a positive impact of "perceived individualized career development" and "perceived autonomy over working hours," and, contrary to expectations, a negative interaction effect between these practices. These findings suggest a complementary fit between these practices: the effectiveness of the former increases when the latter remains low. Thus, implementing at least one of these measures is necessary to enhance the perception of inclusion among female career-track employees.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 542

BEING LIKE HER: UNDERSTANDING THE SIGNIFICANCE OF ROLE MODELS IN INDIAN WOMEN'S CAREER PLANNING

Dutta A., Purang P.*

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Gender equality in the workplace remains a global issue, especially in India, where only 37% of women work, below the global average of 53.4%. Indian women often face career breaks due to cultural expectations around caregiving and patrilocality, leading to non-linear career paths. These challenges make career planning complex, as their goals differ from those on linear trajectories. This mixed-method study explores how workplace social capital, particularly role models, supports women's career development. The present study used a mixed method design to understand the how social capital within workplace may help women in retaining and growing within their careers.

The first study was a qualitative study exploring the career narratives of 28 Indian women employees using a semi structured interview. The thematic analysis showed that role models emerged as an important source of inspiration for women in planning their careers. They inspire a can do attitude, offer a world of possibilities that are attainable; or changing a career path that did not have promise growth for women. Further, role models also help create a mindset of possibilities specially when women navigate transitions, especially motherhood.

Study two surveyed 200 full-time female employees, confirming the positive impact of role models on career planning through regression analysis. Thus, the findings of both the studies show that role models can contribute to career planning in women by increasing their efficacy beliefs to set career goals and navigate cultural expectations and professional roles. Role models are also important to inspire Indian women to have career ambitions that might be missing in their nurturance along with the understanding of possibility of goal achievement. Thus, more visibility to female role models will facilitate careers of larger female workforce.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality

Abstract 867

ACHIEVING GENDER EQUALITY IN ORGANIZATIONS: WHAT CAN WE LEARN FROM AN EARLY NATIVE AMERICAN SOCIETY?

Schein V.*

Gettysburg College ~ Gettysburg ~ United States of America

The still limited progress of women in senior management positions suggests that fresh eyes may be needed to find the path forward. The women of the League of the Haudenosaunee, an alliance of six Native American nations, held significant power and influence. Neither gender was viewed as more valuable than the other, neither gender dominated. Yet, despite this gender equality, roles were segregated. What if we took a look at the Haudenosaunee view of equality, one that speaks to a separate but equal society, as a way to generate new approaches to achieving gender equality in organizations today? Using historical sources, mainly from the 1600's and 1700's, the paper examines the influence held by the Haudenosaunee women in the economic and political arenas. As two examples, based on their control over production and distribution of food, women had the power to instigate and restrain war parties. Women leaders (clan mothers) had the power to select the clan chief and to remove him for improper behavior. Four themes emerged from the examination of the power and influence of the Haudenosaunee women. They are 1) Work of equal value; 2)Blended work and child care; 3) Interdependency and co-operation, and 4) Belonging and security. The paper considers how to incorporate aspects of these four themes into today's organizations. A key focus is on examining the way work is accomplished, especially at the senior levels, and questioning our assumptions about its design and structure. The core elements underlying the power of the Haudenosaunee women can serve as useful guides, highlighting a path toward achieving full participation of women in positions of power and influence in organizations today.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 158

DAILY WORKPLACE INCIVILITY CREATES FEAR THAT IMPAIRS MENTAL HEALTH: UNDERSTANDING WHEN JOB CRAFTING CAN ACT AS A WITHIN-PERSON MODERATOR

Junça--Silva A.*[1], Brito S.[2]

[1]Ana Junça-Silva ~ Lisboa ~ Portugal, [2]Sílvio Brito ~ Tomar ~ Portugal

The literature has indicated that employees who experience fear may feel stressed, demotivated, and unhappy, which can lead to mental health impairment. However, studies on the causes and effects of fear experiences at work are scarce. We relied on the affective events theory to test a model in which incivility experiences were hypothesized to predict decreases in mental health through fear at work. Based on the conservation of resources model, it was also hypothesized that daily job crafting behaviours would mitigate the indirect relationship between incivility experiences and mental health through fear. A daily study was conducted with 96 workers (N=96*5=480 daily measurements). The multilevel results showed that daily job crafting significantly moderated the indirect relationship between incivility experiences and mental health through fear, in such a way that the relationship was stronger for those who exhibited fewer job crafting behaviors. The results show the negative impact that daily incivility experiences can have on individuals; however, these seem to be mitigated when individuals use behavioural strategies to transform work – job crafting.

01 - Division 1: Work and Organizational Psychology

Decent work in organizations 2

Thursday 23 July 2026 from 12:30 to 13:15

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 569

TOWARDS A CARE-CENTERED DECOLONIAL WORK PSYCHOLOGY: TRANSDISCIPLINARY INSIGHTS FROM THE MOTHERLOAD PROJECT IN SOUTH AFRICA

Jaga A.[1], Duffy C.*[1], Shen W.[2]

[1]University of Cape Town ~ Cape Town ~ South Africa, [2]York University ~ Toronto ~ Canada

Women's disproportionate responsibility for unpaid care work remains a global barrier to employment and well-being. Addressing this grand societal challenge, we explored the lived realities of 10 low-income black mothers in South Africa, a context deeply shaped by apartheid and colonial legacies of inequality. Using a decolonial feminist framing, a transdisciplinary team conducted a two-year long participatory action research project with photovoice methods, positioning mothers as co-researchers and centring their often-silenced knowledge of the tensions between earning and caring. Insights were shared and refined through iterative engagements with community members, NGOs, and government policymakers, highlighting the need for systemic responses to care.

We offer the concept, The Motherload, to capture mothers' phenomenological experiences of unpaid care burdens as entangled with historical, economic, socio-cultural, and structural conditions. This shifts understanding of unpaid care work beyond individualised framings of mental or cognitive load. Thematic analysis of workshop transcripts yielded three themes: (1) The Motherload as a socially and structurally produced burden, (2) systemic barriers to mothers' employment, and (3) stakeholder responses to reimagining care.

By grounding conceptual development in marginalised lived realities in the Global South, this study advances work psychology by positioning care as central to psychological well-being and work futures, and demonstrating the value of transdisciplinary, participatory, and decolonial methodologies. The research aligns with the sustainable development goals on gender equality, decent work, and reduced inequalities. We present pathways for informing care-responsive policies, including reframing livelihoods and workplace design around unpaid care.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology SDG 8: Decent work and economic Growth

Abstract 2417

RIGHTS AND WRONGS: THE EFFECT OF LABOR RIGHTS INFORMATION ON WORKPLACE DECISIONS AMONG BACKPACKERS IN AUSTRALIA.

Teufel J.*[1], Beeder M.[2]

[1]Max Planck Institute for the Study of Crime, Security and Law ~ Freiburg ~ Germany, [2]University of Southampton ~ Southampton ~ United Kingdom

INTRODUCTION
Each year, thousands of young people temporarily migrate to Australia to 'work and travel', contributing over $3.2 billion annually to the country's economy. They provide essential labor in agriculture, hospitality, and tourism, particularly in remote areas. Despite this, many face exploitative working conditions such as underpayment, long hours, and unsafe workplaces. Those with limited English skills, financial resources, or knowledge of their rights are most vulnerable to such conditions. In other migrant populations, information campaigns are a common policy approach to addressing similar issues, aiming to raise awareness and empower migrants to seek fair conditions. However, causal evidence regarding their effectiveness remains limited.
PURPOSE
This study rigorously evaluates an information campaign among 'backpackers' working in Australia, using a longitudinal randomized controlled trial. The goal is to identify how improved knowledge about workplace rights affects employment decisions over time, including quitting, staying, or reporting poor conditions.
METHOD
To test this, half of our 739 participants (the 'treatment group') received tailored information about their rights at the start of the study. One and two months later, all participants completed detailed questionnaires on working conditions, job changes, well-being, and awareness of rights. To ensure accessibility, all materials were provided in English as well as Chinese, French, and German as the main languages spoken by non-English-speaking backpackers. This allowed for a more diverse sample and inclusion of participants with limited English proficiency.
RESULTS AND CONCLUSION
Consistent with earlier research, we find that limited awareness of rights, poor English skills, and financial insecurity are linked to worse employment conditions. Our study boosted awareness of working rights - interestingly, this effect extended to the control group. Over time, increased knowledge was with slight improvements in working conditions. However, dependency on employers and structural vulnerabilities limited the overall impact, suggesting that information alone is insufficient.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 11: Sustainable cities and communities

Abstract 1851

SOCIAL ENTERPRISES AS INFRASTRUCTURES OF BELONGING: PERSPECTIVES FROM SOUTH AFRICA AND COLOMBIA

Veldsman N.A.*[1], Bojovic N.[2], Velez Zapata S.[2], Kraak J.[2], Meyer I.[1]

[1]University of Cape Town ~ Cape Town ~ South Africa, [2]KEDGE Business School ~ Bordeaux ~ France

Existing research on social enterprises has focused primarily on governance, finance, or social impact metrics, while much less is known about the psychosocial processes that sustain them. In particular, the cultivation of belonging and community has received limited attention, despite its importance for participation and long-term impact. This study addresses this gap by exploring how social enterprises act as community-building infrastructures that enable stakeholders to foster belonging and connection. We are conducting semi-structured interviews with founders, management, staff, clients, and volunteers at two social enterprises, one in South Africa and another in Colombia, to understand their motivations, practices, and organisational approaches to fostering community. Thematic analysis will be used to identify recurring patterns across stakeholder perspectives, clarifying mechanisms through which social enterprises strengthen community and collective engagement. By drawing on evidence from underrepresented contexts, the study seeks to challenge the Global North focus of much social enterprise research and bring forward perspectives from emerging economies. It further aims to show that the value of social enterprises extends beyond economic and social outcomes to include psychological and relational ones. In doing so, the research extends applied psychology by demonstrating that belonging is cultivated not only in workplaces and communities but also in hybrid organisational forms such as social enterprises and highlights their role in sustaining community across diverse contexts.

01 - Division 1: Work and Organizational Psychology

Sustainability and Sustainable Development in Organizations 2

Thursday 23 July 2026 from 13:00 to 14:00

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 166

WHISPERS OF CHANGE: USING NARRATIVE ANALYSIS TO UNDERSTAND COMMUNITY TRANSFORMATION

Baquiano M.*[1], Teng--Calleja M.[2], Caringal--Go J.F.[2], Ramos R.E.V.[2], Manaois J.[3], Calleja J.N.[2], Perez J.[2]

[1]University of Guam ~ Mangilao ~ Guam, [2]Ateneo de Manila University ~ Quezon City ~ Philippines, [3]Mindanao State University - Iligan Institute of Technology ~ Iligan City ~ Philippines

The study examined personal stories and publicly shared narratives about community transformation among beneficiaries/partners of six non-government organizations in the Philippines. We conducted 16 focus groups and three interviews to collect data, employing an integrated approach to narrative analysis for interpretation. We identified four key themes that weave together the participants' personal and public narratives of transformation within their communities: narratives of agency and empowerment, drivers of community transformation, challenges to transformation, and narratives of transformed lives. Their stories intertwine personal, interpersonal, and social dimensions, highlighting not only their understanding of community transformation but also the identities that emerge in the change process. Using narrative analysis as the theoretical lens and analytical framework allowed for an exploration of the experiences and meaning of community transformation in the stories of community members.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2433

INTERGENERATIONAL COMPETITION IN THE WORKPLACE: DOES IT HAPPEN?

Fülöp M.*, Molnár Z., Biro K.

Károli Gáspár University of the Reformed Church in Hungary and HUN-REN Institute of Cognitive Neuroscience and Psychology, Research Centre of Natural Sciences ~ Budapest ~ Hungary

The labour shortage is increasingly drawing attention to the older age group and its mobilization in the labour market. In both Europe and Hungary, is a growing need for workers of retirement age, as fewer and fewer young enters the labour market. In Hungary, the number of people aged 65 or over in employment has been rising steadily and dynamically since 2015 (Hungarian Central Statistical Office 2015-2022). A multigenerational work environment may have advantages and disadvantages, the interpersonal and intergroup dynamics may be constructive and destructive (Fülöp & Takács, 2013). While intergenerational cooperation in the workplace has been studied more extensively, there has not been systematic research on competition among young (below 35) and older (above 55) employees in the workplace.

The present study aimed to explore how young and older employees perceive competition among the generations in general and in their workplace and what kind of personal (constructive/destructive, fair/unfair) competitive experiences they have and how they perceive intergenerational competition in relation to cooperation among the generations in their work environment.

Altogether 40 semi-structured interviews were carried out with 20 young (below 35) and 20 older (above 55) employees. The interviews were transcribed and thematic analysis (Braun&Clarke, 2022) was applied to identify the main themes along which the participants perceive intergenerational competition in their workplace.

The results show, that intergenerational competition does occur in the workplace. Young and older employees attribute different competitive advantages to young/old depending on the particular area of comparison and competition, perceive different obstacles and unfair treatment in competition in relation to their age and gender and age & gender.

The more in-depth understanding of the competitive dynamics among different generations may contribute to a more effective management of the personal resources of employees and this may have several advantages at the individual, corporate, social, and economic levels.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2646

IMPORTANCE OF BRANDING AND MARKETING DURING NATION'S FREEDOM STRUGGLE: A STORY OF INDIA

Mishra S.*[1], Kumar A.[1], Mishra S.[2]

[1]Manav Rachna International Institute of Research and Studies ~ Faridabad ~ India, [2]Shikshantar, A Unitech School of Learning ~ Gurgaon ~ India

The purpose of the paper is to understand how the right marketing and branding strategy can change the image of a brand, country or an individual in the eyes of all the stakeholders. This paper takes an unconventional route to understand this concept - here, Brand Identity Prism together with Analytical Psychology has been taken as the lens through which the phenomenon of India's freedom struggle has been understood. Giving clarity to what wholesome marketing campaigns can achieve, when visionaries helm a mission. The rationale behind taking a country rather than a brand to understand this concept is because most marketing theories do not cover the impact right marketing tools can have on the image of the country within and outside at a global level. This research was primarily conducted through secondary data in the form of books, articles, press clips, photographs etc. The paper establishes a stance on how symbolic branding and narrative control are central to both historical change and current nation building strategies, encouraging future research on the evolution of the country and its impact on the world. This paper offers a framework for analyzing global movements, emphasizing symbolic branding's role in social change, national identity and governance. It invites future research on India's evolving global image. The paper is based on historical context and the reality that existed then. This paper takes into consideration India's freedom struggle, not just from the historical perspective or socio-political perspective but from a marketing perspective as well, bringing light to the importance of marketing in framing a nation's identity.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 1808

THE EFFECT OF SOCIAL IDENTITY CONFLICT ON THE TENDENCY TO GREEN CONSUMPTION AND ITS MECHANISM

Wang D.*, Zhong J.

Zhejiang University ~ Hangzhou ~ China

With the advancement of science and technology, people around the world have become more and more frequent in their contacts and exchanges, and individuals can easily recognize and join various social groups, thus possessing multiple social identities at the same time, and different social identities will have a significant impact on the individual's preference for green consumption. However, when social identities provide different values and behavioral norms, individuals will face social identity conflicts, resulting in the depletion of cognitive resources and adverse effects on individuals, which will also have an impact on their inherent behavioral patterns. The present study conducted three studies based on conservation of resources theory to investigate the effect of social identity conflict on green consumption tendencies, as well as the underlying mechanisms and boundary conditions of this effect, namely the mediating role of self-concept clarity and the moderating role of social support and public self-awareness. The results of the study are as follows:

(1) Social identity conflict reduced individuals' green consumption tendency.

(2) Self-concept clarity mediated the relationship between social identity conflict and green consumption. Social identity conflict reduced individuals' self-concept clarity, which reduced green consumption tendency.

(3) Social support moderated the first half of the path of the mediating mechanism between social identity conflict and green consumption.

(4) Public self-consciousness moderated the second half of the path of the mediating mechanism between social identity conflict and green consumption.

This study enriches the evidence of relevant empirical studies on self-concept clarity in the field of consumption and the application of conservation of resources theory, and also provides some ideas for merchants to develop marketing strategies for green products.

01 - Division 1: Work and Organizational Psychology

Marise Born, Erasmus University Rotterdam, The Netherlands

Thursday 23 July 2026 from 13:00 to 13:30

(O-Arsenale)

Abstract 4626

Divisional Invited Keynote

Born M.*

01 - Division 1: Work and Organizational Psychology

Organizations and Meaningful work 1

Thursday 23 July 2026 from 13:15 to 14:00

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1053

DREAMS IN WORK AND ORGANIZATIONAL CONTEXTS: A SCOPING REVIEW

Giusino D.*[1], Akbarian Tefaghi A.[2], Di Stefano G.[3]

[1]University of Foggia ~ Foggia ~ Italy, [2]University of Bologna ~ Bologna ~ Italy, [3]University of Palermo ~ Palermo ~ Italy

Introduction: The psychological study of dreams has historically been rooted in psychoanalysis and clinical contexts since Freud's Die Traumdeutung. While extensive work has examined dreams in therapy and neuroscience, and despite a rich tradition of psychodynamic organizational analysis (e.g., Tavistock Institute of Human Relations), little attention has been given to their role in work and organizational settings. Only a handful of scattered studies address how dreams influence employees and organizations. The absence of a comprehensive synthesis limits the development of a coherent framework for integrating dreams into organizational psychology research and practice.

Purpose: This scoping review maps, evaluates, and synthesizes existing studies on dreams within organizational contexts. Its objectives are to: (1) identify the scope and state of current literature on dreams at work, (2) examine the theoretical frameworks underpinning this research, and (3) assess practical applications of dream studies for organizational life. The review encompasses both individual dream experiences and collective approaches such as social dreaming.

Method: The review follows PRISMA-P guidelines and applies a systematic search strategy across EBSCOhost, Scopus, and Web of Science. Eligible studies include peer-reviewed journal articles in English, French, or Italian, encompassing theoretical and empirical designs without restrictions on publication year. Screening and extraction are conducted independently with Rayyan software. Data are synthesized narratively, and methodological quality is critically appraised using Joanna Briggs Institute tools.

Results: Preliminary results indicate a fragmented but diverse body of research spanning clinical, organizational, and psychosocial domains. The review highlights psychoanalytic, psychodynamic, and continuity hypothesis perspectives, with practical implications for employee well-being, creativity, and reflective practices in organizations.

Conclusions: As the first comprehensive synthesis of dreams in organizational contexts, this study consolidates scattered contributions across psychodynamic and occupational psychology traditions, legitimizes an underexplored field, and provides conceptual clarity. The findings contribute to organizational psychology by uncovering new avenues for theory, research, and practice.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 428

WORKPLACE SPIRITUALITY AS PREDICTOR OF JOB SATISFACTION AMONG HIGHER INSTITUTION TEACHERS IN INDIA

Kumar S.*[1], Kumar V.[2]

[1]Banaras Hindu University ~ Varanasi ~ India, [2]Dr. Shakuntala, Mishra National Rehabilitation University ~ Lucknow ~ India

Workplace spirituality is believed to have a positive impact on job satisfaction which leads to increased employee engagement, performance, commitment, and overall well-being. A spiritually oriented workplace fosters a sense of purpose, belongingness, and meaning in work, which in turn enhances an employee's experience and satisfaction with their job. Personal spirituality can also enhance job satisfaction, work engagement, and productivity and reduce burnout and stress. There has been a surge in factors which account for workplace performance, job satisfaction and well-being. The researchers have identified several elements which facilitate the growth and development of an organization. Workplace spirituality has emerged to be a crucial index for job satisfaction and overall well-being of an individual. The present investigation attempts to explore the role of workplace spirituality in predicting job satisfaction of teachers in private colleges of management and technology education in India, because private institutions of these two domains are perceived to be more pressurized due competition and therefore need coherence among employees. The sample size of the current study is one hundred and fifty (N = 150) teachers of private colleges (management and technology) located in and around Lucknow and Varanasi cities of India. During the data collection Minnesota Satisfaction Questionnaire was used to measure job satisfaction while workplace spirituality was measured by utilizing Human Spirituality Scale and Organizational Spiritual Values Scale was used to measure organizational spirituality. The results indicate that workplace spirituality is a significant predictor of job satisfaction. Results revealed strong positive relationship between job satisfaction and both organizational spirituality ($r = .611$, $p < .001$) and personal spirituality (.709, <.001). Regression analysis further emphasized that these two factors, i.e., personal spirituality and oganizational spirituality ($r = 0.268$, $p < 0.001$), account for 42.8% variance in job satisfaction ($R2 = .428$, $p < .001$). This underscores the importance of spirituality at organizational as well as personal levels in enhancing job satisfaction.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 387

MORE THAN WORDS ON A WALL: TESTING HOW PURPOSE-DRIVEN MISSION CONSISTENCY AFFECTS MEANING AT WORK

Skhirtladze E.*[1], Selvam R.[1], Romeo Delgado M.[1], Rey C.[2]

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Introduction: In the context of growing global interest in purpose-driven organizations, this research aims to contribute to the applied psychology of work by clarifying how and when purpose-driven mission fosters meaningful work. It addresses a gap in understanding the behavioral pathways and contextual factors, more specifically, by exploring prosocial behavior as a potential mechanism through which purpose–mission consistency translates into meaningful work, and organizational trust as a potential moderator.

Purpose: This research examines how purpose-driven mission consistency, defined as the alignment between a stated purpose, motivation, and daily practices, shapes employees' perceptions of meaningful work. Rather than treating purpose as a static statement, it is conceptualized as a dynamic, lived organizational principle a "why" that actively informs the "what" (mission) and the "how" (daily practices) of organizational life.

Method: A cross-sectional survey was conducted with 658 employees from various organizations in Spain. Data were analyzed using SPSS and Hayes' PROCESS macro. The analysis included Confirmatory Factor Analysis (CFA) and moderated mediation modeling to test the hypothesized relationships.

Results: Purpose-driven mission consistency significantly influenced meaningful work perceptions. Prosocial behavior partially mediated this relationship, indicating that consistent purpose fosters meaning partly through its influence on pro-socially oriented employee actions. However, organizational trust did not significantly moderate these pathways.

Conclusion: This research contributes to understanding how organizations can foster meaningful work. When purpose is operationalized not as rhetoric but as a lived organizational reality, it can promote both meaningful work experiences and prosocial behavior. In doing so, organizations not only strengthen internal outcomes, such as engagement and well-being, but also advance broader societal objectives particularly those aligned with the United Nations Sustainable Development Goals, such as promoting good health and well-being (SDG 3) and ensuring decent work and economic growth (SDG 8).

01 - Division 1: Work and Organizational Psychology

Ishbel McWha-Hermann, University of Edinburgh, Scotland

Thursday 23 July 2026 from 13:30 to 14:00

(O-Arsenale)

Abstract 4628

Shaping the Future of Fair and Decent Work through Work and Organisational Psychology

Mcwha--Herman I.*

01 - Division 1: Work and Organizational Psychology

Workplace Equity

Thursday 23 July 2026 from 13:30 to 15:00

(L-Lorenese)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 5: Gender Equality

Abstract 331

MANSPLAINING AND MORE: DEVELOPMENT AND CROSS-CULTURAL VALIDATION OF THE WORKPLACE GENDER COMPETENCE QUESTIONING SCALE (WGCQS)

Chenevert M.E.*[1], Valenzuela Catarí G.[8], Da Silva Guimarães M.*[2], Mészarosová J.[3], Obertautsch H.[4], Papadopoulou P.[6], Terragni G.[7], Tutinelli V.[5], Vignoli M.[1]

[1]University of Trento ~ Rovereto ~ Italy, [2]University of Valencia ~ Valencia ~ Spain, [3]Palacký University Olomouc ~ Olomouc ~ Czech Republic, [4]University of Vienna ~ Vienna ~ Austria, [5]University of Zurich ~ Zurich ~ Switzerland, [6]Aristotle University of Thessaloniki ~ Thessaloniki ~ Greece, [7]University of Turin ~ Turin ~ Italy, [8]University of Seville ~ Seville ~ Spain

Introduction

The infamous “mansplaining” is just one form of gender competence questioning (GCQ)—which refers to subtle communication behaviors that signal doubt about a woman’s competence, rooted in gender stereotypes. While mansplaining, or unsolicited condescending explanations, is widely recognized, it is only one of three empirically established GCQ behaviors, alongside voice non-recognition and intrusive interruptions.

Purpose

Despite their cultural salience, GCQ behaviors have received limited empirical attention. No existing scale captures all three GCQ types, and prior research has largely relied on self-labeling, limiting analytical precision. Thus, this research project aimed to (1) develop and validate a comprehensive scale to measure GCQ in the workplace, (2) position GCQ within a broader nomological network of workplace and individual factors, and (3) extend the scale’s validation to six additional countries.

Method

Our research project consisted of four studies. Study 1 involved two rounds of qualitative data collection and analysis for item development. Study 2 used parallel analysis and exploratory factor analysis to examine the scale’s factor structure. Study 3 confirmed the structure using a series of confirmatory factor analyses (CFA), and Study 4 assessed convergent, discriminant, criterion and nomological network validity and tested measurement invariance across the seven countries.

Results

The final Workplace Gender Competence Questioning Scale (WGCQS) consists of 11 items across two factors. CFA results across all countries indicated good model fit, and strict measurement invariance was established. The scale showed strong convergent validity and acceptable discriminant validity. Furthermore, GCQ was meaningfully situated within a broader network of person- and work-related variables in each country.

Conclusion

The WGCQS offers a reliable tool validated in seven languages for measuring GCQ in the workplace. Its development provides a foundation for deeper theoretical and empirical investigations into subtle forms of gender discrimination and their implications for women’s workplace experiences and outcomes.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 784

GENDER, DOMINANCE, AND NETWORK SIZE: HOW SOCIAL MEDIA SIGNALS SHAPE ENTREPRENEURIAL FUNDING

Schweitzer V.[2], Gerpott F.H.*[1], Rivkin W.[3], Stollberger J.[4], Perez--Luno A.[3]

[1]WHU - Otto Beisheim School of Management ~ Duesseldorf ~ Germany, [2]Universität Konstanz ~ Konstanz ~ Germany, [3]Trinity College Dublin ~ Dublin ~ Ireland, [4]Durham University Business School ~ Durham ~ United Kingdom

Introduction: Despite growing numbers of female entrepreneurs, gender disparities in venture capital funding persist. Social media offers entrepreneurs opportunities to signal legitimacy, yet an ongoing debate suggests that such signals may be evaluated differently depending on gender.

Purpose: Drawing on signaling theory and role congruity theory, we examine how male and female entrepreneurs' dominance displays and network size on social media jointly shape investors' funding decisions. Specifically, we develop nuanced arguments about how digital signals are interpreted in the context of gender stereotypes, thereby rewarding female founders who combine high dominance expression with a large network on social media.

Method: We used archival data from 634 U.S.-based tech startups that raised Series A–D funding in 2021, which we combined with founders' communication on X (formerly Twitter) using a natural language processing model to assess dominance displays. We are planning to complement the field data with a 2 (gender: female vs. male) x 2 (dominance: high vs. low) x 2 (network size: high vs. low) experiment, including investment professionals who will be asked to allocate funding to systematically varied founder profiles.

Results: Our archival data study shows that female founders secure less funding than male founders when their network size is small, but this gap reverses when women combine large networks with high dominance displays. Male founders, in contrast, are penalized for dominance when their network size is large. Findings from the experimental study will further substantiate and extend these insights.

Conclusions: Our research contributes to understanding when dominance displays may help female founders overcome gender-based disadvantages in funding contexts, while potentially backfiring for male founders. The findings advance our understanding of signaling theory in the context of entrepreneurship and gender stereotypes, offering actionable insights for founders navigating investor evaluations and for investors aiming to overcome bias.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality

Abstract 228

MORE THAN A WORK-FAMILY DEMANDS AND RESOURCES PROBLEM: THE PERSISTENT GENDER GAP IN WORK-LIFE BALANCE

Hakem Zadeh F.*, Chowhan J., Kalynychenko I.

York University ~ Toronto ~ Canada

Introduction: Work-life balance (WLB) is a pillar of gender equality, as it emerges from interdependent roles, affects both work and home domains, and is significantly associated with job satisfaction, commitment, performance, and intention to leave, which can shape wage disparities.
Purpose: This study examines whether WLB is unequally distributed between females and males and if a resource/demand perspective across work and family domains can explain the potential disparity.
Method: Data from 2,963 participants in the nationwide Statistics Canada General Social Survey (24-64 years old, employed, and living with a partner) was analyzed using Stata. Structural equation modelling was used to test how work and family resources and demands affect WLB, mediated by Work Interference with Personal Life (WIPL) and Personal Life Interference with Work (PLIW).
Results: The partial mediation model significantly outperformed the full mediation model (LR chi2=201.57, p<0.001). WIPL and PLIW significantly reduce WLB (β=-0.865***, -0.207***). Work domain demands (work intensity, job insecurity, and conflict at work) are positively associated with WIPL and PLIW and negatively associated with WLB. Work domain resources, including autonomy, task significance, and employment benefits, are positively associated with WLB (β= 0.151**, 0.289***, 0.306**). Telework is positively associated with WIPL and PLIW and does not offer any benefits in WLB. In the family domain, having young children is positively associated with WIPL and PLIW while negatively associated with WLB. Family rewards (satisfaction with the amount and quality of family time) appear to be the strongest protective factor (β= WIPL -0.476 ***, PLIW –0.325 ***, WLB 0.591 ***). The sex-based female disparities persist (β= WIPL 0.237*, PLIW 0.420***, WLB -0.332**) even after considering the work and family resources/demands perspective.
Conclusions: Association between WIPL, PLIW, and WLB is asymmetric. WLB gap cannot be fully explained by the current resource/demand perspective, suggesting the need for theoretical expansion.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1002

COSTS AND CONSEQUENCES OF GENDERED LEISURE AMONG INDIAN WORKING WOMEN: THE ROLE OF CULTURE AND CONTEXT

George A.J.[1], Sadasivan A.*[2]

[1]Indian Institute of Management Ranchi, Jharkhand, India ~ Ranchi ~ India, [2]Birla Institute of Technology, Mesra, Ranchi, Jharkhand, India ~ Ranchi ~ India

Introduction: Leisure, defined as having sufficient time to engage in enjoyable activities of one's choice, is a universal necessity for well-being and related outcomes. However, gender often influences both the availability and quality of leisure. In the Indian context, working women typically shoulder household responsibilities in addition to workplace duties, leaving them burdened with both paid and unpaid labour, and with very little leisure time. While leisure has been extensively studied in the West, empirical research remains scarce on the leisure experiences of Indian working women, despite its direct and indirect implications for productivity, health, and well-being.

Purpose: This study sought to address the questions: What challenges do women face in engaging in leisure? and how does leisure contribute to women's well-being and contentment? It aimed to investigate the gendered leisure experiences of Indian working women.

Method: Qualitative research design was adopted with mixed purposeful sampling – combining chain and intensity sampling – to recruit 44 working women from South Indian states. Data were collected through in-depth interviews, which were recorded, translated where necessary, and transcribed for analysis.

Results: Reflexive thematic analysis revealed three major themes related to women's leisure engagement: (1) Constraints, (2) Consequences, and (3) Changes. The findings highlight the diverse leisure experiences of participants and indicate potential strategies for enhancing the leisure of working women.

Conclusions: The study provides insights to inform multiple stakeholders – including working women and their families, managers, organisations, policymakers, and women's empowerment advocates – about the significance of gendered leisure. It further emphasises the need to adopt strategies that ensure women's leisure satiation, thereby promoting a range of personal and societal benefits.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 774

OVERCOMING "MASCULINE – CODED" ORGANISATIONAL CULTURES AND PERSISTENT GENDERED SUB-STRUCTURES: EXPERIENCES OF WOMEN INDEPENDENT DIRECTORS IN INDIA

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Indian Institute of Technology ~ Mumbai ~ India

Context: Globally while representation of women in the workplace has increased, it reduces to a trickle by the time they reach senior leadership in organizations - a phenomenon which has negative consequences both for women and a nation's financial and social health. While extant literature has examined the challenges disrupting women's career progression this paper explores how Women Independent Directors (WID), have navigated male-oriented organisational cultures, unfriendly HR policies presented in the garb of "merit-based" policies and gendered substructures to shape their career trajectories.

Study: A qualitative study using semi-structured interviews was conducted with 25 WID and 6 Male Independent Directors in India. The data collected was analysed using thematic analysis. The resultant analysis showed the presence of organizational bias impacting psychological safety, belongingness, and motivation in the women in the workforce. It demonstrated how systemic workplace practices and HR policies perpetuate opportunity, resource and income inequalities.

Apart from bringing out the systemic barriers that women face, the study showed organisational factors like visibility at work, mentorship, taking initiative and exercising of voice by the women, as enabling factors. The study revealed that the type of organisation like government, public or private sector along with its associated manpower intake policies appear to have a bearing on the longevity of the woman's employment and subsequently overcoming the systemic barriers and reaching the top echelons of management.

Implications of the findings: The findings highlight the need for HR Policies/ Service Rules to offer mentorship, training and enabling networks to help women grow in their professions. It highlights that organisations need to rally behind the women if the income, opportunity and resource inequalities need to be bridged.

01 - Division 1: Work and Organizational Psychology

ADVANCING RESEARCH ON CALLING AND MEANINGFUL WORK: PATHWAYS AND BOUNDARIES

Thursday 23 July 2026 from 14:00 to 15:30

(R-Arsenale)

Anna Dalla Rosa (University of Padova ~ Padova ~ Italy), Chair and Discussant

The pursuit of calling and meaningful work has gained increasing scholarly and practical attention. Researchers are asking: What does it mean to experience work as a calling, how does it develop, and under what conditions does it backfire? These questions remain pressing, yet important challenges persist. Advancing the field requires valid measures across cultures, deeper understanding of developmental pathways, and knowledge of their pitfalls. Addressing these challenges through five complementary studies, this symposium aligns with the congress theme of offering new directions in applied psychology and innovative approaches to the study of calling and meaningful work in diverse global settings.

The first presentation introduces the adaptation and validation of the Unified Multidimensional Calling Scale for Türkiye exploring the methodological foundation needed for reliable, cross-cultural assessment of calling. The second reports on the LIVE Project, the largest-ever longitudinal study of vocational exploration in North America, tracking students and faculty to analyse developmental pathways and institutional practices that shape calling and meaning. The third presents results from iWORK, a smartphone-based intervention experimentally testing whether calling can be cultivated by enhancing work and life meaning, using character strengths, and engaging in job crafting through daily micro-activities. The fourth examines a dual pathway model of meaningful work in Türkiye, showing how systemic constraints and resources shape professionals' experiences amid turbulence. The symposium closes with a critical perspective: using cross-national data from 13 countries and a person-centered approach, the final study investigates cultural conditions under which calling may lead to workaholism and organizational exploitation.

Together, these contributions move beyond positive correlates, tracing a narrative from measuring and cultivating calling to the contextual conditions that shape it. Integrating psychometric, longitudinal, and experimental approaches, the symposium highlights both the promise and pitfalls of calling and meaningful work.

Abstract 3835

PSYCHOMETRIC PROPERTIES OF THE TURKISH VERSION OF THE UNIFIED MULTIDIMENSIONAL CALLING SCALE: RELIABILITY AND VALIDITY

Erhan T.*[2], Vianello M.[3], Yastioglu S.[1], Akçakanat T.[2], Uzunbacak H.H.[2]

[1]Burdur Mehmet Akif Ersoy University ~ Burdur ~ Turkey, [2]Süleyman Demirel University ~ Isparta ~ Turkey, [3]University of Padova ~ Padova ~ Italy

This study aimed to contribute to the literature on validated calling scales in Türkiye by adapting and validating the Unified Multidimensional Calling Scale (UMCS; Vianello et al., 2018). The UMCS is a comprehensive instrument capturing both internal drives for self-fulfillment—such as passion, pervasiveness, purposefulness, and identity—and external influences shaping a sense of calling, including transcendent summons, prosocial orientation, and sacrifice. The adaptation process involved translation and back-translation to ensure linguistic equivalence. To assess linguistic validity, 39 academicians responded to both Turkish and English versions of the UMCS with a 14-day interval. Item-level correlation analyses demonstrated moderate to high significant associations ($r = .383–.855$, $p < .05$), supporting linguistic validity. Construct validity and reliability were then examined with a larger sample of academicians ($N = 464$). Exploratory factor analysis supported the expected seven-factor structure (total variance explained = 78.90%), while confirmatory factor analysis indicated satisfactory model fit ($\chi^2/df = 3.563$; CFI = .926; TLI = .914; RMSEA = .074; factor loadings = .646–.945). Internal consistency coefficients showed high reliability across subdimensions ($\alpha = .835–.939$). Concurrent validity was supported through significant correlations with the Brief Calling Scale ($r = .730$, $p < .001$). Convergent validity was demonstrated via positive associations with work engagement ($r = .714$, $p < .001$), and discriminant validity was established through negative relationships with disengagement ($r = –.699$, $p < .001$), turnover intention ($r = –.371$, $p < .001$), and exhaustion ($r = –.367$, $p < .001$). Overall, findings provide strong evidence that the Turkish UMCS is a valid and reliable instrument with sound psychometric properties to assess the seven-dimensional construct of calling within the Turkish cultural context. This study was supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK 2219 – International Postdoctoral Research Fellowship Program for Turkish Citizens).

Abstract 3836

THE LIVE (LONGITUDINAL INVESTIGATION OF VOCATIONAL EXPLORATION) PROJECT: VISION, SCOPE, EARLY RESULTS

Dik B.*[1], Duffy R.[2], Daniels D.[3], Inselman K.[4]

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In 2025, the Council of Independent Colleges (USA) launched the LIVE (Longitudinal Investigation of Vocational Exploration) Project. This major study, funded by Lilly Endowment Inc., will follow two cohorts of students as well as faculty members from 39 universities in the U.S. and Canada that are members of NetVUE (Network for Vocation in Undergraduate Education). This is expected to be the largest-ever longitudinal study focusing on outcomes related to calling, vocation, and purpose in career decision-making and planning. The project aims to track first-year students annually over their four years of university education, and fourth-year students as they graduate and pursue further education or employment opportunities in emerging adulthood. A central goal for the project is to shed light on best practices in fostering a deepening sense of calling, vocation, and purpose, particularly among undergraduate students at NetVUE member institutions, as they progress through their university years and embark on adult life. While the project is still in its early stages, this initial report will provide insight into the difference that programming in vocational exploration and discernment is making—both for students and for academic institutions. This workshop will present highlights from the initial wave of this research effort—with results from both faculty and student participants—and will invite attendees to consider the implications of the data for individual, counseling, and educational policy applications.

Abstract 3837

IWORK: A SMARTPHONE-BASED INTERVENTION TO CULTIVATE CALLING AT WORK

Pasto A.*, Dalla Rosa A.

University of Padova ~ Padova ~ Italy

People seek more from their work, especially a sense of meaning and purpose (d'Aniello, 2022), yet practical tools to translate meaning into a sustained sense of calling are scarce; and, theoretically, we still lack causal evidence on how a sense of calling develops and which ingredients drive it. iWORK was built to address this gap: A smartphone app that helps people clarify, strengthen and enact a sense of calling in everyday work by engaging in three evidence-based pathways: (a) identifying and using signature character strengths at work, (b) enhancing meaningful life and meaningful work, and (c) practicing job crafting. The app translates these mechanisms into brief, daily micro-activities, reflections and behavioral gestures that fit into daily life, with adaptive prompts and progress feedback to sustain engagement.

By December 2025, we will complete an optimization trial using a factorial design to test all combinations of iWORK components. A sample of 278 will be collected to detect a small-to-moderate effect size (d = 0.30) with 80% power at α = .05. Participants will engage in the program for three weeks, with outcomes on calling and related constructs assessed at baseline, post-intervention, and 3-month follow-up. From January to June 2026, we will conduct a two-arm randomized controlled trial (N = 278) to evaluate the effectiveness of the optimized intervention against a control condition.

Results will be presented at the 2026 International Congress of Applied Psychology in Florence.

If effective, iWORK will advance theory by identifying which components are most useful for developing a sense of calling; clarifying the temporal ordering among strengths use, meaning (life and work), job crafting and calling, providing causal evidence that calling can be intentionally cultivated. Practically, it will provide concrete support to develop calling, packaged as a low-cost app with actionable implementation guidance for organizations and career services.

Abstract 3838

MEANINGFUL WORK AMIDST UNCERTAINTY: THE CASE OF TÜRKIYE

Karabati S.*

Bilgi University ~ Istanbul ~ Turkey

The pursuit of meaningful work has emerged as a pivotal concern for workers navigating an era of rapid technological change, economic instability, and sociopolitical turbulence. While meaningful work is consistently associated with positive outcomes such as engagement and well-being, its realization remains uneven, particularly among those facing systemic constraints. This study examines how white-collar professionals in Türkiye experience meaningful work, a context marked by weak education–employment linkages, limited perceptions of meritocracy, and rising political and economic uncertainties. Utilizing survey data from white-collar employees aged 18–59, the study tests a dual pathway model. The threat pathway proposes that technostress increases competence need frustration, undermines the experience of meaningful work, and thereby fuels hopelessness. The motivational pathway posits that job-related psychological resources strengthen autonomy need satisfaction, enhancing both meaningful work and meaning in life. Findings are expected to inform policymakers and organizational leaders seeking to support professionals' pursuit of meaningful work amidst profound existential, economic, and technological disruptions.

Abstract 3839

CULTURAL TIGHTNESS AND RELATIONAL MOBILITY IN PREDICTING THE "DARK" PROFILES OF CALLING: A CONFIRMATORY LATENT PROFILE ANALYSIS

Takagi R.*[1], Dalla Rosa A.[1], Balazs A.[2], Akbari M.[3], Miranda Amorim S.[4], Eftekhari S.[3], Bergner S.[5], Borinca I.[6], Fris D.[7], Gerdel S.[8], Harangozó J.J.[2], Kim S.[9], Maierhofer S.[5], Park J.[10], Porto J.B.[11], Yakideh K.[3], Vianello M.[1]

[1]University of Padova ~ Padova ~ Italy, [2]Eötvös Loránd University ~ Budapest ~ Hungary, [3]University of Guilan ~ Rasht ~ Iran, Islamic Republic of, [4]Universidade Federal de Minas Gerais ~ Belo Horizonte ~ Brazil, [5]University of Graz ~ Graz ~ Austria, [6]University of Groningen ~ Groningen ~ Netherlands, [7]Open University ~ Heerlen ~ Netherlands, [8]University of Bergamo ~ Bergamo ~ Italy, [9]Yonsei University ~ Seoul ~ Korea, Republic of, [10]Duksung Women's University ~ Seoul ~ Korea, Republic of, [11]porto.juliana@gmail.com ~ Brasilia ~ Brazil

Empirical evidence on the positive relation between work as a calling and well-being is well-established. However, this predominantly positive view may be incomplete, as findings on the so-called "dark side" of calling—the prediction that calling leads to negative work outcomes under specific conditions—remains inconclusive. Existing research has primarily relied on nomothetic approaches, which may overlook the adverse effects that manifest only in a subset of individuals. This limitation is further compounded by the dominance of WEIRD samples, which restricts cross-cultural generalisability.

This study aims to identify how distinct profiles of workers with a sense of calling, characterised by high moral duty and/or destiny beliefs, are associated with detrimental outcomes such as workaholism and organisational exploitation across diverse cultural contexts. Using latent profile analysis, we will apply a person-centred approach to a sample of workers from 13 countries. The study will examine how cultural dimensions, specifically cultural tightness (the degree of social norms and intolerance for deviant behaviour) and relational mobility (the freedom to form and dissolve social ties), interact with calling and its potential dark side. We hypothesise that individuals in profiles characterised by high calling combined with high duty and/or destiny beliefs will experience higher levels of workaholism and organisational exploitation. Additionally, we expect that higher cultural tightness and lower relational mobility will predict membership in these profiles.

At the time of the conference, data collection will have been completed, and we will present the results of our analysis. This research advances the understanding of the boundary conditions under which calling's dark side may emerge and underscores its relevance to cultural context. Findings will offer practical implications for organisations and evidence-based HR practices, providing insights into how cultural norms may shape the negative consequences of work as a calling.

01 - Division 1: Work and Organizational Psychology

ADVANCES IN PSYCHOLOGY OF WORKING THEORY

Thursday 23 July 2026 from 14:00 to 15:30

(O-Arsenale)

Ryan Duffy (University of Florida ~ Gainesville ~ Un), Chair
Kelsey Autin (University of Wisconsin-Milwaukee ~ Milw), Co-Chair
David Blustein (Boston College ~ Boston ~ United States), Discussant

Psychology of Working Theory has emerged as a major framework within work psychology over the last 10 years. The theory is unique in its focus on structural and psychological constructs that shape access to decent work. In the current symposium, a series of presentations will document recent extensions of the theory to unique populations, incorporating new predictor and outcome variables, and broadening its application to policy.

Abstract 3845

DECENT AGRICULTURE

Mcilveen P.*

University of Southern Queensland ~ Toowoomba ~ Australia

The psychology of working theory (Duffy et al., 2016) posits contextual factors as crucial determinants of decent work and wellbeing. Place attachment refers to the emotional bond individuals form with geographic locations, encompassing feelings of belonging, comfort, and identity. Place identity is a subdimension of place attached. It reflects how physical settings and symbolic meanings become integrated into one's self-concept. Place is especially salient in agricultural contexts, where land is not only a workplace but also a source of cultural, familial, and personal meaning. Emerging psychological research reveals place identity's associations with intent to reside and work in regional communities (McIlveen et al., 2022), suggesting psychological attachments may outweigh economic factors in career choices. Rural communities offer supportive cultures that shape career expectations (McIlveen & McDonald, 2019), though limited services and isolation deter some, while others value open space and community life. Healthcare and education professionals, for example, cite place attachment and identity as reasons for residing and working in rural communities, despite resource limitations (Beccaria et al., 2021; Cosgrave, 2020; McCredie et al., 2025). The vocational psychology of agriculture (McIlveen & McDonald, 2019; McIlveen et al., 2025) contextualises global initiatives like the UN Sustainable Development Goals (2015), linking meaningful work in food and clothing production to decent work and wellbeing (Blustein et al., 2016). This symposium presentation converges tenets of the psychology of working theory with the psychology of agriculture to offer a research and development agenda. The presentation addresses how psychology of working theory may conceptually and empirically integrate psychological experience of place attachment and identity—both under-theorised but salient factors in career development, rural careers, and agriculture.

Abstract 3848

INTEGRATING RADICAL HEALING INTO THE PSYCHOLOGY OF WORKING THEORY: A SOCIAL JUSTICE FRAMEWORK FOR ADDRESSING RACISM IN THE EVOLVING WORLD OF WOR

Erby W.*

Boston College ~ Boston ~ United States of America

Racism has plagued the United States since before its founding and remains deeply embedded in society. Although the Civil Rights Act of 1964 made discrimination illegal and blatant racism became less socially acceptable, covert forms—like colorblind racism and microaggressions—took over. While overt racism had become less prominent, Trump's second term reversed prior progress, normalizing overt racism through executive orders and white supremacist rhetoric that reinforce racial hierarchies. What was once condemned is increasingly normalized, accepted, and rationalized.

Work is a fundamental part of life and essential to well-being, yet it remains a major arena where racism persists (Blustein, 2006, 2008; Fouad & Byars-Winston, 2004; Helms & Cook, 1999). Research shows that Black employees regularly experience racial microaggressions, harming both well-being and job satisfaction (Erby & Blustein, 2025; Decuir-Gunby & Gunby, 2016; Holder et al., 2015; Pitcan et al., 2018). Additionally, the current administration has moved to dismantle the DEI initiatives that followed the 2020 racial reckoning and corporations are falling in line. This regression highlights the urgent need for vocational psychologists to support clients of color in navigating increasing workplace challenges and uncertainties.

Historically, vocational psychology has often overlooked the work experiences of marginalized groups (Blustein, 2008; Helms & Cook, 1999). However, social justice-focused psychologists have increasingly integrated issues of racism and marginalization into theory, research, and practice (Blustein, 2008; Duffy et al., 2016). The Psychology of Working Theory (PWT) emphasizes the impact of marginalization on career development and well-being. Yet, there are still further opportunities to develop interventions that are therapeutically responsive to the racial and cultural needs of clients of color.This presentation will explore the ways in which the Psychology of Radical Healing (PRH) offers a unique framework that can be integrated into PWT to provide career counseling that addresses these rapidly evolving challenges.

Abstract 3849

PREDICTORS AND OUTCOMES OF DECENT WORK AMONG ECONOMICALLY DISADVANTAGED EMPLOYED WOMEN IN TÜRKIYE: A PSYCHOLOGY OF WORKING THEORY PERSPECTIVE

Buyukgoze--Kavas A.*, Atay M.R.

*Ondokuz Mayis University ~ Körfez, Ondokuz Mayis ~ Turkey

Psychology of Working Theory (PWT; Duffy et al., 2016) has emerged as a vocational framework that explains how contextual barriers shape access to work opportunities, particularly among individuals from economically disadvantaged and marginalized within society. In this study, PWT is utilized to examine the predictors and outcomes of decent work among disadvantaged women, who experience structural barriers in the labor market due to gender-based inequalities and limited socio-economic resources. The sample of the study consisted of 477 employed women in Türkiye. Data were collected using the Economic Constraints Scale, Lifetime Experiences of Marginalization Scale, Decent Work Scale, Work Needs Satisfaction Scale, Job Satisfaction Scale, Work and Meaning Inventory, Short Critical Consciousness Scale, and a demographic information form. Structural Equation Modeling (SEM) and bootstrapping methods were applied.

The findings revealed that economic constraints and marginalization significantly hinder access to decent work. These contextual barriers also negatively predicted work needs satisfaction, job satisfaction, and meaningful work. In contrast, decent work positively predicted work needs satisfaction, job satisfaction, and meaningful work. Mediation analyses showed that decent work and work needs satisfaction mediated the effects of economic constraints and marginalization on work outcomes. However, the moderating role of critical consciousness in the relationship between contextual barriers and access to decent work was not significant. These results emphasize the importance of decent work as a key mechanism for enhancing psychological well-being and promoting social inclusion in the labor market. The findings highlight the need for policies that reduce structural inequalities faced by women and support fair, safe, and meaningful employment opportunities. Recommendations are offered for researchers, policymakers, and practitioners aiming to strengthen social justice practices in working life.

Abstract 3850

LATENT PROFILE ANALYSIS OF ECONOMIC CONSTRAINTS AND PSYCHOLOGY OF WORKING THEORY MODERATORS: IMPLICATIONS FOR WORK AND LIFE WELL-BEING

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[1]Hankuk University of Foreign Studies ~ Seoul ~ Korea, Republic of, [2]Konkuk University ~ Seoul ~ Korea, Republic of

Economic constraints serve as a significant career barrier that limits individuals' career exploration and preparation. The Psychology of Working Theory (PWT; Duffy et al., 2016) proposes that contextual constraints negatively impact decent work attainment, while suggesting proactive personality, social support, and critical consciousness as potential moderators. However, empirical findings regarding these moderators have been inconsistent across studies. This study employed latent profile analysis (LPA) to examine how combinations of economic constraints and PWT moderators relate to work and life well-being outcomes.

Data were collected from 392 Korean full-time workers (mean age = 39.4 years, 62.5% female) through an online survey. Economic constraints, proactivity in career tasks, social network resources, critical agency, and critical action were used as classification indicators. Work and life well-being were assessed through decent work, withdrawal intention, job satisfaction, and life satisfaction.

LPA revealed five distinct profiles: (1) Adaptive with Stability (23.5%): low economic constraints with high psychological resources but low critical action; (2) Average (50%): moderate levels across all indicators; (3) Disempowered with Constraints (10.7%): high economic constraints with minimal psychological and social resources; (4) Resistant with Constraints (7.9%): highest economic constraints combined with high critical action; and (5) Transformative with Stability (7.9%): lowest economic constraints with highest levels of all moderators.

The Transformative with Stability group demonstrated the most favorable outcomes across all well-being indicators. Notably, among groups experiencing economic constraints, the Resistant with Constraints group showed higher withdrawal intention than other profiles. The Disempowered with Constraints group exhibited the poorest outcomes across all indicators. These findings suggest that when addressing economic constraints in career counseling, interventions should particularly focus on enhancing career-specific proactivity, social network resources, and facilitating critical action rather than solely cognitive awareness. Practical implications for career interventions targeting economically constrained populations are discussed.

01 - Division 1: Work and Organizational Psychology

“TECHNOLOGY AT WORK: CHALLENGES AND POTENTIALITIES OF ROBOTIZATION IN THE WORKPLACE”

Thursday 23 July 2026 from 14:00 to 15:30

(T-Monumentale)

Amelia Manuti (Department of Education, Psychology, Com), Chair and Presenter

The impact of robotization in the workplace is a complex and evolving subject. As technology advances, robots and automation tools are playing an increasingly significant role in many industries. This transition brings both challenges and opportunities, reshaping how businesses operate, and how workers interact with technology.

On the one side, many fear that robots will replace human workers, especially in manual labor or repetitive tasks. Industries like manufacturing, logistics, and customer service are particularly susceptible to this shift. Workers whose jobs are automated may face difficulties transitioning to new roles without retraining or reskilling opportunities.

Workers need to learn how to work alongside robots and operate new technologies. For many, this requires significant investment in education and training programs, which may not always be readily available.

On the other hand, robots can significantly boost productivity and reduce human error, as automation can optimize workflows, reduce downtime, and help companies achieve higher throughput.

Yet, while robotization may eliminate certain jobs, it also creates new opportunities in areas like robotics maintenance, programming, and design. In fact, industries such as tech, AI, and automation are rapidly growing.

Additionally, humans may take on roles that require creative, emotional, and strategic decision-making—areas where robots currently cannot compete.

Furthermore, robots can collaborate with humans in new ways, using artificial intelligence to optimize processes or even develop novel solutions that a human alone might not have imagined.

The future of robotization in the workplace will likely involve a balance between automation and human involvement. Instead of replacing human workers entirely, robots could complement human work by handling repetitive or dangerous tasks, while humans focus on more complex, innovative roles. The key will be ensuring that the workforce is prepared for this shift through proper training, ethical guidelines, and policies that address both the economic and social implications of increased automation.

In viewoftheabove,thesymposiumaimstodiscusstheissuefromapsycho-socialperspective,analysingtheimpactofrobotization/automationonworkersandon organizations,outliningthecrucialrolehumanresourcemanagementcouldplayinthis fast-evolvingscenario.

Abstract 4476

ROBOTIZATION AND HUMAN RESOURCE MANAGEMENT: MAPPING THE RESEARCH DISCOURSE THROUGH A BIBLIOMETRIC-SYSTEMATIC LITERATURE REVIEW

Gemmano G., Manuti A.*, Giancaspro M.L.

University of Bari "Aldo Moro" Pegaso University ~ Bari ~ Italy

The increasing integration of robotization and automation in the workplace is profoundly transforming the way organizations manage their workforce. As robotics, smart technologies, and artificial intelligence (AI) become more prevalent across industries, Human Resource Management (HRM) faces new challenges and opportunities. While some research has examined these dynamics, the literature remains fragmented, lacking a comprehensive overview of the field's evolution, key themes, and theoretical advancements.

This study aims to systematically map the evolving research discourse on HRM and robotization, identifying key research areas, intellectual structures, and emerging trends. By doing so, we provide a structured synthesis of the existing knowledge base and highlight potential avenues for future research.

To achieve this, we employ the Bibliometric-Systematic Literature Review (B-SLR) methodology, which combines bibliometric analysis techniques with systematic review best practices (e.g., PRISMA). A search query on Scopus was designed using robotization-related and HRM-related keywords, retrieving 2840 articles, which were refined through the B-SLR structured selection process, leading to a final dataset of 281 studies. Using Bibliometrix (R) and VOSviewer, we performed co-citation analysis, bibliographic coupling, and keyword co-occurrence mapping.

The results indicate a growing research interest in recent years, with the USA, Germany, and China as leading contributors. The thematic evolution analysis shows a shift from automated task performance to trust in AI, with recent emphasis on sustainability and decision-making in human-machine interactions. The cluster analysis on keyword co-occurrence networks identified three main groups: a) Automation productivity; b) HRM for Industry 4.0; c) Trust in AI.

Our findings highlight the growing importance of HRM practices in dealing with robotization advancements, emphasizing the need to theoretically understand and practically support both organizational strategies and employee perceptions for effective human-machine collaboration. By integrating bibliometric insights with a systematic review, this study maps key intellectual structures and emerging trends in HRM and robotization, providing insights for researchers andpractitionerspreparing forthefutureofworkinanautomatedera.

Abstract 4477

AUTOMATION AND WORK CHARACTERISTICS: A COMPARISON BETWEEN USERS AND NON-USERS

Molinaro D.*[1], Buono C.[2], Spagnoli P.[1]

[1]University of Campani "L. Vanvitelli" ~ Italy ~ Italy, [2]Unimercatorum ~ Italia ~ Italy

The rapid spread of physical and cognitive automation has transformed the work environment and employee experience. In this context, scholars have called for a deeper understanding of how work characteristics vary with the implementation of automation.
Based on Hackman and Oldham's Job Characteristics model and its extension by Morgeson and Humphrey, this study examines differences in job characteristics between users and non-users of automation.
As part of the RECHARGE project, data were collected from a sample of 428 employees at a single time point.
Results of the Multivariate Analysis of Variance (MANOVA) showed that automation users report a higher level of task variety, information processing, job complexity, problem-solving and skill variety. Conversely, non-users experience a higher level of physical demands compared to automation users. This suggests that automation may reduce physical effort. On the other hand, work tasks could be more cognitively demanding for automation users.
Interestingly, automation users report higher levels of adaptability, a personal factor that may be essential in fostering openness to current technological changes in the workplace.
Although the cross-sectional study's design, these findings provide insights into the complex relationship between automation and work characteristics, highlighting the importance for organizations and managers to foster openness to automation and account for changes in cognitive demands when implementing them

Abstract 4478

COGNITIVE AND PHYSICAL AUTOMATION: POSITIVE AND NEGATIVE EFFECTS ON HUMAN RESOURCES AND ORGANIZATIONAL IMPROVEMENTS – A QUALITATIVE STUDY

Barbieri B.*, De Simone S., Mondo M., Bellini D.

University of Cagliari ~ Cagliari ~ Italy

The integration of physical and cognitive automation has influenced individuals and organizations, yielding both positive and negative effects. On one hand, automations have enhanced operational efficiently, streamlined workflows, and improved data management. On the other hand, it has introduced challenges, including workforce resistance, technical barriers, and potential impacts on organization. While the existing body of literature explores these dynamics, the factors that drive its successful implementation and acceptance, as well as those that hinder it—sometimes generating resistance among users—remain insufficiently understood. This study aims to address these gaps in the literature. To investigate these phenomena, five in-depth interviews, each lasting approximately one hour, were conducted with human resource managers and an innovation manager. The objective was to examine the impact of physical and cognitive automation on individuals and organizations. Key obstacles identified include fear of control and unclear o poorly communicated uses of automated systems, unclear use or poorly communicated use of information, resistance from older employees and technical staff, system bugs, and limited utilization of system functionalities of automated tools. Such factors often slow down the adoption of automation technologies and contribute to employee apprehension. Conversely, positive drivers for acceptance were the reduction of paperwork, greater ease in managing complex data, and potential for automation alleviate repetitive and time-consuming tasks. Automation also facilitates standardization and improve productivity which were cited as the primary motivation for its implementation by the interviewed managers. However, concern about the long-term effects of automation remains unclear. While it can enhance productivity, it is unclear whether the reliance on automated system might stifle creativity and critical thinking among employees.

Abstract 4479

WORKING WITH ROBOTS, JOB AUTONOMY, AND EUDAIMONIC WELLBEING AT WORK: A MODERATED MEDIATION MODEL

Roma V.G.*, Schweizer T., Peiró J.M.

University of Valencia ~ Valencia ~ Spain

The number of robots implemented in organizations is increasing on a steady basis. This is changing the nature of jobs. Therefore, it is paramount to investigate how working with robots is influencing work characteristics. This research will provide knowledge that can be used to strengthen the functional consequences of working with robots and mitigate the dysfunctional ones. In the present study, we investigated the relationship between the Frequency of Interaction with Robots while working (FIR) and job autonomy (a key work characteristics). Moreover, we investigated: 1. whether this relationship is moderated by attitudes towards robots, and 2. the indirect “effect” of FIR on eudaimonic wellbeing (personal growth at work) through job autonomy, and work engagement/emotional exhaustion. The sample study was composed of 299 employees from a manufacturing company. The results obtained showed a positive relationship between FIR and job autonomy. Moreover, FIR showed a positive indirect “effect” on personal growth at work via job autonomy and work engagement. This indirect “effect” and the FIR-job autonomy relationship were moderated by attitudes toward robots, so that the relations became stronger when attitudes toward robots increased. Our study shows some ways in which the implementation of robots is changing the nature of jobs and how these changes are affecting employee wellbeing.

Abstract 4480

TRAINING WORKERS FOR HUMAN-ROBOT COLLABORATION: A MULTI-STUDY INVESTIGATION

Salcedo Gil R.*[1], Mol N.[2], Le Blanc P.[1], Rispens S.[1], Van Gool P.[1], Kleingeld A.[1]

[1]Eindhoven University of Technology ~ Eindhoven ~ Netherlands, [2]Delft University of Technology ~ Delft ~ Netherlands

As Human-Robot Collaboration (HRC) becomes more prevalent across industries, training employees to collaborate with robots is increasingly acknowledged as critical for successful integration (Charalambous et al., 2015). In fact, inadequate employee preparation has been linked to increased anxiety and resistance (Arslan et al., 2021). As shortages, aging populations, and rising production demands drive increased integration of robots alongside employees on shared tasks, employees face significant challenges, including increased job uncertainty, stress, and a lack of confidence in interacting with robots. Addressing these challenges and developing interventions to increase employees' confidence in their ability to collaborate with robots is essential.

This study investigates how training can facilitate employee transition to working with robots. Building from Social Cognitive Theory, we developed and tested an online training intervention. We conducted two different studies to test the effectiveness of the training intervention on robot use self-efficacy and collaborative performance during a physical task with a robot. The first study examined how an online training intervention affects participants' self-efficacy, attitudes toward robots, and robot acceptance. A total of 66 people were recruited via Prolific. Results revealed a significant increase in all three dependent variables, indicating that the online training effectively enhanced participants' confidence in their ability to work with robots. In the second study, we extend these findings through a laboratory study where participants physically collaborate with an industrial robot in a controlled setting. We assess whether completing the online training intervention prior to the hands-on collaboration improves task performance compared to participants without training.

This study contributes to the existing literature on Human-robot collaboration and employee adaptation to advanced technologies by offering insights into how to prepare employees for collaborating with robots.

01 - Division 1: Work and Organizational Psychology

Organizations and Meaningful work 2

Thursday 23 July 2026 from 14:00 to 15:30

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1244

A MULTILEVEL INVESTIGATION OF THE RELATIONSHIP BETWEEN DAILY EXISTENTIAL LABOR AND WORK ENGAGEMENT: WORK CENTRALITY AS A CROSS-LEVEL MODERATOR

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Department of Leadership and Organization, Kristiania University of Applied Sciences ~ Oslo ~ Norway

With the growing recognition of meaningfulness at work as a key driver of employee well-being and organizational outcomes, organizations increasingly attempt to foster meaningful work. When such efforts feel inauthentic or clash with employees' own sense of meaningfulness, employees may engage in existential labor (EL), that is, the regulation of meaningfulness at work. EL can take the form of deep existential labor (DEL), where employees try to alter their internal experience, or surface existential labor (SEL), where they outwardly conform while maintaining internal inconsistency. Despite its relevance, research on EL is scarce, particularly regarding within-person dynamics linking EL to day-level outcomes, and the potential moderators of this relationship. Built on job demands and resources theory (JD-R) and based on nested data collected from 247 respondents over 4 to 5 consecutive days (1,207 day-level responses nested within individuals), this study investigates the relationship between day-level EL and daily work engagement (WE). The study also examines the cross-level moderating effect of work centrality (WC) on this relationship. Multilevel analyses were conducted using hierarchical linear modeling (HLM 8), allowing both intercepts and slopes to vary across individuals. The results show that both daily DEL and SEL are negatively related to daily WE. Additionally, WC has a cross-level buffering effect, which attenuates the negative relationship between DEL and daily WE. These findings highlight the day-level outcomes of existential labor and identify work centrality as a person-level resource that mitigates its impact, advancing the understanding of how the management of meaningfulness unfolds in daily work life.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2142

FEAR OF DEATH, PERSONAL VALUES, AND ACHIEVEMENT MOTIVATION: AGE AND GENDER DIFFERENCES IN ADULTS, ARMENIA 2024

Ghaltakhchyan S.*

Public Administration Academy of the Republic of Armenia, Chair of Psychology ~ Yerevan ~ Armenia

Fear of death is a central theme in existential psychology, yet its interaction with personal values and achievement motivation is not fully understood in applied contexts. The present study explored how death anxiety relates to value orientation and motivational patterns across age and gender groups.

The research was carried out in Yerevan, Armenia in 2024. The sample included 120 Armenian adults of two age groups (20–30 and 40–50 years) of 30 persons, balanced by gender and professional background. Four standardized measures were administered: the Death Anxiety Scale (DAS), Fear of Personal Death Scale (FPDS), Rokeach Value Survey, and Rean's Achievement Motivation Test. Data were analyzed by age, gender, and motivational type.

Results revealed that younger participants (20–30) reported significantly higher death anxiety than the older group (40–50). The older group (40–50) showed stronger fear of personal death (due to mortality salience).

In the groups with higher fear of personal death (40-50), the achievement motivation of women was still high. On the contrary, men with higher fear of personal death had significantly low achievement motivation.

Women consistently scored higher on both DAS and FPDS measures compared to men. Importantly, value orientation moderated these patterns: individuals with family- and security-related values demonstrated stronger death anxiety, whereas those prioritizing independence, creativity, and self-actualization values reported lower fear levels. Achievement motivation was also linked to existential concerns: participants oriented toward fear of failure exhibited heightened death anxiety and gravitated toward security values, while success-oriented individuals showed lower fear of death and a preference for growth-oriented values.

These findings suggest that existential fears are closely tied to both value priorities and motivational style. Applied implications include the potential of value reorientation and motivational training as protective factors against maladaptive death anxiety in educational, organizational, and therapeutic settings.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2422

THE RECONFIGURATION OF MEANINGFUL WORK IN INTERGENERATIONAL WORK CONTEXTS: A QUALITATIVE COMPARISON ACROSS ORGANIZATIONAL ROLES

Morabito M.A.*, Gazzaroli D., Gozzoli C.

Catholic University of the Sacred Heart, Department of Psychology ~ Milano ~ Italy

Introduction: In the wake of profound geopolitical, social, and environmental changes, the structural and procedural dimensions of work are rapidly transforming, requiring organizations to continuously adapt. On the social side, the relationship between individuals, work, and organizations also appears to be shifting: work is often experienced as less central to personal identity than in the past. While this phenomenon is commonly attributed to younger professionals, evidence suggests that it also concerns more senior employees with high levels of responsibility and expertise.
Purpose: This study investigates, on one hand, the dynamics that currently shape how individuals construct meaningful work, considering both the organizational role they occupy and their generational background; on the other hand, how organizations contribute to this construction of meaningfulness.
Method: A qualitative–interpretative design was employed. Forty professionals from ten organizations participated, representing four organizational roles: CEOs, top managers, middle managers, and junior employees. These roles were selected to encompass the different generations. Data was collected through semi-structured interviews and focus groups, and analyzed using Reflexive Thematic Analysis, supported by NVivo software.
Results: Three transversal themes emerged as central to meaningful work across all groups: (1) perceiving the value of one's work contribution within the organizational context, (2) receiving recognition, and (3) experiencing flexibility. Alongside these elements, role- and generation-specific differences were observed regarding the impact of technology on work and relationships, management's awareness of emerging organizational challenges, and motivational drivers.
Conclusions: The reconfiguration of meaningful work includes both cross-cutting and role-specific elements. Organizations need to strengthen social and relational dimensions alongside technical ones to sustain meaningful work, with implications for leadership development, HR practices, and organizational sustainability.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1486

AUTHENTICITY AT WORK: LINKING VALUES CONSISTENCY, WELL-BEING, AND PERSON–ORGANISATION FIT

Sutton A.*

University of Waikato ~ Hamilton ~ New Zealand

Work and home contexts are often guided by different expectations and value priorities, creating tensions that may undermine well-being and workplace engagement. Authenticity, the extent to which people feel able to act in line with their true selves, has been theorised as a buffer in such contexts, yet empirical evidence linking authenticity, values, and organisational outcomes remains limited. This paper reports three studies that investigate how values consistency and authenticity shape well-being and person–organisation (P–O) fit, and the extent to which authenticity can be enhanced as an intervention target.

In Study 1 (N = 79), participants completed matched surveys in both work and home contexts. Results showed that values inconsistencies between contexts, though generally modest, predicted lower authenticity at work, which in turn was associated with higher stress and lower well-being. Study 2.1 (N = 285) examined predictors of key organisational outcomes. Across four outcomes (job satisfaction, commitment, belonging, and turnover intentions) state authenticity and self-report P–O fit were consistently the strongest predictors, while trait authenticity and visual P-O fit measures were weaker. Finally, Study 2.2 (N = 180) tested causality through an experimental recall task. Participants who recalled an authentic work episode subsequently reported higher state authenticity and greater P–O fit compared to those recalling inauthentic episodes.

Together, these studies demonstrate that authenticity is both a personal resource and a potential organisational lever, enhancing well-being while promoting commitment and retention. By showing that authenticity can be experimentally influenced, the findings suggest practical pathways for developing more values-aligned and humane workplaces. This contributes to applied psychology by identifying authenticity as a driver of sustainable work practices, organisational resilience, and employee flourishing, and points to new directions in applied psychology focused on authenticity as a foundation for trust, responsibility, and well-being in contemporary work.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2237

REDEFINING WORKPLACE FLOURISHING: A GROUNDED THEORY EXPLORATION OF EMPLOYEES' PERCEPTION AND LIVED EXPERIENCES

Verma R.*[1], Srinivasan S.[2], Mukhopadhyay S.[1]

[1]Indian Institute of Technology Kharagpur ~ Kharagpur ~ India, [2]Indian Institute of Technology Madras ~ Chennai ~ India

The inescapable desire to flourish, representing the pursuit of the best possible life, has captivated scholars throughout history. The workplace, a significant avenue for fulfilling this desire, paradoxically remains marked by widespread employee exhaustion and gloominess, despite substantial investments in the area. This disconnect underscores a gap between theoretical understandings and employees' lived experiences of flourishing. Furthermore, existing workplace flourishing conceptualizations, largely adapted from life-domain research conducted in a Western context, often lack cultural sensitivity and work-specific nuances, limiting their relevance and applicability. To address these gaps, this study employs a grounded theory approach, interviewing 31 employees across diverse industries and occupations to explore their perceptions and experiences of workplace flourishing. While previous research primarily defines flourishing as a state of emotional, psychological, and social well-being, our findings reveal it as a dynamic, ongoing process of achieving optimization through the fulfillment of interconnected values at any given moment. We present a theoretical model that unravels the gearbox system consisting of the present self, personally expressive work, personal projects, and the agentic self that drives flourishing at the workplace. This model also emphasizes the critical role of a supportive workplace environment in fostering and sustaining flourishing while acknowledging the influence of uncontrollable situational factors. Additionally, it captures the evolving nature of flourishing, shaped by changing individual values and goals over time. This study contributes to the advancement of workplace flourishing theory by providing a culturally nuanced and work-specific perspective, offering valuable insights into organizational practices and direction for future research.

01 - Division 1: Work and Organizational Psychology

TOWARDS A SUSTAINABLE FUTURE: EMPLOYABILITY AND ENTREPRENEURSHIP FOR ACADEMIC SUCCESS AND CAREER DEVELOPMENT IN UNIVERSITY STUDENTS

Thursday 23 July 2026 from 15:30 to 17:00

(R-Arsenale)

Emanuela Ingusci (University of Salento ~ Lecce ~ Italy), Chair

The growing attention to the crucial role of soft skills in students' academic and personal success, combined with the need to enhance the quality and employability of graduates, highlights the urgency for educational institutions to rethink orientation strategies and promote sustainable resources among university students. This is particularly relevant in an increasingly dynamic job market, where career choices demand high levels of autonomy, adaptability, and risk management. The current labor market, marked by unpredictable challenges and rapid transformations, underscores the need to strengthen the factors that improve individuals' ability to engage with professional contexts, while also prioritizing the promotion of well-being. Recent literature on orientation and education has focused on key constructs that predict well-being and success, not only in educational and training pathways but also in the career choices made. Among these, the construct of employability stands out, encompassing essential skills to navigate professional scenarios in constant flux. A specific aspect of this ability relates to the development of entrepreneurial skills, which are increasingly vital for thriving in an evolving occupational landscape.

This discussion aligns closely with the United Nations 2030 Agenda for Sustainable Development, particularly Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth). The emphasis on fostering skills that enhance employability and entrepreneurship directly contributes to providing inclusive, equitable, and quality education while promoting lifelong learning opportunities for all. Simultaneously, by equipping students with the tools to navigate uncertain labor markets, educational institutions play a crucial role in ensuring sustainable economic growth and creating opportunities for decent work, especially for young people. This broader framework underscores the importance of systemic change in higher education, encouraging practices that not only meet immediate labor market demands but also address global challenges such as inequality, unemployment, and the need for innovation.

Abstract 3236

UNDERSTANDING PERCEIVED EMPLOYABILITY AMONG UNIVERSITY STUDENTS: THE ROLE OF CHATGPT PERCEPTIONS, ACADEMIC ENGAGEMENT, AND JOB SEARCH SELF-EFFICACY

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Universtitat de les Illes Balears ~ Palma de Maiorca ~ Spain

In higher education, the use of artificial intelligence (AI) tools such as ChatGPT has generated growing interest in their impact on learning and academic performance. Based on the Job Demands-Resources (JDR) model of work engagement proposed by Bakker and Leiter (2010),this study examines a model linking the perceived ease of use of ChatGPT to job search self-efficacy, academic engagement, and students' perceived academic performance, while recognizing that proficiency in using AI tools represents a critical job demand for the future.

Using a cross-sectional design, we analyzed data from 393 university students to assess the role of ChatGPT's ease of use in job search self-efficacy and engagement. The findings reveal that a higher perception of ChatGPT's ease of use is associated with increased job search self-efficacy, which enhances academic engagement and ultimately contributes to a higher perceived academic performance.

These results highlight the mediating role of self-efficacy and academic engagement in the relationship between AI ease of use and perceived academic performance. The findings have important practical implications for the integration of AI tools in higher education. Implementing training programs that help students become familiar with AI tools can boost their confidence in future employability, enrich their educational experiences, and better equip them to face upcoming career challenges.

Abstract 3232

DEVELOPING RESOURCE-BASED EMPLOYABILITY DURING THE UNIVERSITY-TO-WORK TRANSITION. A QUASI-EXPERIMENTAL LONGITUDINAL STUDY ON ITALIAN MASTER STUDENTS AND RECENT GRADUATES

Lo Presti A.*[1], Ingusci E.[2], De Carlo E.[2], Sciotto G.[3], Signore F.[4], De Rosa A.[1], Moavero C.[3], Landolfi A.[1], Pace F.[3]

[1]University of Campania "Luigi Vanvitelli" ~ Caserta ~ Italy, [2]University of Salento ~ Italy, [3]University of Palermo ~ Italy, [4]Universitas Mercatorum

In today's labor market, marked by uncertainty and constant change, employability is a crucial resource for navigating career transitions. The shift from education to employment, as well as transitions across different career stages, requires not only technical and specialized skills but also the ability to adapt to new opportunities and challenges. In this context, developing employability skills plays a key role in fostering successful and sustainable career paths. Building on the resource-based model of employability by Lo Presti and Pluviano (2016), we designed and implemented a training and career counseling intervention for groups of master students and recent graduates from three universities from Southern Italy: Caserta, Lecce, and Palermo. The intervention, consisting of six sessions delivered in both in-person and remote formats, aimed to enhance awareness about one's own human capital and promote a positive attitude towards professional development, one's own social capital and the ability to network with significant others, one's own career identity and the ability to self-manage one's own career and, finally, one's own awareness about environmental constraints and opportunities and the ability to deal with them. The intervention combined structured training sessions with personalized career counseling, equipping participants with practical tools and strategies to effectively navigate the transition from education to employment. To evaluate the impact of this intervention, we conducted a three-wave longitudinal study using a quasi-experimental design. Data were collected at three time points: pre-intervention, post-intervention, and three months after the intervention. A repeated measures ANOVA was performed to analyze the data, comparing the intervention groups with a control group to assess changes over time.

Abstract 3231

ENHANCING EMPLOYABILITY THROUGH GENERIC SKILLS: TEACHERS' CONCEPTIONS, PRACTICES, AND PEDAGOGICAL TRAINING IN HIGHER EDUCATION

Tuononen T.*[1], Hyytinen H.[2], Kleemola K.[1], Hailikari T.[3], Toom A.[1]

[1]Centre for University Teaching and Learning (HYPE), Faculty of Educational Sciences, University of Helsinki ~ Helsinki ~ Finland, [2]School of Educational Sciences and Psychology, University of Eastern Finland ~Finland, [3]Unit for Research and Development of Higher Education Pedagogy (HEPeda), Häme University of Applied Sciences ~ Finland

University teachers play a crucial role in enhancing students' employability by developing their generic skills, such as critical thinking, problem-solving,
collaboration, and communication. Including these skills in course objectives is essential for students to recognize their importance. However, evidence suggests that teachers vary in how they perceive their role in ensuring students learn these skills. Additionally, integrating these skills into discipline-specific teaching requires pedagogical skills. This study examined the conceptions of teaching generic skills and pedagogical practices among university teachers and how these were related to their pedagogical training. A total of 286 teachers participated in the study by completing an electronic questionnaire. The data were analyzed using linear regression and analyses of variance (ANOVA). As a result, we identified three types of conceptions: non-integrative, integrative, and participatory. Non-integrative conceptions were negatively related to all pedagogical practices, while participatory conceptions were positively related to practices such as sharing experiences and combining theory with practice. Integrative conceptions did not relate to pedagogical practices. The results also indicate that pedagogical training significantly influences teachers; conceptions and practices. For instance, teachers without pedagogical training were more likely to hold non-integrative conceptions, meaning they did not see their role in teaching generic skills. Conversely, teachers with more pedagogical training employed a more diverse range of teaching practices. The findings from this study indicate a need for teachers to enhance their awareness of conceptions related to teaching generic skills and highlight the importance of pedagogical training. Such training supports teachers work and their well-being and enhances students'
employability by equipping teachers with the skills to effectively incorporate generic skills into their teaching.

Abstract 3234

POLISH ADAPTATION AND VALIDATION OF THE MULTIDIMENSIONAL EMPLOYABILITY MEASURE: A PSYCHOMETRIC INVESTIGATION

Mamcarz P.*[1], Lo Presti A.[2]

[1]John Paul II Catholic University of Lublin ~ Lublin ~ Poland, [2]University of Campania "Luigi Vanvitelli" ~ Caserta ~ Italy

This study presents the adaptation and validation of the Multidimensional Employability Measure (based on Lo Presti & Pluviano's model) for use in the Polish context. The adaptation process followed a rigorous methodology including translation, back-translation, and expert panel review to ensure linguistic and cultural equivalence. Through two comprehensive studies, we examined the psychometric properties and construct validity of the Polish version. Study 1 (N=540) focused on the adaptation process, including translation and back-translation procedures, followed by confirmatory factor analysis which verified the four- dimension structure (human capital/professional development, social capital/networking, career identity/self-management, and environmental monitoring). The analysis demonstrated good model fit and internal consistency. Study 2 (N=400) established construct validity by examining relationships with theoretically related measures including Perceived Employability, PsyCap (Psychological Capital), subjective and objective career success indicators, and employability culture. Results showed significant correlations in expected directions, supporting both convergent and criterion validity of the adapted measure. The findings confirm that the Polish version maintains the psychometric integrity of the original instrument while demonstrating cultural appropriateness. This validated tool provides researchers and practitioners with a reliable instrument for assessing employability in Polish organizational contexts.

Abstract 3233

EMPLOYABILITY SKILLS AND LABOR MARKET EXPECTATIONS: A QUALITATIVE STUDY ON STUDENTS AND STAKEHOLDERS' PERSPECTIVES

Moavero C.*, Sciotto G., Cusimano G., Pace F.

University of Palermo ~ Palermo ~ Italy

The employability of graduates represents a strategic priority for higher education institutions. Ensuring an effective transition from university to the workforce requires not only solid academic preparation but also an alignment between the skills developed during academic programs and the actual needs of the labor market. However, this alignment is not always guaranteed, and the mismatch between university education and stakeholder expectations can influence graduates' professional opportunities.

Data has been collected through interviews from university students and various labor market experts (e.g., recruiters, headhunters, career advisors, HR professionals) on the skills considered most relevant for professional placement, hypothesizing possible divergences between students' perceptions and the needs of the labor market. This study adopts a qualitative approach to explore how students and stakeholders perceive employability, with particular focus on the skills deemed essential for professional success and their integration into educational pathways. The data analysis aims to identify points of convergence and differences in the perceptions of the two groups, exploring key dimensions of employability such as human and social capital, knowledge of the labor market, opportunities, and obstacles.

The findings provide valuable insights for designing training programs more aligned with labor market dynamics and for fostering more effective collaboration between universities and the productive sector. Furthermore, this research may contribute to the development of educational strategies aimed at promoting a more informed and prepared entry into the workforce, encouraging a model of university education capable of addressing emerging employment challenges.

01 - Division 1: Work and Organizational Psychology

FROM PRODUCTIVITY TO PROTECTION: RETHINKING WORK AND ORGANIZATIONAL PSYCHOLOGY IN CLIMATE EMERGENCIES

Thursday 23 July 2026 from 15:30 to 17:00

(O-Arsenale)

Hugo Sandall (Brazilian Society of Work and Organizati), Chair and Presenter
Pedro Neves (Nova School of Business and Economics ~), Co-Chair

This session explores how Work and Organizational Psychology can contribute to disaster preparedness, response, and recovery by reframing performance management, leadership, and human resource management practices as protective and developmental tools. Drawing from cases in Brazil, Puerto Rico, and Spain, the presentations showcase frameworks, reviews, and applied research that integrate behavioral self-management, volunteer leadership, human resource management strategies, co-designed community interventions, and organizational practices. Together, they highlight innovative ways to sustain decent work, restore well-being, and build resilience in contexts of climate emergencies and other disruptive events. The session also features the SBPOT open-access initiative after Brazil's 2024 floods, demonstrating the potential of collective scientific action for equitable global access to evidence-based practices. By connecting situated experiences from Latin America and Southern Europe, this session advances a Global South–rooted and decolonial perspective that directly challenges the hegemony of Northern frameworks in organizational psychology. The Brazilian contributions emphasize behavioral performance management and competencies for volunteer leadership under resource constraints; Puerto Rico's case shows how human resource management and organizational practices shaped recovery across consecutive disasters; European interior regions bring forward co-designed, technology-supported interventions to restore well-being in vulnerable mountain and semi-rural communities—contexts often marginalized in global debates. Complementing these, a systematic review from Brazil maps human resource management practices in disaster contexts across the literature. Together, these contributions emphasize precarious, resource-limited, and community-centered responses, revealing how context-sensitive knowledge from the Global South and non-hegemonic European regions enriches international debates and unsettle universalizing assumptions in organizational psychology.

Abstract 4184

PROFESSIONAL PERFORMANCE MANAGEMENT IN POST-CRISIS RECOVERY: A BEHAVIORAL SELF-MANAGEMENT FRAMEWORK FOR WORKERS AND ORGANIZATIONS

Sandall H.*[2], Dias Costa T.[1]

[1]Universidade do Pará ~ Belém ~ Brazil, [2]Brazilian Society of Work and Organizational Psychology (SBPOT) and Universidade Federal Fluminense (UFF) ~ Brasília ~ Brazil

Extreme events and disasters caused by climate change increasingly disrupt organizations and workers worldwide. Beyond environmental and economic losses, such crises alter working conditions, threatening professional performance and mental health. Despite their relevance, few interventions in Work and Organizational Psychology address the sustained impact of crises on occupational routines and recovery processes. This presentation proposes a practical, behavior-based framework for managing professional performance during post-crisis recovery. Performance is understood as the set of behaviors that, supported by resources and context, produce organizational results. Crises dismantle these conditions and create abrupt constraints such as damaged infrastructure, disrupted routines, shortages of resources, and heightened psychological strain. To respond to these challenges, we introduce a self-management diagram designed to help workers and managers identify key behaviors, recognize contextual changes, assess consequences, and specify antecedents required for effective performance. This structured reflection enables individuals and organizations to adopt adaptive responses, prioritize feasible actions, and negotiate support essential for recovery. Illustrative examples from manufacturing and service contexts show how the model can be applied to sustain essential tasks, adapt routines, and maintain engagement despite severe constraints. By combining individual self-management strategies with organizational practices, the framework promotes resilience, strengthens adaptive capacity, and safeguards well-being while supporting continuity of operations. Ultimately, professional performance management in post-crisis contexts should be viewed not only as a way to restore productivity but also as a protective and developmental process that contributes to professional growth and collective resilience. This contribution highlights the crucial role of Work and Organizational Psychology in preparing, supporting, and restoring workers and organizations facing emergencies, disasters, and catastrophes.

Abstract 4186

RE-ACTION: DIAGNOSE, COMMUNICATE, SHARE, AND CO-DESIGN INTERVENTIONS: THE CASE OF RESTORING EMOTIONAL WELL-BEING USING COMMUNITY RESOURCES WITH IT AND AI

Pérez--Nebra A.*[1], Oliván--Blázquez B.[1], Faurie I.[2], Delicourt A.[2]

[1]Universidad de Zaragoza ~ Zaragoza ~ Spain, [2]Universite Toulouse-Jean Jaures ~ Toulouse ~ France

This project aims to identify and intervene in key aspects to improve the emotional well-being of people living in mountain and semi-mountain territories on the semi-rural communities in the Pyrenees. This project is structured into three phases: 1) Diagnose; 2) Share and Communicate; 3) Co-design and Intervene. In the first phase, the project aims to diagnose and identify the needs of citizens, key stakeholders, and managers to enhance emotional well-being, considering age groups, gender, gender roles, occupational roles, and situations of vulnerability. In the second phase, the project seeks to communicate and share the diagnoses of the main identified needs to establish response plans, generate ideas, and co-design solutions collaboratively. This will be done with expert groups composed of citizens, key community stakeholders, managers, and researchers. Finally, in the third phase, the project will address a previously identified need: the recovery of psychological well-being, which may have been affected by disasters, temporary isolation, stressful life events, etc. Co-creation and intervention design will be carried out to improve emotional well-being, leveraging community resources (physical, social, cultural, etc.). These resources and health assets will be identified, and a technological resource (website or app) supported by AI will be developed to personalize these resources based on age, gender, roles, preferences, vulnerability status, and place of residence. This technological resource will help to find a fit community resource and increase motivation by sending reminders or personalized messages. Finally, the tool will be piloted, implemented, and evaluated for usability, satisfaction, effectiveness, and implementation.

Abstract 4187

PSYCHOLOGICAL, ORGANIZATIONAL, AND HUMAN RESOURCE MANAGEMENT PRACTICES IMPACT OF CONSECUTIVE NATURAL DISASTERS IN PUERTO RICO

Galarza L.*

University of Puerto Rico ~ San Juan ~ Puerto Rico

This presentation discusses research and applied projects designed to examine the organizational, performance management, and human resource management practices utilized in Puerto Rico after various consecutive and diverse natural disasters (hurricanes, floods, earthquakes and the pandemic). The purpose of the qualitative studies conducted was to examine the individual and organizational impact of consecutive natural disasters and pandemic in Puerto Rico. The focus of the qualitative study was to examine the human resource management and organizational initiatives and practices implemented in Puerto Rico after various natural disasters and emergencies (e.g. hurricanes, earthquakes, among others) to assist workers in their recovery & return to work, and for worker retention amidst the disasters. For the qualitative component individual interviews were conducted with supervisors of employees in organizations in Puerto Rico. For the quantitative study, electronic questionnaires were administered to persons in Puerto Rico who had been affected by consecutive natural disasters and the pandemic. Consecutive natural disasters had an impact on individual and organizational variables. At the organizational level the human resource management, performance management, and organizational post-disaster response affected post-disaster worker retention and return to work. At the individual level, the disaster impacted psychological wellbeing variables. The application of work and organizational psychology knowledge and human resource management practices adapted to the specific response to the various steps of consecutive natural disasters can impact worker's and individual's wellbeing, organizational worker retention, the worker's post-disaster return to work, and the organizational ability to return to pre-disaster regular operations.

Abstract 4189

INTRODUCING THE ALLIANCE FOR ORGANIZATIONAL PSYCHOLOGY (AOP)

Hiemstra A.*

Erasmus University Rotterdam ~ Rotterdam ~ Netherlands

This invited symposium is an initiative of the Alliance for Organizational Psychology (AOP), a federation of leading societies in Work, Organizational, and Industrial Psychology that aims to expand the contribution of our field to society by improving both the quality of work life and the effectiveness of individuals and organizations. AOP promotes collaboration and effective communication among its member associations while advancing science-based practice and supporting the development of policies that protect worker well-being and foster organizational productivity worldwide. Its goals include connecting academics and practitioners across regions, maintaining continuous dialogue with international policy makers such as the ILO and the United Nations, and fostering global research and practice collaborations to address critical workplace challenges. To strengthen dissemination and exchange, AOP has also established initiatives such as an online video repository capturing the perspectives of global leaders on pressing organizational and societal issues. Member organizations include IAAP Division 1 (Work and Organizational Psychology), EAWOP (European Association of Work and Organizational Psychology), SIOP (Society for Industrial and Organizational Psychology, USA), CSIOP (Canadian Society for Industrial and Organizational Psychology), the APS College of Organisational Psychologists (Australia), and SBPOT (Brazilian Society of Work and Organizational Psychology). Through this international alliance, AOP serves as a platform to amplify diverse perspectives, strengthen collective action, and mobilize scientific knowledge to advance decent work, resilience, and sustainable organizational practices in a rapidly changing world.

Abstract 4185

HUMAN RESOURCE MANAGEMENT PRACTICES IN THE CONTEXT OF EMERGENCIES AND NATURAL DISASTERS: A SCOPING REVIEW

Greghi Sticca M.*[1], Carlotto M.S.[2], Raya Amazarray M.[3]

[1]Universidade de São Paulo ~ Ribeirão Preto ~ Brazil, [2]Universidade de Brasília ~ Brasília ~ Brazil, [3]Universidade Federal de Ciências da Saúde de Porto Alegre ~ Porto Alegre ~ Brazil

In recent years, the issue of disasters and emergencies, whether natural (earthquakes, tornadoes, floods, extreme climatic and hydrological events, etc.) or technological (hazardous materials, urban fires, nuclear accidents, etc.), has garnered increasing attention due to the multiple challenges they face, including consequences for individuals and communities. In this context, it is crucial that organizations, particularly those directly involved in disaster responses, ensure the optimal functioning of their teams by adopting efficient resource management and, above all, by providing support to their own workers. The goal of this presentation is to illustrate findings of a literature review about the human resource management practices that can support organizations operating in contexts of emergencies and disasters, as well as the workers operating on the frontline, with the aim of promoting protective factors for their health and psychological well-being. A scoping review was conducted using the protocol PRISMA-ScR using the terms ”human resources” AND “natural disasters”. A total of 19 studies were identified and categorized into: recruitment practices, training and development, performance monitoring, and mental health and well-being. Organizational strategies, such as psychoeducational training in the workplace and development of professional action protocols, play a critical role in the mental health of the workers. The results will serve as guidelines to implement specific policies and intervention protocols, through the incorporation of human resource policies in organizations and services involved in disaster response.

Abstract 4188

COMPETENCIES FOR VOLUNTEER LEADERS IN CLIMATE EMERGENCY CONTEXTS: A STUDY ON FUNCTIONAL LEADERSHIP IN BRAZIL

Dias Costa T.[1], Ferreira Dias G.C.[1], Sandall H.*[2]

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Volunteer work has been essential in supporting people impacted by climate disasters. In contexts like these, functional leadership can become the foundation of an effective and safer work environment. The objective of this text was to identify the competencies required for volunteer leaders in climate emergency contexts through a literature review and interviews. The behaviors described will be applied to train volunteer leaders in climate disaster contexts in Brazil. A set of 20 competencies was identified. The first behavior was goal management, described as the ability to develop and distribute goals among team members, offering support and encouragement to achieve them. The second was providing feedback. Effective feedback emphasizes positive performance while offering constructive guidance for improvement. Feedback should focus on behaviors, be timely, and highlight contributions to team success. The third was described as Consequential Listening. Leaders should acknowledge and incorporate team members' ideas, fostering engagement and motivation. Recognizing contributions publicly strengthens team cohesion. The data also outlines three categories of crisis management. During Establishing a Crisis Management Structure, Leaders must follow protocols, gather reliable information, make decisions despite uncertainties, and respond swiftly to demands. The Interaction with Partners and Institutions appeared like essential for resource allocation and effective communication. At least, Engaging with the Public demands for the Leader to provide clear, accurate, and empathetic communication to manage public expectations and reduce panic. Practical recommendations also were included like Identifying and utilizing reliable information sources, establishing clear communication channels and protocols, recognizing team members' efforts to maintain morale and adapting strategies based on evolving situations. The process of identifying competencies and developing training actions for leaders will be detailed in the work.

01 - Division 1: Work and Organizational Psychology

FROM ACCEPTANCE TO ADAPTATION: DIGITAL TRANSFORMATION IN WORK AND HEALTH

Thursday 23 July 2026 from 15:30 to 17:00

(T-Monumentale)

Giulia Paganin (Deparment of Educational Science ~ Bolog), Chair and Presenter
Jennifer Apolinário-Hagen, Discussant

This symposium explores the psychological implications of digital transformation in healthcare and work contexts, adopting a person-centered lens to examine how individuals and professionals accept, adapt to, and are impacted by emerging technologies. As digital tools—such as AI systems and digital therapeutics—become increasingly integrated into professional practice and daily routines, it is crucial to understand not only the technological innovations themselves, but also the human processes that facilitate or hinder their effective use. This symposium addresses this gap by presenting four distinct yet complementary contributions that investigate digital transitions across different domains and populations.
The first presentation examines the acceptance of digital therapeutics (DiGA) among health professionals in Germany, combining qualitative, quantitative, and experimental methods to identify determinants of adoption and information preferences. This research sheds light on communication strategies and policy implications for the dissemination and successful integration of digital healt
The second presentation focuses on the development of an AI-powered virtual assistant for chronic patients, designed to deliver psychological support and enhance personalized care. The project integrates natural language processing and patient-centered design to bridge the gap between digital innovation and holistic healthcare needs.h solutions.
The third contribution adopts a person-centered approach (Latent Profile Analysis) to explore workers' acceptance of Artificial Intelligence in an Italian company. By identifying psychological and organizational profiles, the study highlights individual differences in technology-related anxiety, engagement, and perceived job insecurity.
Finally, the fourth study uses a longitudinal person-centered methodology (Latent Transition Analysis) to trace digital adaptation profiles and their transitions over time, linking them to recovery, work-life conflict, and digital competence. The findings illuminate how technology use patterns influence well-being and sustainable work-life integration.
Together, these contributions provide a multi-method, interdisciplinary exploration of the psychological processes underpinning digital innovation, emphasizing the need for inclusive, tailored, and ethically grounded approaches.Thesymposiumcontributesnovelinsightsinto howindividualsinteractwithtechnologyincontextsofhealthandwork,aligningclosely withtheCongress'sfocusonmental health,sustainability,and digitalization.

Abstract 4376

AI-POWERED MULTIPLATFORM VIRTUAL ASSISTANT FOR CHRONIC DISEASE PATIENTS: ENHANCING PERSONALIZED CARE AND PSYCHOLOGICAL SUPPORT

Farhane Medina N.Z.*, Rubio S., Castillo--Mayén R., Villaécija J., Luque B.

Maimonides Biomedical Research Institute of Cordoba (IMIBIC) ~ Cordoba ~ Spain

Introduction: The emergence of artificial intelligence (AI) has triggered a methodological revolution across all domains. In the context of healthcare, it represents a valuable opportunity to promote the personalization of care, an essential factor in improving treatment adherence and the prognosis of several medical conditions. This technological advancement is extremely relevant to patients suffering from chronic illnesses, who often require ongoing medical attention and complex disease management over time.
It is important to note that chronic conditions are frequently associated with a high comorbidity of mental health problems, including symptoms of depression, anxiety, psychological distress, and reduced quality of life. It is imperative to acknowledge the significance of these psychological components, which frequently remain underrecognized and undertreated. Their direct influence on treatment adherence and overall health outcomes is a relevant factor that must be considered. Consequently, there is an increasing necessity to incorporate psychological interventions as a fundamental element of comprehensive care for chronic patients.
Objective:
To respond to this need, the development of machine learning systems- particularly natural language processing models- is proposed, with the goal of supporting both medical and psychological care. A multiplatform (app and web) application will be developed as the user interface for this AI system, enabling patients to interact easily and safely with a virtual assistant trained to provide personalized guidance, reminders, symptom monitoring, and continuous psychological and emotional support. The design of all the functions is intended to complement and reinforce in-person care, serving as a digital companion without replacing the essential human contact or direct clinical supervision.
Keywords: Artificial intelligence; Chronic disease; Healthcare; Psychological interventions; Virtual assistant.

Abstract 4377

UNDERSTANDING AI ACCEPTANCE THROUGH A PERSON-CENTERED LENS: A LATENT PROFILE ANALYSIS

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Introduction: Artificial Intelligence (AI) is a transformative technology with increasing impact across social and economic domains. Understanding the factors that influence its adoption is essential for both research and practice. The most widely used model in this field is the Technology Acceptance Model (TAM; Davis, 1989), which identifies perceived usefulness (PU) and perceived ease of use (PEOU) as predictors of behavioral intention to use (INT).
Objectives: To date, the literature has predominantly focused on variable centered approaches, often neglecting individual differences. This study adopts a person-centered approach to identify unobserved subgroups of workers and to explore the role of personal and organizational resources in AI acceptance processes.
Method: A total of 653 employees from an Italian company participated in the study (73% male; 52.3% aged between 51–60), completing an online survey. Latent Profile Analysis (LPA) was used to identify profiles based on individual innovativeness, openness to change, digital skills, organizational support for innovation, and training opportunities. These profiles were then compared on TAM dimensions (PU, PEOU, INT), as well as on technology anxiety, job insecurity, and work engagement.
Results: Four distinct profiles emerged: the Uninspired (n=213), the Misunderstood Innovators (n=70), the Change Champions (n=360), and the Disillusioned (n=66). Change Champions reported the highest levels of AI acceptance and work engagement, along with the lowest levels of technology anxiety and job insecurity. Conversely, the Disillusioned exhibited the most negative scores across all indicators.
Conclusions: The findings provide new insights into the role of personal and organizational resources in AI acceptance processes, offering practical implications for fostering more informed and positive attitudes toward the use of artificial intelligence. The cross-sectional design prevents causal inferences. Additionally, the relatively high average age of the sample may have influenced the results, limiting their generalizability to younger populations.

Abstract 4378

DIGITAL ADAPTATION PROFILES AND LONGITUDINAL TRANSITIONS: THEIR IMPACT ON RECOVERY AND WORK-LIFE INTERFACE

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Introduction: Constant connectivity and after-hours work demands are central challenges of digital transformations, impacting recovery and work-life conflict (WLC; Cho et al., 2020). Conversely, digital competencies may help reduce work-life spillover (Christensen & Treas, 2024). Understanding the interplay of technological demands and resources in the work-life interface is essential for sustainable digitalization (Trenerry et al., 2021).
Purpose: This study aims to: (1) identify digital adaptation profiles based on after-hours technology-assisted job demands (off-TAJD), digital competencies (DC), and leisure-time technology engagement (LTE); (2) examine transitions between profiles over time; and (3) assess predictors and outcomes in terms of recovery and work-life conflict.
Method: A two-wave longitudinal study (3-month interval) was conducted involving 144 workers from the general population (52% women, Mage = 41.62) using an online self-report questionnaire. Latent transition analysis was performed in Mplus. Relationships were analyzed using multinomial logistic regression and path analysis.
Results: Four profiles emerged: (1) Balanced – moderate off-TAJD, average DC/LTE; (2) Integrated – low off-TAJD, high DC/LTE; (3) Disengaged – low off TAJD/DC, moderate LTE; (4) Overloaded – high on all three indicators. Lower detachment and higher WLC at Time 1 predicted a higher likelihood of transitioning from Integrated to Balanced, while high control increased it. Staying in the Integrated profile predicted higher detachment at Time 2, whereas remaining Overloaded predicted increased work-life conflict and lower detachment. Transitions from Balanced to Disengaged and from Integrated to Balanced/Disengaged predicted lower WLC. Mastery was lower in transitions from Overloaded to Balanced and higher in those from Disengaged to Integrated.
Conclusion: The person-centered longitudinal approach and the integration of technological resources rarely studied concerning organisational well-being offer a granular view of digital exposure trajectories and their effects on the work-life interface.
Keywords: Digital transformation, Work-life conflict, Recovery, Digital competences, Latent Transition Analysis

01 - Division 1: Work and Organizational Psychology

Organizations and Work identity

Thursday 23 July 2026 from 15:30 to 16:15

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 1894

WORK ALIENATION IN ACADEMIA: INSIGHTS FROM RELATIONAL MODELS THEORY

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The aim of this study is to examine work alienation in academic life through Fiske's (1991) Relational Models Theory (RMT). RMT conceptualizes four basic relational models—communal sharing, authority ranking, equality matching, and market pricing—which are expected to shape how academics perceive and experience alienation. To address this issue, semi-structured interviews were conducted with 15 academics from different regions of Turkey, representing diverse disciplines and titles, each with at least four years of experience. Interviews lasted 45–90 minutes and were analyzed using thematic analysis supported by a closed coding approach. Findings showed that alienation was most strongly associated with the market pricing model. Academics reported difficulties in receiving fair returns for their efforts, increasing pressure of academic performance standards, the commodification of academic labor, and the erosion of meritocracy. Experiences linked to equality matching included unequal access to resources, limited participation in decision-making, and gender inequality. In relation to authority ranking, participants highlighted the misuse of hierarchical power and corruption of authority. Finally, in the context of communal sharing, academics emphasized the importance of unity within departments, institutions, and among the academic community noting its decline as a source of alienation. Overall, the results suggest that market pricing is the dominant dimension shaping alienation in academia. Strengthening fairness and proportionality in academic relations may help reduce alienation. This study contributes by demonstrating the usefulness of RMT for understanding alienation in academic settings and by providing insights into the particular challenges faced in Turkish higher education.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 2245

IDENTITY (A)SYMMETRY IN DUAL ROLES: HOW HYBRID ENTREPRENEURS ALLOCATE EFFORT AND PERFORM ACROSS VENTURE AND WAGE WORK

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Hybrid entrepreneurship—simultaneously running a venture while holding wage employment—is a fast-growing, underexamined work form with profound implications for motivation, performance, and human resource strategy. This paper extends role identity theory to a dual-role hybrid entrepreneurial context and integrates a self-regulation lens to explain when dual identities enable versus impair performance. We theorize that identity (a)symmetry—the relative prominence of entrepreneurial and wage work identities—shapes self-regulatory effort allocation across roles, with downstream consequences for performance in both roles. Under identity asymmetry (one identity more prominent), hybrids prioritize effort toward the corresponding role and perform better in that role. Under identity symmetry, however, equally high prominence in both identities may impair regulation, yielding insufficient effort and underperformance in both domains compared with equally low prominence.

We test our model using three-wave, multi-source data from 327 hybrid entrepreneurs in Ghana, linking self-reports of identity and effort with partner-rated entrepreneurial performance and supervisor-rated wage work performance. Polynomial regression and response surface analyses support our hypotheses: effort increases along the identity-asymmetry line toward the more prominent identity; both entrepreneurial and wage work effort are lower when both identities are highly prominent than when both are low; and entrepreneurial (wage work) effort mediates the effects of identity (a)symmetry on entrepreneurial (wage work) performance, with cross-domain trade-offs. These findings reveal identity-driven resource allocation as a core mechanism for dual-role functioning.

This work advances theory by: (1) extending role identity theory to dual-role hybrid entrepreneurial contexts, showing configurations—not single identities—drive behavior; (2) specifying identity (a)symmetry as a self-regulatory mechanism allocating finite effort; and (3) revealing counterintuitive impairment under high identity prominence in both entrepreneurial and employment roles. Practically, these insights enable sustainable dual-role performance without assuming “more identity is better,” which is particularly salient for emerging economies where hybrid work sustains livelihoods.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology
SDG 8: Decent work and economic Growth

Abstract 942

IDENTITY PROCESSES IN FREELANCE CAREERS: THE MEDIATING ROLE OF OCCUPATIONAL IDENTITY AND THE MODERATING ROLE OF CALLING

Jung Y.*, Takeuchi N.

Waseda University ~ Tokyo ~ Japan

Introduction: Participation in non-traditional work, including freelance and platform-based arrangements, is expanding globally (World Bank, 2023). Japan, despite enduring long-term employment traditions (Jung et al., 2023), has likewise experienced rapid growth in freelance work—defined as "charging fees for services and are independent of their clients in employment terms" (Fraser & Gold, 2001, p. 682)—fueled by side job deregulation, work-style reforms, and digitalization (Freelance White Paper, 2023). While freelancing affords autonomy and independence, it also generates "identity challenges" rooted in role ambiguity and the absence of organizational affiliation, which complicate the development of occupational identity (Caza et al., 2022). Yet, evidence on how occupational identity shapes freelancers' career remains limited (Stoyanova et al., 2025), and theorizing on calling as a buffer outside traditional employment is underdeveloped (Lysova et al., 2019).

Purpose & Method: Guided by career construction theory (Savickas, 2013), we examine (1) whether occupational identity achievement mediates the relationship between identity challenges and career outcomes, and (2) whether calling moderates this mechanism. A three-wave longitudinal survey of 1,177 Japanese freelancers measured identity challenges and calling at Time 1, occupational identity achievement at Time 2, and subjective career success and career growth at Time 3. We tested a moderated mediation model using path analysis in Mplus.

Results & Conclusions: Identity challenges significantly reduce occupational identity achievement, which in turn, mediates their negative effects on subjective career success and career growth. Perceived calling attenuated this indirect pathway, yielding a significant moderated mediation effect such that the adverse conditional indirect effects were weaker at higher level of calling. These findings expand career construction theory to non-traditional employment contexts by demonstrating that identity processes remain consequential outside organizations. The findings identify calling as a psychological resource that sustains career development under precarious conditions, informing interventions that cultivate identity clarity and purpose among freelancers.

01 - Division 1: Work and Organizational Psychology

Organizations and Careers 1

Thursday 23 July 2026 from 16:15 to 17:15

(P -Arsenale)

Abstract 4107

SAFETY PERCEPTION, AGE, AND JOB DEMANDS: IMPACT ON WORK ABILITY IN OLDER WORKERS

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This study explores the interplay between perceived safety, age, and job demands in shaping work ability among older workers. This topic is of increasing relevance given the ageing workforce. Utilising the Job Demands-Resources (JDR) model, the study investigates the moderating effect of cognitive and physical job demands on the relationship between safety perception and work ability. The research is grounded in survey data collected from 340 employees at a manufacturing facility in Northern Italy.

The findings of the study reveal a significant three-way interaction between perceived safety, age, and cognitive demands. Specifically, older workers with lower cognitive demands were more dependent on high safety perceptions to sustain work ability, while cognitive demands played a more crucial role for those with average or above-average cognitive abilities. Conversely, physical demands exhibited a consistently detrimental effect on work ability, irrespective of perceived safety or age.

These results underscore the multifaceted nature of factors influencing work ability in older employees, emphasising the necessity for customised interventions that address safety perceptions, cognitive abilities, and job demands. Consequently, the enhancement of safety culture, the implementation of ergonomic modifications, and the provision of cognitive support within the workplace can assist in the mitigation of age-related declines in work ability.

This study makes a valuable contribution to the understanding of the challenges faced by older workers and offers insights into the design of inclusive occupational health policies. Future research should further investigate the intersection of individual and environmental factors in shaping work outcomes.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 639

APPLYING CAREER SUSTAINABILITY ECOSYSTEMS THEORY TO NEURODIVERGENT INDIVIDUALS – A SYSTEMATIC REVIEW

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European University for Innovation and Perspective ~ Backnang ~ Germany

Introduction: The recently introduced sustainable career ecosystem theory (SCET) integrates sustainable career theory and career ecosystem theory, highlighting the interplay of person, context, and time in shaping sustainable careers. At the same time, the growing number of neurodivergent individuals in the workforce has been acknowledged, yet little is known about their career sustainability.

Purpose: This study addresses the need, raised in a current special issue on SCET, to systematically explore neurodiversity in the context of career sustainability. To date, no comprehensive mapping of existing evidence exists. Our systematic literature review aims to synthesize empirical research and theoretical propositions, thereby providing a foundation for a future research agenda. The study has been pre-registered and approved by the authors' institutional ethics board.

Method: Following PRISMA guidelines, a systematic search was conducted in SCOPUS. We combined terms for neurodivergent diagnoses with variables drawn from the SCET framework (e.g., career counseling, career crafting, career success). To capture contemporary conceptualizations of neurodivergence, we included articles published between 2020 and 2025. Reporting bias and certainty assessment were unremarkable.

Results: Preliminary findings indicate that some SCET elements, such as individual-level outcomes, have been linked to neurodivergence in scattered studies or highlighted in recent scoping reviews. However, more detailed analyses are lacking. For instance, the role of career crafting in shaping perceived career sustainability among neurodivergent individuals remains underexplored. Moreover, the predominance of US-based research limits the transferability of findings and underscores the need for cross-cultural investigations.

Conclusion: In conclusion, integrating neurodivergence into the SCET framework offers significant potential to advance the field. Given SCET's emphasis on context, future research should particularly account for cultural and national backgrounds when examining sustainable careers of neurodivergent individuals.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 232

"EVERYTHING WE SEE HIDES ANOTHER THING": ENHANCING RETURN TO WORK AFTER MATERNITY LEAVE THROUGH VISUAL METAPHOR-BASED INTERVENTION

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Introduction: Return to work (RTW) after maternity leave is a challenging experience for working mothers (WMs). Organizations can support WMs to improve this experience. A valuable tool for eliciting the intrinsic meanings of RTW is visual metaphors (VMs), which provide easier access to even the most complex life experiences.
Purpose: In line with the J-DR theory, we propose a psychological intervention that utilizes VMs combined with cognitive and mindfulness techniques to promote personal resources (e.g., psychological flexibility, parental self-efficacy), address personal demands (e.g., irrational beliefs at work, rigid maternal beliefs), and manage anxiety, work-related stress, and its consequences (e.g., parental and job burnout).
Method: Visual-Meta4Moms@Work consists of a series of VMs produced using AI, which refer to possible types of structure and meaning, as well as the semiotic dimensions of expression, conceptualization, and communication. A first group of WMs evaluated the VMs in terms of appreciation, deviation from expectations, complexity, and communicative ability. A second group of WMs will be enrolled in an intervention that involves the use of Visual-Meta4Moms@Work to elicit the meanings of RTW, along with a series of sessions focused on psychoeducation and experiential exercises, including measures of biofeedback.
Results: Visual-Meta4Moms@Work consists of ten meaning categories (e.g., challenge and destination, fight, hostile place) and over 300 VMs. Following the WMs' evaluations, the most appreciated and communicative VMs were selected, which were less complex and deviated less from expectations compared to the meaning category.
Conclusions: This contribution is part of a broader research project aimed at designing an organizational intervention to enhance RTW after maternity leave, including using VMs and AI. Images facilitate the emergence of meaning from complex experiences, allowing the researcher/consultant to facilitate their re-elaboration and promote the development of new awareness. Visual-Meta4Moms@Work can be beneficial in organizations for designing primary and secondary psychological interventions.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 406

WHY CONFLICT AFFECTS CAREERS - WORK-FAMILY CONFLICT, CAREER SELF-EFFICACY AND THE ROLE OF PURPOSE AND GROWTH AT WORK

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Along with a large increase in the prevalence of Work-Family Conflict and Family-Work Conflict as a consequence of societal developments, research has outlined possible negative consequences of this development. Adding to these potential dangers, this study investigates the hypothesised negative effect of Work-Family Conflict and Family-Work Conflict on Career Self-Efficacy, which would be detrimental to individual careers. Two mediators, which are sub-dimensions of Eudaimonic Well-Being, are introduced to explain the relationship: Purpose in Career and Personal Growth at Work. To test the model, self-report questionnaires of the mentioned concepts were administered to a sample of Spanish employees (N = 327) at two time points, three months apart. Results were analysed using structural equation modelling in Jamovi, revealing Family-Work Conflict as a direct negative predictor of Career Self-Efficacy and Work-Family Conflict as an indirect negative predictor via Purpose in Career and Personal Growth at Work. With this research, the study contributes not only to the awareness of the negative consequences of Work-Family and Family-Work Conflict, but it also highlights the importance of Career Self-Efficacy and brings forth possible explanatory mechanisms for the outlined effects. In doing so, it responds to the growing societal need to protect employee well-being and career self-efficacy in the face of blurred work-life boundaries and changing career realities.

01 - Division 1: Work and Organizational Psychology

Work and Organizational Psychology-Miscellaneous 2

Thursday 23 July 2026 from 16:30 to 18:30

(L-Lorenese)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education

Abstract 857

AI READINESS AND HUMAN-AI COLLABORATION ON EMPLOYEE COLLABORATIVE CLIMATE: EVIDENCE FROM THAILAND

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Introduction:
The rapid advancement of artificial intelligence (AI) has fundamentally transformed the modern workplace, particularly in the area of human resource management. As AI systems become increasingly integrated into organizational operations, understanding how employees perceive and collaborate with AI is essential to fostering a productive and inclusive working environment.
Purpose:
This study aimed to investigate the influence of AI readiness—comprising perceived usefulness, ease of interaction, trust in AI, and threat acceptance—on the employee collaborative climate in organizations. Additionally, it examined the mediating role of human-AI collaboration in the relationship between AI readiness and collaborative climate, with Thailand serving as the contextual setting.
Method:
A quantitative approach was employed using survey data collected from 400 Thai employees across various sectors. The research instrument was a structured questionnaire measured on a five-point Likert scale. The instrument demonstrated strong internal consistency (Cronbach's $\alpha > 0.80$). Data were analyzed using multiple regression and mediation analysis.
Results:
Findings revealed that all dimensions of AI readiness positively and significantly influenced both human-AI collaboration and employee collaborative climate ($p < .001$). Human-AI collaboration also had a significant positive impact on collaborative climate and acted as a partial mediator in the model. The indirect effect of AI readiness on collaborative climate through human-AI collaboration was statistically significant ($\beta = .693$, CI [.582, .812]), supporting the proposed mediation framework.
Conclusions:
This research highlights the importance of employees' psychological and behavioral readiness in adapting to AI-integrated environments. The results suggest that organizations should not only invest in AI infrastructure but also foster a climate that supports human-AI cooperation. Enhancing employee readiness and trust toward AI can play a crucial role in sustaining collaboration and performance in AI-driven workplaces.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 952

RESILIENCE AND BIOMARKERS OF STRESS IN CROSS CULTURAL ADAPTATION: A LONGITUDINAL COMPARATIVE STUDY OF CHINESE RETURNEES AND FOREIGN EXPATS IN CHINA

English A.*

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Grounded in the biopsychosocial model and the Job Demands–Resources framework, this longitudinal study explored how physiological stress and psychological resources jointly shape cross-cultural adaptation among returnees and foreign talents in China. A total of 357 professionals, including both Chinese returnees and foreign experts, participated in this study by completing self-reported measures and providing hair samples for cortisol analysis. Six months later, 246 of these participants completed follow-up measures. The surveys administered assessed resilience, perceived talent status, coping strategies, and effort-reward imbalance. Results revealed distinct yet convergent adaptation patterns: returnees reported greater use of active coping, while foreign talents perceived higher talent recognition. Despite these differences, both groups reported comparable levels of resilience, physiological stress, and ERI. A moderated mediation analysis showed that elevated baseline cortisol predicted lower ERI at time 2, and individuals with low levels of resilience reported an increase in effort-reward imbalance. For highly resilient participants, ERI remained consistently low regardless of cortisol, reflecting a ceiling effect of psychological protection. Although perceived talent status independently reduced ERI, it did not significantly mediate the cortisol–ERI association. These findings support a dual-pathway model in which psychological resilience and physiological arousal operate as complementary, compensatory systems. As long as one pathway is engaged, individuals maintain a balanced effort–reward ratio and occupational well-being. This perspective challenges deficit-based views of cortisol and underscores the need to integrate both psychological and physiological resources in global talent management.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 963

IT TAKES A VILLAGE: ENHANCING REALISM IN HIGH STAKES ASSESSMENTS THROUGH THE INCLUSION OF COMMUNITY VOICES

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Introduction
Integrating community members into the development of high-stakes assessments can ensure relevance, equity, and trust. Their insights can help align assessments with real-world needs, reduce bias, and foster shared ownership of assessment decision outcomes.
Purpose
We explored outcomes related to the incorporation of real-world patients into the development of a national high-stakes assessment used for the selection of future healthcare professionals.

Methods
Real world patients were invited to participate in a critical incident study involving the collection of situations in which they encountered medical students demonstrating ineffective or effective professionalism behaviors. Situational judgment tests (SJTs) created from these collected vignettes were compared to SJTs developed from traditional subject matter experts (SMEs; medical school faculty and staff) in terms of professionalism domains represented, number of initial item responses created, scoring survival rates, and item response effectiveness patterns.

Results
Sixty situational judgment test scenario sets were analyzed, with 25% of these developed from critical incidents provided by patient SMEs. Fisher Exact Tests revealed no differences in the type of critical incidents submitted based on SME type (patient versus medical school faculty/staff), as determined by competency domain represented. Additionally, no significant interactions emerged between SME type and competency domain for the number of initial items created, item effectiveness patterns, or item survival rates, suggesting that critical incidents provided by patients perform similarly to traditional SMEs in terms of opportunities to create an array of relevant response items and their ability to survive through independent scoring analysis .

Discussion
Involving relevant community members in the development of high-stakes selection tools yields outcomes comparable to traditional expert-driven methods. These results suggest that inclusive design does not compromise rigor, and can instead enhance relevance, variety of content, transparency , and public trust in the selection process.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth

Abstract 1099

THE TRICKLE-DOWN EFFECT OF COURAGEOUS LEADERSHIP: SCALE DEVELOPMENT, SUBORDINATE COURAGE, AND BOUNDARY CONDITIONS

Lin S., Huang S.*

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Courageous leadership has been increasingly recognized as an essential resource for organizations, yet empirical research remains limited, especially in everyday managerial contexts. This study is conducted in two parts to address both conceptual and empirical gaps.

The first part of the research focuses on developing and validating a scale to assess leaders' courageous behavior. Drawing on social learning theory and the Job Demands–Resources model, courageous leadership is conceptualized as leaders' willingness to assume responsibility, speak up under pressure, and inspire others despite risks. Through qualitative interviews and content analysis, scale items were generated and refined, followed by exploratory and confirmatory factor analyses. The results provide a reliable and valid measure that captures the multidimensional nature of leaders' courageous behavior, offering a foundation for further empirical investigations.

The second part of the study examines the trickle-down effect of leaders' courageous behavior on employees. Subordinate courage is proposed as a mediating mechanism through which leaders' courage influences innovative work behavior. To capture boundary conditions, interpersonal trust is hypothesized to moderate the relationship between leaders' courageous behavior and subordinates' courage, while psychological safety (team climate) is expected to strengthen the pathway from leader courage to subordinate outcomes. Data are collected from employees across diverse industries in Taiwan and analyzed using structural equation modeling and moderated mediation techniques.

This study contributes to leadership and organizational behavior research in two ways. Theoretically, it clarifies the construct of courageous leadership and empirically tests its trickle-down effect in a Chinese cultural context. Practically, it highlights the importance of cultivating courageous leadership, building trustful leader–follower relationships, and fostering psychologically safe climates to enhance employee courage and innovation.

Courageous Leadership, Courage, Interpersonal trust, Psychological Safety, Innovative Work Behavior

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology SDG 11: Sustainable cities and communities SDG 1: No Poverty

Abstract 2248

INVESTIGATING THE IMPACT OF GRATITUDE INTERVENTIONS ON SOCIAL RESPONSIBILITY BEHAVIORS ACROSS DOMAINS

Babu N.*

Loughborough University ~ Loughborough ~ United Kingdom

Introduction and purpose: Provisional research has shown that gratitude interventions can engender positive outcomes in the workplace (Locklear et al., 2021; Sawyer et al., 2022). However, existing research has neglected a focus on prosocial (i.e., social responsibility) behaviours, which gratitude is predicted to facilitate through upward reciprocity, as well as methodologically not accounting for the effectiveness of different types of gratitude interventions. As per broaden and build theory (Fredrickson, 2001), a work-specific and general gratitude intervention are predicted to broaden one's perspective and build resources, to facilitate social responsibility behaviours in individuals, in comparison to an active control group. It is predicted that the gratitude interventions will have domain-specific effects (e.g., work vs personal).

Methods: Participants were randomly assigned to one of three conditions: general gratitude, work-specific gratitude, and an active control condition (total N = 210). Participants provided baseline measures in week 1, then engaged in the intervention for a period of four weeks, and subsequently responded to a variety of prosocial outcome measures in week 6.

Results:
There was a significant difference between intervention conditions [F (2, 105.71) = 4.90, p = 0.009]: the general (M = 3.71) and work-specific (M = 3.72) conditions were not significantly different from one another, but both the general (p = 0.012) and work-specific (p = 0.015) groups had significantly higher gratitude scores in comparison to the control group (M = 3.13). Participants in the general gratitude condition had significantly lower environmental behaviour (B = -0.181, p = 0.048) versus the control group, and the work-specific condition had lower scores on work-related corporate volunteering than the general gratitude condition (B = -0.328, p = 0.064).

Conclusion: The current study provides evidence of causality as well as contributing to absent research on the effects of gratitude within and through the workplace, on social good.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 157

WORKING SIDE BY SIDE: HOW TELEWORK AND HUMAN-ANIMAL INTERACTIONS FOSTER WORK ENGAGEMENT AND LIFE HARMONY

Junça--Silva A.*[1], Rueff Lopes R.[2]

[1]Ana Junça-Silva ~ ISCTE - Instituto Universitario de Lisboa ~ Portugal, [2]ESADE ~ Barcelona ~ Spain

For employees with companion animals, telework offers the opportunity to remain close to them, fostering frequent interactions with them. However, research on the impact of work arrangements (flexible versus non-flexible) on well-being indicators remains limited. Grounded in Social Exchange Theory, a conceptual model was developed to explain how and under what circumstances work arrangements influence work engagement and life harmony. It was hypothesized that telework facilitates human-animal interactions, which, in turn, positively influence work engagement and life harmony. Additionally, it was proposed that attitudes toward telework moderate this indirect relationship. To test this model, 238 employees participated in a three-wave study. The findings supported the hypotheses, demonstrating that telework (versus on-site work) positively influences work engagement and life harmony through human-animal interactions. This relationship was moderated by employees' attitudes toward telework, with stronger effects observed among those with positive attitudes (versus negative attitudes). This study highlights the positive impact telework can have for individuals with companion animals, enabling them to work in proximity to their companion animals and alleviating potential concerns about their well-being.

Abstract 4934

RECONSTRUCTING SELF-AWARENESS DEVELOPMENT IN LEADERSHIP: A TEA-INFORMED CASE STUDY OF A JAPANESE SME LEADER

Shiroishi Y.*

Abstract 4972

A LIVING TO DIE IN THIS GIG ECONOMY'': TOWARD DECENT AND SUSTAINABLE WORK OF GHANAIAN YOUTH IN RIDE-HAILING JOBS

Agyemang C.B.*

01 - Division 1: Work and Organizational Psychology

REMOTE AND HYBRID WORK: CONNECTING INDIVIDUAL EXPERIENCES AND TEAM DYNAMICS

Thursday 23 July 2026 from 17:00 to 18:30

(R-Arsenale)

Salvatore Zappalà (University of Bologna ~ Bologna ~ Italy), Chair and Presenter
Ferdinando Toscano (University of Campania "Luigi Vanvitelli), Co-Chair
Núria Tordera (University of Valencia ~ Valencia ~ Spai), Discussant

The expansion of remote and hybrid work has reshaped the modern workplace, raising new theoretical and practical questions for scholars and practitioners. Flexible arrangements promise autonomy, work–life balance, and agility, yet they also bring challenges for motivation, leadership, collaboration, and collective performance. This symposium gathers five contributions that address these issues at both the individual and team level.

The first two papers examine individual processes. The opening study develops and validates a Telework Motivations Scale grounded in Self-Determination Theory, showing that autonomous motivations are linked to higher well-being, balance, and performance in comparison to controlled motivations. This study extends motivational constructs to telework context, and offers an instrument to guide evidence-based policy design The second paper focuses on managers, highlighting the overlooked strains of hybrid leadership. Findings from Danish corporations show that while managers value flexibility, they also face coordination burdens, reduced informal contact, and increased responsibility for negotiating hybrid arrangements, with implications for their own well-being.

The next three papers address team processes. A scoping review of hybrid team research, guided by the Input–Mediator–Output framework, identifies key organizational, behavioral, and cognitive factors that shape collaboration and outcomes such as productivity and commitment, while underscoring gaps in the study of conflict and cooperation. The following empirical study, using the Telework Quality Model, shows how different profiles of hybrid workers experience team identification, knowledge sharing, and efficiency differently, emphasizing that organizational conditions strongly influence outcomes. The final contribution explores leadership in hybrid settings, demonstrating that improvements in leaders' competencies foster greater employee autonomy, social support, and positive affect.

Together, these papers highlight how motivations, leadership, and organizational design determine whether hybrid work fosters thriving individuals and effective teams—or instead generates disconnection and inefficiency.

Abstract 3698

MOTIVATIONS FOR TELEWORK: A PSYCHOMETRIC VALIDATION STUDY BASED ON SELF-DETERMINATION THEORY

Couto R., Lopes S.*, Carvalho V.S., Chambel M.J.

CICPSI, Universidade de Lisboa ~ Lisbon ~ Portugal

Introduction: Telework has become a central aspect of modern work life, raising questions about how employees' motivations shape their experiences and outcomes. Self-Determination Theory (SDT) provides a valuable framework for examining the quality of motivation in this context.
Purpose: This study aimed to create and validate a way to measure teleworkers' motivations, including autonomous and controlled regulatory processes, thereby broadening the use of SDT in flexible work setups.
Method: Data were collected from 454 employees in Portugal engaged in full or partial telework. The development of the Telework Motivations Scale involved exploratory and confirmatory factor analyses to identify underlying structures. The resulting instrument measured five forms of motivation: autonomous (integrated, intrinsic) and controlled (external social, external material, introjected). Reliability and validity analyses were conducted to assess psychometric adequacy.
Results: The scale demonstrated strong reliability and validity indicators, confirming its robustness. Autonomous motivations were positively associated with life satisfaction, work–family balance, and job performance. In contrast, controlled motivations correlated with less favorable personal and professional outcomes.
Conclusions: The validated Telework Motivations Scale offers a reliable tool for understanding motivational profiles in telework settings. The findings underscore the importance of fostering autonomous motivation to enhance employee well-being and performance. The scale provides organizations practical insights to design evidence-based telework policies and interventions. Further research should examine the measure across cultural and occupational contexts to strengthen its generalizability.

Abstract 3699

HYBRID WORK'S EFFECT ON MANAGEMENT AND MANAGERS' WELL-BEING: AN EXPLORATORY STUDY

Ipsen C.*[1], Manca C.[2]

[1]TECHNICAL UNIVERSITY OF DENMARK ~ Copenhagen ~ Denmark, [2]University of Bologna ~ Bologna ~ Italy

Hybrid work has become a central trend in contemporary labor markets (Eurofound, 2021). While research has largely focused on employee outcomes, far less is known about how line and middle managers experience leading hybrid teams, the organizational factors influencing these experiences, and their consequences. Prior studies suggest that hybrid work intensifies managerial effort and reduces perceived task quality, but the underlying mechanisms remain underexplored.

This study investigates managers' daily experiences of hybrid work and its implications for productivity and well-being. Data were collected from approximately 30 managers across six large knowledge-intensive corporations in Denmark. Participants engaged in a series of workplace Fishbone workshops designed to facilitate collective reflection on the benefits and strains of hybrid leadership.

Findings show that managers experience some of the same advantages as employees, including increased focused time and recognition that hybrid arrangements improve employee satisfaction. At the same time, managers face distinctive challenges. Their work has become increasingly centered on coordination, leaving less time for critical tasks. They report difficulties maintaining oversight of employees' activities and well-being, a loss of community and informal interactions, and an ongoing burden of negotiating hybrid arrangements. These factors generate strain and, in some cases, boredom, despite the broader enthusiasm surrounding flexible work.

The study contributes to ongoing debates on hybrid work by foregrounding the managerial perspective. It highlights the dual role of managers as both facilitators and sufferers of hybrid transitions. The insights provide practical guidance for organizations, emphasizing the need to support managers through clearer structures, enhanced communication practices, and shared responsibility for hybrid arrangements. By addressing these factors, organizations can cultivate healthier workplaces and ensure that managers remain engaged and effective in the evolving world of hybrid work.

Abstract 3701

TEAMING IN HYBRID WORK: A SCOPING REVIEW

Zappalà S.*[1], Donati S.[1], Toscano F.[2]

[1]University of Bologna ~ Bologna ~ Italy, [2]University of Campania "Luigi Vanvitelli" ~ Caserta ~ Italy

Introduction. With the acceleration of hybrid work in the post-pandemic era, organizations are facing new challenges in managing team processes. Hybrid teams, in which different combinations of members alternate between in-person and remote work, integrate physical and virtual interactions, exposing themselves to subgroup risks, low cohesion, reduced information sharing, and team commitment. The Input-Mediator-Output (IMO) framework, widely used in the study of traditional and virtual teams, has been little used to investigate group processes in hybrid teams.
Objectives. Referring to the model of Kozlowski and Bell (2019) and using the IMO framework, a scoping review was conducted that analyzed the literature on five team processes (collaboration, conflict, cooperation, coordination, interactions) in hybrid contexts. The aim was to identify which input factors influence team processes and the effects of these processes on individual and group outcomes in hybrid teams.
Method. The PRISMA-ScopinReview guidelines were followed. The keywords used in Scopus and Web of Science identified 1,022 articles published between 2009 and 2024; 111 studies were deemed relevant, and 19 empirical articles were ultimately selected for full-text analysis.
Results. Three main categories of input factors emerged: organizational (e.g., physical location, spatial design, task interdependence), behavioral (e.g., informal interactions, leader behavior, common ground), and cognitive (e.g., shared identity, collaboration readiness). The identified outputs include productivity, organizational commitment, and performance.
Limitations. The scoping review was based on a limited number of studies (n=19). Most of the reviewed research focuses on communication and collaboration processes in hybrid teams, while a lack of work on conflict and cooperation processes was highlighted.
Innovative Aspects. The study presents a systematic review that lists the input and outcome factors of six group processes in hybrid teams, applying an IMO approach.

Abstract 3702

BRIDGING THE GAP: CAN TEAMWORK THRIVE IN A HYBRID WORLD?

Miglioretti M.*[1], Donati S.[2], Gragnano A.[1], Zappalà S.[2], Margheritti S.[1]

[1]University of Milano-Bicocca ~ Milano ~ Italy, [2]University of Bologna ~ Bologna ~ Italy

Hybrid work, defined as any combination of working time spent within the organization and in other settings (typically at home), has now become a common practice in many organizations. However, its implications at the team level remain poorly understood.
Drawing on the Telework Quality Model (QoT Model)—which identifies four key resources, namely agile remote workstations, agile offices, flexible time, and enabling management— and adopting a person centred approach, this study aims to investigate whether specific hybrid work configurations may facilitate or hinder perception of team functioning and performance.
A total of 719 employees from four different organizations (three private and one public; age: 38% between 46 and 55 years; 54.1% women) participated in the study. Latent Profile Analysis (LPA) was used to identify distinct groups of employees characterized by different hybrid work configurations. ANOVA was then conducted to examine differences across the identified profiles in terms of team identification, team knowledge sharing, team hybrid mode satisfaction, team collective self-efficacy, and team efficiency.
The Latent Profile Analysis identified four profiles: (1) High-Quality Agile Work (39.4%); (2) All Good but Struggling at Home (41.4%); (3) Better Alone than in the Office (12.8%); and (4) Low-Quality Agile Work (6%). The four profiles of hybrid work reveal significant differences with respect to team identification (F:29,65; p<,001); team knowledge sharing (F:13,03; p<,001); team collective self-efficacy (F:28,69; p<,001), team hybrid mode satisfaction (F:37,45; p<,001), and team efficiency (F:15,59; p<,001).
Our findings indicate that quality of hybrid work is closely related to perception of good team processes, while satisfaction with hybrid work may reflect both high-quality practices and organizational challenges.

Abstract 3703

FROM LEADERSHIP TO WELL-BEING IN HYBRID WORK: THE EFFECTS OF EVOLVING LEADERSHIP COMPETENCIES ON WORKERS' OUTCOMES

Tordera N., Rodríguez I.*, Peiró J.M., Villajos E., Lorente L.

IDOCAL, University of Valencia ~ Valencia ~ Spain

Objective. Hybrid and remote work arrangements have become more common in recent years. Those work arrangements have presented both bright and dark sides, posing diverse challenges for leaders who must now manage a more dispersed workforce through digital communication. Physical distance and the need to adapt leadership digitally require leaders to update their competencies and skills in this context, contributing to a committed, productive, and healthy workforce. Improvement of digitalized leadership competences for hybrid and remote work management might be a key to that purpose. Departing from the Leadership Competences for Telework model, in the present research, we analyze how improvements in leaders' competences for telework are related to improvements in the quality of working life of followers.
Methods. The study included data from 432 hybrid and remote workers, 52,2% male and 47.8% female, aged 19 to 68 years (M = 35.4, SD = 9.3). A longitudinal design was used, with repeated measures collected at two different time points (T1 and T2) separated by two to four months using an online survey. SPSS 29 was used for data analysis.
Results. Results show that positive changes in leadership competencies for telework between T1 and T2 were positively related to changes in employees' perceptions of autonomy and social support, as well as positive affect.
Conclusion. The findings suggest that when leaders enhance their competencies for managing telework, their team members experience a better teleworking experience, characterized by greater support, increased autonomy, and positive affect. Therefore, strengthening leaders' skills and competencies is essential to enhancing employees' quality of working life in telework settings.

01 - Division 1: Work and Organizational Psychology

(UN)EMPLOYMENT STATUS CHANGES AS CAREER SHOCK OR CAREER DECISION: THE INTERPLAY OF PERSONAL AND CONTEXTUAL DRIVERS FOR DEVELOPMENTS IN WELL-BEING

Thursday 23 July 2026 from 17:00 to 18:30

(O-Arsenale)

Claudia Bernhard-Oettel (Stockholm University ~ Stockholm ~ Swed), Chair and Presenter

This symposium brings together five presentations from Belgium, Germany, the UK, Sweden and Norway. All contributions focus on employment and job changes and highlight the importance of such transitions for the development of identity and career, job satisfaction and well-being, individual economic resources and balance in non-work life. Using various theoretical points of departure, samples and methods, all presentations make theoretical and practical contributions towards a better understanding of what changes in job and employment status across the life span mean for the development of satisfying sustainable careers. Additionally, each presentation reveals how important the point of reference is for individuals who often compare idiosyncratically and as couples how their current situation is an improvement to a previous state or needs changes towards an envisioned state. These within-individual or dyadic perspectives of change are captured in qualitative narratives, statistical analyses and theoretical conceptualizations.

Paper 1 from Belgium studies the group of economically inactive using the LISS data. The study takes personal preferences and contextual changes into account to investigate what different career choices and developments mean for well-being.

Paper 2 from Germany investigates how past career shocks (job loss, short-time work) associate with economic stress and well-being, thereby exploring the role of posttraumatic growth.

Paper 3 from the UK investigate transitions from entrepreneurship to employment to understand how changes in autonomy and security relate to changes in job satisfaction.

Paper 4 from Sweden is a qualitative study with temporary agency workers that explores how workers can use agency in this specific employment context to create sustainable careers, momentarily or intheirfuture.Paper 5 from Norway takes a conceptual stance on career transitions into retirement and argues

that individual changes in subjective well-being can be understood and predicted more accurately if pathways of both partners in romantic couples are considered.

Abstract 4275

GHOSTS FROM THE PAST: ON THE IMPACT OF CAREER SHOCKS ON ECONOMIC STRESS AND THE ROLE OF POSTTRAUMATIC GROWTH

Klug K.*

University of Bremen ~ Bremen ~ Germany

Introduction: For many workers, the pandemic led to career shocks in terms of employment disruptions (job loss, short-time work), which may induce economic stress (i.e., job insecurity, financial stress). Yet it is unclear how exactly career shocks affect economic stress and well-being beyond immediate reactions. We argue that such long-term effects also depend on how people have coped with the experience.
Purpose: Based on stress theories and life course perspectives, this study investigates relationships between past career shocks, current experiences of economic stress and well-being. We explore the role of posttraumatic growth as a potential moderator in these relationships.
Methods: We conduct a longitudinal study with five measurements, about six weeks apart, among a diverse sample of employees from different sectors. Respondents retrospectively report career shocks during the pandemic, posttraumatic growth at the beginning of the survey, as well as current job insecurity, financial stress and well-being at each time point. The data collection will be completed in autumn 2025 with an expected N = 160. Multilevel models will be calculated to test our hypotheses.
Results: We expect past career shocks to predict current economic stress. We also expect economic stress to relate to lower well-being, in terms of differences between persons and changes within persons. Posttraumatic growth may moderate a) effects of past career shocks, such that people with more posttraumatic growth perceive less economic stress after the shock, and b) effects of economic stress on well-being, such that people with more posttraumatic growth react less strongly to economic stress.
Conclusion: The study will contribute to the understanding of longer term outcomes of career shocks, as well as economic stress in the context of the life course. It will also highlight individual differences in how people cope with critical life events such as career shocks.
Keywords: Career shocks; economic stressors;well-being;posttraumaticgrowth

Abstract 4276

FROM ENTREPRENEUR TO EMPLOYEE: THE COMPETING EFFECTS OF CHANGES IN AUTONOMY AND JOB SECURITY FOR INDIVIDUAL WELL-BEING

Doden W.*

King's Business School, King's College London ~ London ~ United Kingdom

Introduction. While many studies have explored transitions into entrepreneurship, far less is known about the reverse pathway—from entrepreneurship to wage employment. This is surprising given the high failure rates of entrepreneurial ventures and the fact that most former entrepreneurs ultimately return to paid employment. Whereas prior research has focused largely on the structural costs of this transition (e.g., hiring stigma, wage penalties), we examine how individuals adapt to paid employment, focusing on changes in job characteristics, which in turn influence work-related well-being.
Purpose. Drawing on prospect theory, we propose that individuals evaluate their work characteristics in paid employment relative to their prior entrepreneurial experience. Specifically, the loss of autonomy and the gain in job security—two hallmark features of entrepreneurial versus employed work—may have competing effects on overall job satisfaction.
Methods. We tested our hypotheses using 20 years of panel data from the Household, Income and Labour Dynamics in Australia (HILDA) survey.
Results. Using within-person fixed effects models, our findings reveal a clear trade-off: former entrepreneurs experience a significant drop in autonomy and satisfaction with autonomy, alongside a substantial and sustained increase in job security and satisfaction with job security after transitioning to paid employment. Crucially, the positive effect of increased job security outweighs the negative effect of reduced autonomy, resulting in an overall increase in job satisfaction.
Conclusion. We extend career transition research by introducing a reference-point perspective showing that changes in job characteristics during transitions are evaluated not only in absolute terms but also through subjective comparisons to prior roles. In doing so, we challenge the prevalent assumption that returning to paid employment represents a "career failure" and instead demonstrate that this transition can offer a fulfilling and stabilizing path—an insight with important implications for organizations hesitant to hire former entrepreneurs.

Abstract 4277

NARRATIVES AMONG TEMPORARY AGENCY WORKERS: WEAVING INDIVIDUAL AGENCY AND CONTEXTUAL CONDITIONS FOR SUSTAINABLE CAREER DEVELOPMENT

Bernhard--Oettel C.*

Stockholm University ~ Stockholm ~ Sweden

Introduction. Temporary agency work (TAW) means performing work in a client organization for a limited time. Workers thus continuously switch to different assignments, which often are similar in nature so that workers can quickly learn and perform well on the job. This constitutes a context with specific conditions for individual career development, but there is limited research focusing on individual possibilities – or hinders – to create meaningful and sustainable careers in TAW.
Purpose. Therefore, this qualitative study explores whether and in what way temporary agency workers can use individual agency to influence their personal development and person-environment fit in meaningful ways to increase career sustainability, momentarily or over time.
Methods. We conducted semi-structured theme-focused interviews with 22 temporary agency workers. All interview material was transcribed verbatime. By means of narrative analysis, five typical narratives were identified: (a) TAW as secure flexibility, (b) TAW as side gig, (c) TAW as stepping stone, (d) Return to work as TAW, and (e) TAW as dead-end.
Results. The five narratives offer different perspectives on development and meaningfulness. TAW is seen as an investment in future career sustainability, an investment into regaining sustainability, an indirect investment in a future sustainable career, or as a sustainable or unsustainable situation in itself. In each narrative, individualized career development required agency, which was experienced as restricted due to the employment contract (e.g., work tasks and responsibilities defined in contract) and the TAW policy of the client organization (buffer vs. recruitment strategy). Career development was mainly shaped by changing assignments or – in an envisioned future - being directly employed by the client organization.
Conclusions. The five different narratives elicit how temporary agency workers can become (or are hindered from) being agentic to create meaning around TAW and their careers. In addition, occupationalidentity playsavitalroletodefineasustainable person-environment fit.

Abstract 4278

HAPPILY EVER AFTER: THE SELF- AND DYADIC-REGULATION MODEL OF RETIREE SUBJECTIVE WELL-BEING IN ROMANTIC COUPLES

Unger D.*

Department of Psychology, UiT The Arctic University of Norway ~ Tromsø ~ Norway

Introduction. Improving retirees' subjective well-being is crucial, and yet we know little about how retiree subjective well-being develops over time. The existing research has also largely neglected the dynamic role of significant others in shaping retiree adjustment outcomes, which is an important omission because social relationships become more important with age as romantic partners take a particularly central role in the lives of retiring/retired individuals.
Purpose and Methods. Drawing on action regulation and transactive goal dynamics theories, this conceptual article addresses these concerns by developing the self- and dyadic-regulation pathways to retiree subjective well-being.
Expected Results and Conclusions. The self-regulation pathway conceptualizes retirement planning as an iterative action process that involves setting retirement-related goals and generating, deciding on, and executing plans to pursue those goals. We propose that retirement planning leads to higher levels of retiree subjective well-being via the attainment of resources and that retiree subjective well-being has a reversed positive effect on retirement planning. Assuming that Partner A is a retiring/retired individual and Partner B their partner, we conceptualize the dyadic-regulation pathway to retiree subjective well being, whereby Partner B's action process is interlinked with Partner A's retirement planning process and Partner A's attainment of resources. These links between both partners should be weakened by Partner A's power and strengthened by couple-level intimacy. Couple-level intimacy and retiree subjective well-being are posited as reciprocally and positively related. Together, both pathways suggest that retirement planning is a dynamic and iterative process in which the retiring/retired individuals and their partners jointly engage, ultimately leading to better retirement adjustment.

01 - Division 1: Work and Organizational Psychology

LEARNING FROM ERRORS, REFLECTION, AND CONTEXT: INSIGHTS FROM APPLIED PSYCHOLOGY ACROSS WORK, SPORT, AND ENTREPRENEURSHIP

Thursday 23 July 2026 from 17:00 to 18:30

(B- Spadolini)

Michael Frese (Leuphana University of Lüneburg & Asia S), Chair and Discussant

Errors and reflection are central to human learning and adaptation, yet their interpretation and management differ across contexts. This symposium examines how individuals and organizations learn from mistakes, reflect constructively, and adapt under uncertainty across domains—elite sport, organizational behavior, and entrepreneurship.

Together, the papers highlight applied psychology's contribution to understanding and improving learning from error and reflection in diverse environments.

Cathy Van Dyck explores elite equestrian eventing, revealing how high-performing horse–rider teams treat competitions as learning exercises, using flexible mental models and growth-oriented mindsets that cultivate self-efficacy—parallels that extend to leadership and team learning at work. Kaili Yu investigates how newcomers form reflection habits during onboarding, distinguishing productive, task-oriented reflection from maladaptive rumination. Jomel Wei Xuan Ng presents cross-cultural evidence from entrepreneurial teams in five Asian countries, showing that national culture shapes how rumination and detachment mediate the relationship between errors and knowledge sharing. Gary Latham revisits goal-setting theory, integrating field and lab evidence to propose seven principles that preserve motivation while preventing unethical behavior.

Finally, Janina Peschmann examines entrepreneurship training across WEIRD and non-WEIRD contexts, demonstrating how contextualized training design enhances learning and business success.

Together, these papers offer a holistic perspective on learning from error—ranging from individual cognition to team dynamics and institutional practice—illustrating how reflection and adaptation can drive ethical, sustainable, and high-performing organizations worldwide.

Abstract 4360

ETHICAL GOAL SETTING: PRESERVING MOTIVATION WITHOUT MISCONDUCT

Latham G.P.*

University of Toronto ~ Toronto ~ Canada

Goal-setting theory remains one of organizational psychology's most empirically supported frameworks for enhancing performance. Yet recent criticism suggests that ambitious goals may sometimes promote unethical behavior. This presentation synthesizes findings from laboratory and field research to identify seven evidence-based principles that prevent ethical lapses while maintaining high motivation and performance. The principles emphasize linking goals to values and prosocial motives, using learning goals in uncertain contexts, fostering self-regulation and feedback loops, and emphasizing accountability and transparency. Together, they show that unethical behavior can be mitigated through goal design rather than avoidance of goals. Drawing from over four decades of research, this presentation reaffirms goal setting as a cornerstone of ethical and effective performance management and provides clear guidance for practitioners to design motivational systems that inspire excellence without compromising integrity.

Abstract 4362

CROSS-CULTURAL DIFFERENCES IN KNOWLEDGE SHARING IN THE AFTERMATH OF AN ERROR EXPERIENCE: AN ASIA-CENTRIC STUDY ON ENTREPRENEURIAL TEAMS

Wei Xuan Ng J.*

Zhejiang International Business School, Zhejiang University ~ Haining, Zhejiang Province, ~ China

Entrepreneurs frequently encounter errors amid the uncertainty and complexity of venture creation. How these errors
shape team learning depends on individuals' cognitive and cultural contexts. This multi-country study investigates
how error occurrence affects knowledge sharing and how rumination, problem-solving pondering, and emotional
detachment mediate this process across cultures.
Using repeated weekly sampling, the study collected 3,019 observations from 634 individuals in 238 entrepreneurial
teams across China, India, Indonesia, Japan, and Singapore. Multilevel analyses reveal culture-specific
mechanisms: in India, error-related rumination suppressed knowledge sharing; in Japan, it enhanced sharing
through reflective problem-solving; and in China and Singapore, emotional detachment facilitated positive knowledge
exchange.
These findings provide the first comparative insight into how cultural norms shape the emotional and cognitive
consequences of error in entrepreneurial teams. The results expand error management theory beyond Western
contexts and offer practical implications for designing culturally sensitive entrepreneurship education and team
learning interventions

Abstract 4363

BETWEEN THE EARS: TRAINING FOR ADAPTABILITY AND A GROWTH MINDSET

Van Dyck C.*

VU Amsterdam, Amsterdam, The Netherlands ~ Amsterdam ~ Netherlands

Eventing, an Olympic equestrian sport combining dressage, cross-country, and show jumping, provides a unique lens to study learning
under uncertainty. Based on extensive fieldwork including 187 systematic observations and 25 interviews with riders at national
through Olympic levels, this research identifies how expert riders use competition as structured practice rather than as opportunities
solely to win. They construct detailed pre-event plans including contingencies for varying course conditions, while fostering the horse's
confidence and trust.
Findings highlight the coexistence of flexible and stable mindsets among elite performers. Top riders demonstrate growth-oriented
thinking that allows adaptive responses to unexpected challenges, grounded by a stable performance foundation. Importantly,
riders hold a strong growth mindset toward their horses, viewing errors as valuable learning opportunities to enhance mutual confidence.
This study illustrates how learning from mistakes, reflective planning, and mindset regulation underpin excellence in high-risk environments.
The findings have strong implications for applied psychology, suggesting parallels for leadership and team learning in
organizational contexts, where growth mindsets and constructive error cultures enhance adaptive performance

Abstract 4361

ENTREPRENEURSHIP TRAINING DESIGN AND IMPACT ACROSS CONTEXTS: TRANSGRESSING THE W.E.I.R.D.

Peschmann J.*

Leuphana University of Lüneburg ~ Lüneburg, Niedersachsen, ~ Germany

Entrepreneurship training programs are central to global efforts promoting employment and income generation. However, most evidence on their effectiveness comes from WEIRD (Western, Educated, Industrialized, Rich, Democratic) contexts, raising concerns about their transferability to low- and middle-income settings.
Drawing on over eight years of field experience and data from more than 6,000 participants in seven countries, this presentation explores how cultural, social, and infrastructural contexts shape training design and impact. The analysis demonstrates that interventions tailored to participants' literacy levels, cultural norms, and economic constraints produce stronger outcomes entrepreneurial self-efficacy, opportunity recognition, and business growth.
Findings underscore the importance of contextualizing psychological interventions: effective education must integrate action-oriented learning, reflection, and local relevance. By bridging applied psychology with development practice, this research advances theory and offers actionable insights for scaling entrepreneurship training globally

01 - Division 1: Work and Organizational Psychology

Careers and Work transitions 1

Thursday 23 July 2026 from 17:00 to 18:30

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 564

CULTIVATING SELF-REFLEXIVE PRACTICE: DUO-ETHNOGRAPHIC INSIGHTS ABOUT TEACHING REFLEXIVITY IN A PHD CONSULTING PSYCHOLOGY PROGRAM

Barnard A.*, Flotman A.

UNISA ~ Pretoria ~ South Africa

Introduction
Reflexivity is a metacognitive process of engaging critically with the self and it is recognized as essential for improving professional practice and sustaining a scientifically robust discipline. In consulting psychology, the psychologist is regarded as the primary instrument of consulting and the aim is to bring about insight and change in the organization, through the use of self. The importance of reflexivity in the psychology profession is widely recognized, yet there is limited empirical evidence describing its challenges and value.

Purpose
The study aims to explore lessons learnt about teaching reflexivity by interrogating the experiences of two lecturers facilitating a year-long reflexive practice course with PhD students in consulting psychology.

Method
The study followed an autoethnographic approach, applying the critical and dialogical process of duo-ethnography. Having taught a reflexive practice course since 2018, the researchers generated data through critical self- and collaborative reflection about their teaching experience with consulting psychology doctorate students. The 10-month course includes identity awareness workshops, self-reflective essays, narrative group reflections, coaching workshops and peer coaching, as well as metaphoric self-presentation. The researchers' interconnected, iterative data collection and analysis process entailed: i) the generation and sharing of individual self-reflective narratives; ii) entering into critical dialogue about shared reflections to develop new insights and meaning about teaching reflexive practice; iii) co-constructing themes through a thematic analysis of the narratives generated in i) and ii).

Results
Preliminary themes describe reflexivity as: i) a window to epistemological growth, ii) a vehicle for authentic self-expression and connection, iii) inspiring self-authorization in research and practice, iv) a process of resilience building.

Conclusions
Acknowledging the subjectivism of the duo-ethnographic method, the study provides a critical phenomenological grounding for cultivating reflexive practice. Reflexivity facilitates conscious identity work and develops self-efficacy in becoming a consulting psychologist. The duo-ethnographic methodology highlights a unique triple hermeneutic epistemology to teaching reflexivity.

Division 16: Counseling Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 1761

INVESTIGATING SUBTYPES OF CAREER INDECISION: A REGISTERED SYSTEMATIC LITERATURE REVIEW OF CAREER INDECISION TYPOLOGIES

Boudry L.*[1], Udayar S.[1], Parmentier M.[2], Fedrigo L.[1], Levin N.[1]

[1]University of Lausanne ~ Lausanne ~ Switzerland, [2]University of Liège ~ Liège ~ Belgium

Introduction. Indecision is one of the most common problems addressed in career counseling and a central construct in vocational psychology. Rather than a single issue, indecision represents a broad category of difficulties in choosing, committing, or pursuing a career path. To date, numerous studies have attempted to classify individuals into subtypes of indecision using cluster analysis. However, past studies often resulted in inconsistent findings, presenting limited diagnostic utility.

Purpose. This registered systematic literature review sought to synthesize clustering studies of career indecision to describe the populations studied, the measures used, and the recurring subtypes emerging in clustering studies on indecision.

Method. Following the PRISMA framework, we systematically searched multiple databases for indecision clustering papers. Eligible publications were coded for their metadata, sample characteristics, constructs, measures, analytic approach, and cluster solutions. Then, a panel of experts evaluated the identified subtypes across studies and assessed the degree of overlap between them.

Results. Most studies focused on high school and university students, with working populations and non-Western samples underrepresented. Indicators predominantly included indecision measures (e.g., CDP, CDS), but also measures of anxiety, self-esteem, and locus of control. Methodologically, early work favored hierarchical and k-means clustering, while recent studies increasingly utilized latent class/profile analyses. Across studies, 2-7 subtypes were reported, including four recurring subtypes characterized by low information, chronic, internal conflicts, and external conflicts.

Conclusion. Across studies and cultural contexts, four consistent subtypes of career indecision emerge despite methodological differences. These include low information (limited knowledge of self or career options), chronic (persistent indecision across time and situations), internal conflicts (struggles linked to ambivalence, values, or identity), and external conflicts (barriers stemming from family, social, or contextual pressures). Identifying these stable subtypes enhances the conceptual clarity of career indecision and provides a stronger basis for advancing theory, assessment, and tailored counseling interventions.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1452

TOWARDS CAREER SUSTAINABILITY: A STUDY OF GLOBAL WORKERS

Tao J.*, Simosi M.

Royal Holloway, University of London ~ London ~ United Kingdom

Introduction: The rising complexity of modern careers has, in recent decades, fuelled a significant growth in scholarly interest in sustainable careers. Sustainability of careers is particularly relevant for global workers, for whom the transition from working in their home country to working abroad often constitutes a major turning point in their lives.
Purpose: This paper examines the career sustainability of Chinese global workers employed abroad. We use De Vos et al.'s (2020) three key dimensions to analyse sustainable careers: person, context, and time. We also build on the Job Demands-Resources framework to disentangle the challenges and opportunities across both working life and private life that may shape career sustainability.
Method: The study draws on semi-structured interviews with a heterogeneous sample of thirty Chinese global workers currently working abroad.
Results: We examined how the interactions between the key indicators of a sustainable career (i.e., health, happiness, and productivity) change over time. The narratives of global workers highlight distinctions between short-term and long-term career sustainability. Furthermore, recovery from depletion is often perceived as a personal rather than a professional endeavour.
Conclusions: This study addresses a gap in the literature by shedding light on the underexplored area of global workers and career sustainability.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2367

THE ROLE OF FUTURE-DIRECTED UNCERTAINTY FOR WORK MOTIVATION AND VOLITION AMONG YOUNG ADULTS: QUANTITATIVE ANALYSIS AND INTERVENTION RECOMMENDATIONS

Yilmaz E.*, Zimber A.

University of Applied Management Studies ~ Mannheim ~ Germany

The motivation and commitment to work of younger generations are crucial for ensuring companies' future workforce and productivity. In this context, understanding the dynamics underlying young employees' goal-directed processes is important. Motivation and volition are fundamental psychological constructs that explain how individuals initiate, sustain, and regulate goal-directed behaviors. Uncertainty can affect individuals' actions toward their goals and their ways of directing them, highlighting motivation and volition. Although previous research shows that uncertainty can weaken these processes, recent studies have indicated that uncertainty can be turned into a positive force through self-regulation. Considering these findings, this study adopts an interdisciplinary approach focusing on motivational, volitional, personality psychology, drawing on Heckhausen's Expectancy-Value Theory, the Rubicon Model, and Kuhl's Personality Systems Interaction Theory (PSI) to address the complex challenges young adults face in their work-related decision-making processes in uncertain environments. The study will follow a two-stage empirical research design with participants aged 18-30. The first stage will use qualitative methods with uncertainty scenarios to explore participants' goal-directing and self-regulation strategies. Responses will be analyzed via qualitative content analysis, focusing on cognitive and emotional processes. The second stage will use a quantitative survey design incorporating the Action Control Scale (ACS) to examine personality effects on motivation and volition. Finally, the results will be integrated within the Rubicon Model framework to develop a motivational intervention program for strengthening goal commitment under uncertainty. The program's effectiveness will be evaluated with a pre/post-test design, assessing changes in participants' motivational and volitional responses. This research aims to contribute to theory and practice by identifying key factors shaping motivation and volition in uncertain environments, by promoting sustainable work motivation and well-being through self-regulation. Initial results will be presented at the conference.

Division 1: Work and Organizational Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 321

NAVIGATING THE GLOBALIZED CAREER PARADOX: CULTURAL IDENTITY, MARGINALIZATION, AND VOCATIONAL RESILIENCE IN THREE STUDENT POPULATIONS

Zhou Y.*[1], Meng L.[2]

[1]Yiheng Zhou ~ Iowa City ~ United States of America, [2]University of Iowa ~ Iowa City ~ United States of America

The rapid internationalization of higher education exposes students to career barriers that vary by both societal structure and culture. Built on the Psychology of Working Theory (PWT), this cross-national study examined how economic constraints and marginalization shape the perception of future decent work through two psychological resources—work volition (agency) and career adaptability (resilience)—and how these pathways are moderated by cultural identity (American vs. Chinese nationality), societal system (United States vs. China), and prior work experience.

Method. 845 participants were retained for data analysis. We used parallel English and Chinese surveys to reduce language bias. Based on PWT, we apply a full-factorial path model-- an advance over traditional pairwise group comparisons -- to test latent means, variances, paths, and covariances across three moderators (cultural identity, societal system, and prior work experience).

Results. Part of paths were supported among all participants: economic constraints and marginalization all significant predicts work volition and work volition are significantly related with career adaptability. Cultural identity significantly moderated key pathways: marginalization more strongly suppressed volition among Chinese students ($p = .022$), while adaptability ($p < .001$) and volition ($p = .038$) more powerfully predicted decent work; American students reported higher work volition ($p < .001$) but lower career adaptability ($p < .001$) and lower perceptions of future decent work ($p < .001$). Regarding the societal system, living in US society is associated with higher positive effect of adaptability on decent work than in China ($p < .001$). The third moderator, wok experience, was found to enhance volition ($p = .040$) and adaptability ($p = .001$) across the three groups.

These paradoxical patterns from this study extend PWT by positioning cultural identity as a pivotal moderator and by illustrating a dialectical process in which structural disadvantage can catalyze vocational resilience. Implication and future research direction will be discussed.

Abstract 4026

THRIVING IN THE AGE OF AI：HOW GROWTH MINDSET REDUCES JOB REPLACEMENT ANXIETY AND DRIVES PERFORMANCE

Song L.J.*

Leeds University Business School, University of Leeds ~ Leeds ~ United Kingdom

The rapid pace of AI integration and digital transformation in the workplace has given rise to significant concerns about job displacement, with many employees fearing that their roles may become obsolete. This study explores how a growth mindset, the belief in the ability to develop one's skills and intelligence, can buffer against these anxieties and positively influence employee performance. Drawing on data from 622 participants, our research examines a serial mediation model where growth mindset promotes greater engagement in learning activities, which in turn reduces job replacement anxiety and enhances job performance. The results highlight that employees who score higher on growth mindset are more likely to embrace active learning in the workplace, mitigating fears related to job displacement and fostering improved performance outcomes. These findings have important implications for organizations navigating the challenges of digital transformation, suggesting that cultivating a growth mindset among employees can be a strategic approach to reduce anxiety and support sustained performance in the face of technological change.

Note: This study is collaborated with Dr Lu Dai, Dr Queyu Ren, and Professor Cynthia Lee.

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01 - Division 1: Work and Organizational Psychology

Organizations and Careers 2

Thursday 23 July 2026 from 17:15 to 18:15

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1613

MAPPING THE NETWORK OF CAREER INSECURITY, BURNOUT, AND MOTIVATION IN UNIVERSITY STUDENTS

Cangialosi N.*[1], Velasco V.[2], Bassano N.[3], Brugnera A.[4], Cena L.[5], Daccò S.[6], Profeta P.[7], Trotti E.[8], Delle Fave A.[1]

[1]Università degli Studi di Milano ~ Milano ~ Italy, [2]Università degli Studi di Milano-Bicocca ~ Milano ~ Italy, [3]Politecnico delle Arti di Bergamo ~ Bergamo ~ Italy, [4]Università degli Studi di Bergamo ~ Bergamo ~ Italy, [5]Università degli Studi di Brescia ~ Brescia ~ Italy, [6]Humanitas University ~ Milano ~ Italy, [7]Università Bocconi ~ Milano ~ Italy, [8]Università degli Studi dell'Insubria ~ Varese ~ Italy

Career uncertainty is a major stressor for university students, with implications for psychological wellbeing beyond academic life. While prior research has linked career insecurity to burnout, less is known about the role of individual motivational orientations in these experiences. This study uses psychological network analysis to examine the pattern of associations among career insecurity, burnout, and motivation offering perspective on how these constructs interconnect. A cross-sectional design was used to collect data from 2,111 Italian university students, within the framework of the PRO-BEN funding program of the Italian Ministry of University and Research. Career insecurity was measured with the Career Insecurity Scale (Spurk et al., 2016), burnout with the Maslach Burnout Inventory–Student Survey (MBI-SS; Schaufeli et al., 1996), and motivation with the University Student Motivation and Satisfaction Questionnaire, version 2 (TUSMSQ-2; Afzal et al., 2010). Network analysis was used to identify direct associations and central nodes within the network.

Results showed that career insecurity was directly associated with higher burnout cynicism and lower feelings of efficacy. Rejection-avoidance and social pressure-related motivations emerged as the most central nodes, linking career insecurity with burnout. Self-exploration and social-enjoyment motivations also contributed to the overall network structure, suggesting that broader motivational orientations are meaningfully associated with the clustering of insecurity and burnout. Theoretically, rejection-avoidance and social pressure-related motivations capture students' sensitivity to evaluation and performance demands, which are particularly salient under conditions of career uncertainty.

These findings highlight the importance of considering motivational orientations when examining student burnout in the context of career insecurity providing a nuanced map of how insecurity, burnout, and motivation interrelate. Furthermore, the results offer insights for targeted interventions aimed at reducing the psychological costs of career uncertainty among university students.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2272

THE RELATIONSHIP BETWEEN ANXIETY AND CAREER THOUGHTS: RESEARCH FINDINGS AND IMPLICATIONS

Hayden S.*

Wake Forest University ~ Winston-Salem, NC ~ United States of America

Career thoughts consist of both cognitive and affective aspects (Peterson et al., 2024), and when negative in nature, are associated with poor career outcomes such as career indecision (Bullock-Yowell et al., 2011), less self and options knowledge (Osborn et al., 2020), and decision-making difficulties (Hayden & Osborn, 2020). Negative career thoughts have been correlated with forms of anxiety, such as worry (Hayden & Osborn, 2020) and career tension (Finklea & Osborn, 2019). Anxiety has been shown to impair a person's cognitive abilities (MacLeod & Mathews, 2012; McNally, 2019) and cause a negative cognitive bias (Hallion & Ruscio, 2011; Yiend et al., 2015). Anxiety has also been frequently associated with career indecision (Daniels et al., 2011; Park et al., 2017). Despite indications of a connection between anxiety and career thoughts, the connection between forms of anxiety, negative career thoughts, and a a key component of Cognitive Information Processing career theory, information processing skills, has not been studied.

This study of 181 participants at a large university career center that serves community members explored the connection between forms of anxiety (i.e., state, trait, overall), negative career thoughts, and CIP skills using the Career Thoughts Inventory (CTI) and the State-Trait Anxiety Inventory (STAI). Correlational research, including regression analyses, was performed to examine this connection. Results indicated a relationship between anxiety, negative career thoughts and information processing skills. Particularly, trait and overall anxiety were found to be most associated with negative career thoughts and CIP skills. Implications of these findings in career practice, research, and theory will be presented.

Abstract 3297

INTEGRATING ADVANCEMENTS FROM ARTIFICIAL INTELLIGENCE INTO HEALTHCARE SELECTION: LESSONS LEARNED ALONG THE WAY

Carpenter J.*

HireVue ~ Cleveland ~ United States of America

Artificial Intelligence (AI) is transforming healthcare recruitment and selection by enhancing speed, precision, and scalability. Hiring bodies—such as hospitals, clinics, and staffing agencies—are increasingly leveraging AI to address workforce shortages and improve hiring outcomes.

Examples include Automated Resume Screening, in which AI systems rapidly scan thousands of resumes to identify candidates who meet specific job criteria. This approach can reduce manual sorting and helps eliminate bias-prone processes, ensuring faster and more objective shortlisting. AI tools can also provide intelligence candidate matching, by analyzing candidate profiles across dimensions like skills, experience, and location to surface matches that may be overlooked by traditional methods. These systems generate real-time recommendations tailored to specific roles, potentially improving fit and retention. Another increasingly common approach is to use AI to forecast candidate success based on historical hiring data, clinical performance metrics, and behavioral indicators to help hiring bodies make data-informed decisions about long-term potential and cultural fit. Further, AI can automate typically onerous administrative tasks through automated and personalized outreach and engagement, streamlining the recruitment journey. This solution can be especially useful in high-volume hiring environments where timely engagement is critical.

Despite these advantages, AI is not a standalone solution. This talk will provide a sample of ways in which AI solutions have been applied to various healthcare settings, and some of the unexpected and unintended consequences that can occur when relevant stakeholders - such as applied psychologists - are left out of the process.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2268

COGNITIVE INFORMATION PROCESSING CAREER THEORY: ENHANCING AGENCY AND WELLBEING

Hayden S.*

Wake Forest University ~ Winston-Salem, NC ~ United States of America

The interconnected aspects of career development and mental health posits career as a central feature of human functioning. The Indivisible Self Model of Wellness (Myers & Sweeney, 2008) views career and work as interrelated domains of Wellness. A perceived lack of control within career and work exacerbates existing challenges in several domains of people's lives. Focusing on enhancing agency within the realm of career and work is imperative within counseling and psychological practice.

Cognitive Information Processing (CIP; Sampson et al., 2023) accounts for the complexity of career concerns and diminished volition by enhancing agency in career decision making and problem solving which can remedy career uncertainty. CIP theory's emphasis on promoting agency makes for an ideal match for the current moment of increased anxiety and uncertainty resulting from the rapid advancement of artificial intelligence and sociopolitical factors impacting career and work. CIP's focus on empowerment through developing decision making, problem solving, and information processing skills has been shown to positively impact career thinking and improve mental health (Osborn et al., 2016). CIP provides a structure through the Pyramid of Information Processing and the CASVE cycle to effectively navigate present and future career concerns. The current state of work, threats to agency within career development, associated research supporting this approach, and specific CIP-based assessments (e.g., Career Thoughts Inventory) and interventions (e.g., cognitive restructuring) designed to enhance agency will be discussed.

01 - Division 1: Work and Organizational Psychology

Careers and Work transitions 2

Thursday 23 July 2026 from 17:30 to 19:00

(Q-Arsenale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1805

OBSERVING INJUSTICE AND EMPLOYEE OUTCOMES: A META-ANALYTIC INVESTIGATION OF MEDIATING MECHANISMS

Cai Y.[1], Su Y.[1], Ji J.*[1], Xu X.[1], Liu X.[1], Chen X.[2], Zhang W.[1], Li K.[1]

[1]The Chinese University of Hong Kong, Shenzhen ~ Shenzhen ~ China, [2]Macao University of Tourism ~ Macao ~ China

Observers pervasively witness organizational justice. Although prior research, including meta-analyses, has examined observer responses to injustice, existing work has neither differentiated across distinct facets of observed injustice nor compared the relative strength of competing mediating mechanisms. This meta-analysis investigates the effects of observed injustice in the workplace by addressing four key questions: (a) how observed injustice shapes observer responses, including emotional (i.e., anger, empathy, guilt, positive affect), cognitive (i.e., moral perception and moral judgment), relational (i.e., exchange quality with organizations and coworkers), psychological strain (i.e., burnout), behavioral (i.e., citizenship and deviance behaviors), and employee outcomes (i.e., attitudes, performance, and well-being); (b) whether the effects vary across different facets of observed injustice—overall, distributive, interpersonal, and procedural injustice; (c) which competing mechanisms underlie observer responses and outcomes, with a focus on helping victims, punishing perpetrators, task performance, and withdrawal behaviors; and (d) how cultural dimensions (e.g., individualism–collectivism, power distance) moderate the prominence of these mechanisms. We first identify six prominent mechanisms: anger, exchange quality, empathy, guilt, negative affect, and justice perception. Synthesizing evidence from 222 unique samples (N = 96,408 participants), we compare the relative strength of these mechanisms. Our findings show that when all six mechanisms are considered simultaneously, exchange quality, anger, and justice perception consistently predict observer behaviors. Specifically, observed injustice primarily influences helping and punishing behaviors through anger, task performance via exchange quality and negative affect, and withdrawal behaviors through exchange quality and anger. Theoretical and managerial implications are discussed.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 2359

THE STEPPING STONE EFFECT: A SURVIVAL ANALYSIS OF "PUSH" VS. "JUMP" FACTORS IN KOREAN NEWCOMER TURNOVER (KLIPS)

Im J.*

Sungkyunkwan University Department of Applied Data Science ~ Seoul ~ Korea, Republic of

Grounded in Social Exchange and Conservation of Resources theories, this study proposes a Stepping Stone Hypothesis for newcomers (<5 years' tenure). We argue that voluntary turnover reflects both "Push" factors—low pay and long hours indicating perceived inequity and resource depletion—and a "Jump" factor, on-the-job wage growth that, while resource-enhancing, may signal market value rather than relational commitment in early employment exchanges. Using Korean Labor & Income Panel Study (KLIPS) data (4,529 persons; 13,074 observations), turnover was defined as job-sequence change. We employed a dual-approach design: (1) prediction via a 5-fold StratifiedGroupKFold Logit model assessing PR-AUC, and (2) explanation via a Cox proportional hazards model (cluster-robust by person ID, controlling for gender, education, union, and occupation categories). Results supported the Stepping Stone Hypothesis: on-the-job wage growth (the 'Jump' factor) significantly increased turnover hazard (coef = +0.350, p = 0.024), alongside the 'Push' effects of current wage level (−1.017, p < 0.001) and work hours (+0.101, p = 0.002). Predictive accuracy was limited yet non-trivial (mean PR-AUC = 0.120 vs. baseline = 0.086). (When full occupational controls were added, the prediction model failed to converge.) Psychologically, the findings reveal a dual mechanism—resource depletion prompting escape and resource activation fostering opportunity seeking. Within early transactional employment relationships, raises can enhance employability perceptions rather than relational attachment, posing a paradox for HR: rewards may both retain and release. These insights call for applied psychology to integrate exchange-based and motivational resource frameworks when explaining turnover dynamics.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 12: Sport Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 703

HOW ATHLETES MAKE SENSE OF AND MANAGE COMPLEX CAREER TRANSITIONS: ELITE ATHLETES' JOURNEY FROM SPORT TO LIFE AFTER SPORT

Mewis L.*[1], Hendrikx K.[1], Van Ruysseveldt J.[1], Grosemans I.[2]

[1]Open Universiteit ~ Heerlen ~ Netherlands, [2]KU Leuven ~ Leuven ~ Belgium

In today's dynamic work environment, career transitions are often complex, yet research provides limited processual insight into how individuals interpret these complex career transitions and how their evolving interpretations are associated with career self-management (CSM) behaviors. Existing studies often adopt a macro-level perspective, focusing on predetermined predictors and outcomes of career success, while overlooking the lived experiences and micro-processes through which individuals make sense of transitions and enact CSM behaviors.

Elite athletes provide a compelling case for studying complex career transitions. Moving into life after sport entails simultaneously crossing multiple boundaries, for example, from structure to ambiguity and from sport networks to professional networks. This study investigates how elite athletes make sense of their career transitions and how these interpretations are associated with different patterns of CSM behaviors. We use the Conservation of Resources theory to understand these dynamics, and adopt a sensemaking lens to capture the micro-level perspectives of noticing what is happening, interpreting its meaning, and taking action, with these processes being continuously shaped by the surrounding context.

Through semi-structured interviews with recently retired and soon-to-be-retired athletes, this study makes three contributions to career transition literature. First, it adds a micro-level and processual perspective, seeking to understand the experience of the career transition and the associated CSM behaviors. Second, it extends CSM to complex career transitions and responds to calls for attention to non-standard workers. Third, by integrating context, the study focuses on how people interpret and navigate transitions in ways that reflect their personal and environmental context. Taken together, the findings deepen our understanding of complex career transitions in elite sport while offering implications for other complex transitions beyond sport.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2007

EXPATRIATES IN TRANSITION: THE ROLE OF ORGANISATIONAL AND FAMILY-LEVEL SUPPORT IN REMOTE WORK

Vegh J.*[1], Claes M.[2], Jenkins J.[3]

[1]Eötvös Loránd University (ELTE) ~ Budapest ~ Hungary, [2]WU Vienna University of Economics and Business ~ Vienna ~ Austria, [3]Expert Humans ~ Singapore ~ Singapore

This study explores expatriates' perceptions of the support they receive during crises as they transition to remote work, focusing on the factors that assist them in adapting and performing effectively in such conditions. Applying an inductive approach, 20 semi-structured interviews were conducted with expatriates across eleven countries. Reflexive thematic analysis was used to examine their experiences of organisational and social support during the transition.

Findings identify four crucial factors that contribute to a successful transition and should be actively reinforced by organisations: (1) awareness of the tension between belonging and isolation, as well as uncertainty, (2) feeling supported by both the organisation and one's social network, (3) maintaining a positive approach to challenges, and (4) informal "JAVA/coffee" connections that foster interpersonal engagement and belonging. These insights suggest that structured support mechanisms, particularly at the family level, are essential for helping expatriates navigate remote work transitions during crises.

The study extends the literature on perceived organisational support, which has traditionally focused on employees, by highlighting the importance of considering support at the family level in addition to the individual. This research provides practical guidance for HR and global mobility professionals seeking to implement effective support strategies, reinforcing awareness of the identified factors and fostering resilience among expatriates.

Overall, the study offers a novel perspective on expatriate support during crisis-induced remote work, emphasising both organisational and social dimensions of adaptation and well-being.

Division 1: Work and Organizational Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth

Abstract 1338

ADJUSTING TO WORK: YOUTH APPRENTICES PERSPECTIVES ABOUT STAYING OR LEAVING

Woodend J.*[1], Arthur N.[2], Archer B.[3]

[1]University of Victoria ~ Victoria ~ Canada, [2]University of South Australia ~ Adelaide ~ Australia, [3]James Cook University ~ Cairns ~ Australia

Introduction: Youth, ages 18-21, are often entering the workforce for the first time as they explore their interests and skills and learn about expectations in the workplace. During apprenticeships, youth are still considered learners while supervised in the workplace. Youth apprentices' perspectives on their workplace experiences, particularly their reasons for staying or leaving, offer valuable insights into early career development at this stage of exploration. The Theory of Work Adjustment (TWA) provides a useful framework for interpreting these experiences, emphasizing the dynamic fit between the apprentices and their work environments. TWA considers both how well the individual apprentice's abilities and values align with workplace demands (e.g., technical skills) and how well the workplace supports the individual's needs through reinforcers (e.g., pay, meaningfulness).

Purpose: Both the workforce demands and apprentices' needs are essential for understanding how long apprentices are willing to stay employed and pursue career pathways in industry. Applying TWA to youth apprentices' experiences may help apprentices, career development practitioners, educators, and employers better understand how to foster environments that meet young workers' expectations, reduce attrition risk, and support more sustainable employment.

Method: This qualitative, thematic analysis study investigated the experiences of youth in the construction industry, an industry sector facing labour shortages and barriers for retaining young workers. Based on interviews with 17 apprentices in their first year of employment, the results emphasized the importance of socialization to the workplace.

Results: There were three main concerns of youth (1) providing decent work conditions, (2) scaffolding learning experiences, and (3) supervisor/mentor relationships. The results suggest that the values of youth apprentices underpin their intensions to stay or leave and the factors that are influencing their decisions in the first year of employment.

Conclusion: Recommendations address the importance of adjusting workplace cultures to meet the needs of youth, while youth are adjusting to work.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 219

EVALUATORS' SEXISM, CANDIDATES' ATTRACTIVENESS AND GENDER, GENDER-CONGRUENCE OF OCCUPATIONS, AND SELECTION DECISIONS

Mat E.[1], Göncü--Köse A.*[2]

[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Çankaya University ~ Ankara ~ Turkey

Employee selection decisions are crucial for organizations. Nevertheless, research indicates potential biases in selection processes. We explored how candidates' physical attractiveness, gender, and the gender-role congruence of occupations influence personnel selection decisions, including candidates' employability level, offered wage ranges, and expectations for candidates' performance and job motivation. Additionally, the impact of evaluators' sexism tendencies, and moderating effects of candidates' gender, gender-role congruence of the occupations, and attractiveness on the association between evaluators' benevolent and hostile sexism and the outcome variables were examined using a semi-experiemental design. The data were collected from 651 participants online. A 2 (candidates' gender: female – male) × 2 (candidates' physical attractiveness: low – high) × 2 (candidates' occupations' gender congruence: low – high) mixed factor quasi-experimental design was utilized. Findings revealed that attractive candidates and candidates with gender-role-congruent occupations were in a more advantageous position in personnel selection decisions compared to unattractive candidates and candidates with gender-role-incongruent occupations in Türkiye. The moderating effects of gender-role-congruence of the occupation on the relationship between evaluators' benevolent and hostile sexism and personnel selection decisions were significant. Moreover, candidates' physical attractiveness moderated the relationship between evaluators' benevolent sexism levels and selection decisions. Results were discussed by highlighting the study's contribution to theory and practice as well as suggestions for future research.

01 - Division 1: Work and Organizational Psychology

LEADERSHIP AND WELLBEING

Friday 24 July 2026 from 08:00 to 09:30

(O-Arsenale)

Kevin Kelloway (Saint Mary's University ~ Halifax Nova S), Chair and Presenter

Leadership is a critical topic in organizations and a predictor of almost every outcome of interest in occupational health psychology (Kelloway & Barling, 2010; Mullen et al., 2024). Although most of the research has focused on leaders as a causal factor in employee wellbeing, there are also data pointing to the need to consider leaders' own health (e.g.,as a determinant of leaders' wellbeing and leadership style). The papers in the symposium reflect both concerns and span a diverse array of methodologies.Hildebrand uses a daily diary study to examine the effects of leaders and employees mindsets in relation to anticipated workload, leader behavior, and, ultimately, employee health. Using longitudinal data, Wong examines leaders' green behaviors as a predictor of employee wellbeing in the context of climate change. Biricik Gulseren presents a multi-study set that develops a measure of inconsistent leadership and then examines the effects of inconsistent leadership on employee wellbeing. Day draws on both qualitative and quantitative data to examine the influences on leaders' own health and argues that efforts to create healthier workplace need to include leaders' health as a focus. Finally, Kelloway examines the topic of moral distress in the workplace. Drawing on three-wave longitudinal data, he first develops a scale of moral distress that is not context dependent and demonstrates measurement equivalence over time. Longitudinal data support a model suggesting that moral distress is a function of abusive supervision and results in employee anxiety.This collection of papers offer multiple perspectives on the topic of leadership and health and draws on a range of methodologies to offer new insights into the complex relationships between leadership and health.

Abstract 3373

STRESSED OUT OR HYPED UP? THE ROLE OF LEADER AND EMPLOYEE STRESS MINDSETS FOR EMPLOYEE WELL-BEING

Hildrenbrand K.*

University of Sheffield ~ Sheffield ~ United Kingdom

Objective: High workload represents the main cause of stress-related absence from work in the UK. Yet, research also shows that workload does not always have such negative consequences and that the effect of anticipated workload depends on individuals' stress mindsets, which encompass individuals' beliefs as to whether stress is harmful or beneficial for health and productivity. Although the benefits of the
stress-is-enhancing mindset for individual well-being over the stress-is-diminishing mindset have been established, we do not yet know how leaders' stress mindsets impact their behaviours and their employees' well-being. This is of particular importance as it needs to be ensured that the established and very effective stress mindset interventions, when line managers are trained, do not result in adverse consequences for their staff.
Drawing on the transactional theory of stress, we propose that the relationships between leaders' workload anticipation in the morning, leader behavior during the working day and employee well-being in the evening depend on leader and follower stress mindsets.
Methods: We conducted a daily diary study with leader-follower dyads
(one daily measurement point for leaders, two daily measurement points for followers)
over ten consecutive working days to test our hypotheses. Data has been analyzed via multilevel modelling in MPlus.
Results: The data analysis is ongoing and we will report on the findings when presenting.
Conclusions: This study will contribute to a better understanding of the role of stress mindsets for leader behaviors and employee well-being. The results of this study might be harnessed for organizational interventions.

Abstract 3374

LEADERSHIP AND EMPLOYEE WELLBEING IN THE CONTEXT OF ENVIRONMENTAL SUSTAINABILITY IN THE WORKPLACE: A SELF-DETERMINATION THEORY LENS

Wong J.*

University of Canterbury ~ Christchurch ~ New Zealand

Climate change is one of most prominent threats to society and our existing way of living. Organizations are recognizing their role in contributing to and addressing the climate crisis. Past research has demonstrated that workplaces factors (e.g., climate, leadership, team dynamics) can encourage and shape employee green behaviours. However, less is known about the influence of these factors on employee wellbeing related to climate concerns.

This study explores whether leader's environmentally sustainable behaviours can predict employee green wellbeing. Building on our prior research, we conceptualize the leader's green behaviours to include: engaging of employee green attitudes (fostering awareness and understanding of the importance of climate change issues); encouraging employee green behaviors (training, recognizing, reinforcing sustainable behaviours at work); and advocating for employee green participation (facilitating employee influence on organizational decisions, and voice to organizational decision-makers).

The current study is a quantitative, longitudinal survey project conducted in collaboration with a European job recruitment platform. Basing our hypotheses on Self Determination Theory, we will be examining if leader's environmentally sustainable behaviours can predict employee's sense green self-efficacy over time, and whether this relationship is mediated by employee's sense of needs satisfaction in the workplace. This study has implications for broadening our understanding of the impact that workplace leaders can have on environmental sustainability issues, from beyond influencing employee behaviours and performance to also supporting their psychological wellbeing.

Abstract 3375

INCONSISTENT LEADERSHIP: MEASUREMENT AND CONSEQUENCES

Biricik Gulseren D.*

York University ~ Toronto Ontario ~ Canada

Although much is known about what effective leaders do, we know less about what happens when they behave inconsistently. In this program of research, we examined inconsistent leadership—the experience of receiving conflicting or unpredictable signals from the same leader over time. Across three studies, we explored how this form of inconsistency shapes employee sense-making and organizational outcomes.

The first two studies focused on scale development and validation. In Study 1, we generated a pool of items based on interviews, prior theory, and critical incident technique. Exploratory factor analysis (EFA) supported a unidimensional structure for the inconsistent leadership construct. In Study 2, we conducted a confirmatory factor analysis (CFA) in an independent sample and demonstrated the scale's discriminant validity from related leadership styles (e.g., abusive, laissez-faire, transformational), as well as its predictive validity for psychological strain and decision-making ambiguity.

Study 3 is a three-wave longitudinal field study designed to assess the consequences of inconsistent leadership using a sense-making and sense-giving lens. Data collection is complete, and we will analyze the results before the time of the presentation. We expect to show inconsistent leadership's unique effects on employees' work engagement and burnout via heightened levels of rumination. We also hypothesize that these effects will be lessened under clear organizational communication.

Together, these studies contribute to applied psychology by deepening our understanding of how inconsistent leadership signals are experienced by followers and why they matter. The project moves beyond idealized leadership styles and considers real-world complexity, helping to inform interventions for more stable and supportive leadership in dynamic work environments.

Abstract 3376

I'M ALRIGHT... NOBODY WORRY ABOUT ME'HOW VALUES AND WORKPLACE NORMS SHAPE LEADERS' SELF-CARE BEHAVIOURS AND WELLBEING

Day A.*

Saint Mary's University ~ Halifax NS ~ Canada

Although leader wellbeing is increasingly recognized as being essential to organizational health, much research and workplace initiatives tend to focus on employee health (e.g., Arnold & Connelly, 2013), overlooking the unique stressors and wellbeing needs of those in leadership roles. Leaders are often expected to maintain composure, project strength, and provide support—while receiving little support themselves. These expectations can create a sense that their own wellbeing is secondary to that of their teams, a perception reinforced by organizational norms (e.g., "tough it out" cultures), internalized values, and gendered expectations for emotional regulation and invulnerability (cf., Offermann & Foley, 2020). Therefore, leader self-care among may be a function of both personal discipline and knowledge, as well as complex identity dynamics, perceived role obligations, and the subtle (or sometimes explicit) signals they receive from their organizations.

To address these issues, we explore how organizational norms and individual values influence leaders' self-care behaviours and wellbeing. Qualitative interviews with leaders from diverse sectors examine common barriers to self-care, including norms, pressures to model positivity, and personal leadership values and beliefs (e.g., 'my team comes first'; 'I don't want to burden others'). These insights inform a quantitative study of 150 leaders across industries (via Prolific), examining the relationships among self-care behaviours, values, workplace norms, gender, and wellbeing.

This work advances recent calls to reframe leader health not as an individual trait but as a systemic outcome, embedded in relational and contextual dynamics (e.g., Kaluza et al., 2021). Interventions aiming to foster psychologically healthy workplaces must include leaders as a focus— not only as supporters of others' self-care and wellbeing, but also as individuals with legitimate and often overlooked health needs

Abstract 3378

MORAL DISTRESS IN THE WORKPLACE

Kelloway K.*

Saint Mary's University ~ Halifax NS ~ Canada

Moral injury and moral distress are well established constructs in the military (moral injury) and healthcare (moral distress or stress) literatures – generically both result from feeling forced to do something that violates one's sense of what is right. Markham and Kelloway (in press) argued that the notion of moral distress is more broadly applicable in moral violations can occur in a wide range of occupations. In a three wave longitudinal study I operationalize this suggestion. First, I develop a 9-item measure based on Nash et al's (2013) scale of moral injurious events at work (MIEWS) and test for measurement equivalence across time. The scale comprises three dimensions (self-transgressions, other transgressions and betrayal) and demonstrates criterion-related validity. Second, longitudinal data are used to test a model suggesting that moral injury is an outcome of abusive supervision and a predictor of anxiety. Evidence for both the stress generation and the "traditional" model of stress is obtained. Finally, I discuss the need for further research on moral distress in the workplace and make the case that it is a primary outcome of leadership.

01 - Division 1: Work and Organizational Psychology

ALLIANCE FOR ORGANIZATIONAL PSYCHOLOGY: MEANING IN WORK AND LIFE? MULTI-COUNTRY, MULTI-METHODS ADDRESSING DECENT WORK AND WELL-BEING

Friday 24 July 2026 from 08:00 to 09:30

(T-Monumentale)

Sharon Glazer (Rutgers University-New Brunswick, USA ~), Chair and Presenter
Li-Jun Ji (Li-Jun Ji ~ Kingston ~ Canada), Discussant

Abstract 4964

MEANINGFULNESS IN LIFE AND WORK-RELATED ANXIETY AMONGST MOTHERS CARING FOR A CRITICALLY ILL CHILD

Glazer S.*

Rutgers University ~ New Brunswick ~ USA

Little to no research has examined implications of perceptions of financial vulnerability among parents caring for a child with chronic congenital heart disease (CHD). These parents face enormous financial obligations associated with hefty healthcare costs and can result in a great deal of emotional strain, as evident in decreased interaction with family, lower well-being, and greater work-family conflict. One study thus far has shown that financial vulnerability due to healthcare costs adversely affects parents' well-being differently for dual-earner households compared to single-earner households (where the mother is primary caretaker and father works). Drawing on Conservation of Resources Theory, the current study examines whether meaningfulness in life (MIL) serves as a cognitive resource that prevents experiencing financial vulnerability and anxiety amongst working mothers in dual-earner households (n = 178). Findings show that despite increasing financial vulnerability, anxiety is consistently lower for mothers with high (vs. low) MIL, suggesting that MIL has a direct connection to both stressor and strain, but that it does not necessarily protect one from experiencing anxiety as financial strain increases. In other words, financial vulnerability positively relates with anxiety regardless of level of MIL. However, working mothers with high MIL consistently report less anxiety across all levels of financial vulnerability. Thus, MIL influences anxiety but does not alter the strength of the financial vulnerability-anxiety relationship. This finding is discussed theoretically and practically in terms of stress prevention theory.

Abstract 4965

MEANING IN WORK AS A CALLING FOR CAREGIVERS OF ALZHEIMER'S PATIENTS: A QUALITATIVE STUDY

Dryjanska L.*

Uniwersytet Kardynala Stefana Wyszynskiego ~ Warsaw ~ Poland

This presentation will discuss meaning in life through challenging yet rewarding work of facilitators of conversation groups for families of persons diagnosed with Alzheimer's disease in Italy. Drawing from guided interviews with facilitators across three different regions in Italy, the research featured is a part of a larger project conducted in several European countries and Israel. The facilitators who work for non-profit organizations have elaborated on the ethical issues that they face, how they navigate ethical dilemmas, and how in spite of numerous challenges they found meaning in their work. The overarching themes in how participants understood meaning in life related to conceptualizing work as a calling, finding meaning in alleviation of suffering through their work, and building and finding a sense of community through their work. The presentation will highlight the relevance of findings to several United Nations Sustainable Development Goals, as well as the need for transdisciplinary approach in research and advocacy.

Abstract 4966

DOES CULTURE MATTER? MEANINGFUL WORK, DECENT WORK, AND WELL-BEING ACROSS FOUR COUNTRIES

Fisher S.L.*[1], Cedeño V.*[2], Tresidder A., Van Fossen Jenna A., Hoole C., Boucher Erica R.

[1]Münster University of Applied Sciences ~ Münster ~Germany, [2]Universidad de La Sabana ~ Chía ~ Colombia

Research on both decent work (DW) and meaningful work (MFW) and their impact on individual need satisfaction and well-being, has often been conducted within a single country. However, cultural differences play an important part in people's values, expectations and perceptions of work, and cross-cultural work on the antecedents and outcomes of decent work and meaningful work is needed (Blustein et al., 2023). This paper focuses on measurement issues inherent in assessing MFW and DW across cultures. It is part of a larger project examining how DW and MFW affect the well-being of employees through the satisfaction of basic psychological needs at work and at home across four countries: the United States, Germany, Colombia, and South Africa.

01 - Division 1: Work and Organizational Psychology

AN INVESTMENT IN KNOWLEDGE PAYS THE BEST INTEREST! NEW RESEARCH INSIGHTS ON WORKPLACE LEARNING AND KNOWLEDGE SHARING IN ORGANIZATIONS

Friday 24 July 2026 from 08:00 to 09:30

(R-Arsenale)

Alessandro Lo Presti (Università degli studi della Campania "L), Chair and Presenter
Ulrike Fasbender (University of Hohenheim ~ Stuttgart, ~ G), Co-Chair

Workplace learning and knowledge sharing are crucial to organizational success as they enable the acquisition and transfer of critical skills, experiences, and insights, fostering innovation, collaboration, and productivity. As organizations grapple with rapid technological advancements, globalization, and the rise of remote work, the ability to effectively acquire, share, and apply knowledge has become even more crucial.

Despite its importance, there are still gaps in our understanding of knowledge sharing and workplace learning. What organizational factors more significantly promote or hinder knowledge sharing and workplace learning? How does knowledge sharing impact individual and organizational outcomes? How can we leverage technology and other resources to facilitate workplace learning in diverse work environments? This symposium brings together five cutting-edge presentations that address these critical questions, offering fresh perspectives and insights into the dynamics of knowledge sharing and workplace learning.

Grosemans and Vangrieken investigate, through a four-wave longitudinal study with Belgian employees, the relationship between informal learning and well-being at work by proposing a reinforcing feedback loop.

Decius and colleagues focus, using a mixed-methods approach with apprentices and dual students in Germany, on informal learning among apprentices by examining how opportunities and support influence their knowledge acquisition through self-based and social-based learning.

Mamcarz and colleagues investigate, through a three-wave longitudinal study on Polish civil servants, the mediating roles of professional self-efficacy, fitness to learn, and workplace loneliness between workplace temporal comparison and knowledge sharing.

Van Ruysseveldt explores, through a longitudinal study on Dutch workers, how organizational change impacts workplace learning, particularly through knowledge sharing and feedback-seeking behaviors.

Finally, Lo Presti and colleagues examine, using a three-wave longitudinal study with Italian employees, the role of organizational factors such as inclusion practices, employability culture, and intergenerational climate in promoting knowledge sharing and resource-based employability.

Abstract 4258

AGE-BASED TEMPORAL COMPARISON AND KNOWLEDGE TRANSFER IN PUBLIC ADMINISTRATION: THE MEDIATING ROLES OF PROFESSIONAL SELF-EFFICACY, FITNESS TO LEARN, AND WORKPLACE LONELINESS

Mamcarz P.*

Katolicki Uniwersytet Lubelski Jana Pawla II ~ Lublin ~ Poland

Building on Fasbender and Gerpott's (2022) temporal social comparison model of knowledge transfer between younger and older employees, this study advances our understanding of intergenerational knowledge transfer in public administration by testing and extending this theoretical framework. While the original model focuses on age-specific motives and emotions, our extended model introduces additional mediating mechanisms: professional self-efficacy, fitness to learn, and workplace loneliness. The public administration sector represents an ideal context for studying these knowledge transfer dynamics due to continuous changes in laws and regulations that require constant learning and adaptation.

Our model positions workplace temporal comparisons—encompassing perceptions of career opportunities, compensation, and workplace treatment—as the primary antecedent affecting both knowledge obtaining and providing behaviors. Using a three-wave longitudinal design over a 9-month period, we will collect data from Polish public administration employees (T1: N=543; T2: N=364; T3: N=298). We hypothesize that workplace temporal comparisons will significantly influence knowledge transfer through all three mediating mechanisms. We expect professional self-efficacy and fitness to learn to show positive mediating effects, while workplace loneliness will demonstrate negative indirect effects. Additionally, we anticipate that a strong employability culture will buffer the negative effects of unfavorable temporal comparisons.

This study extends Fasbender and Gerpott's temporal social comparison theory by incorporating additional psychological mechanisms in knowledge transfer processes and will offer practical implications for managing intergenerational knowledge exchange in public administration organizations. The longitudinal design will provide robust evidence for the temporal ordering of our proposed relationships and help establish causality within this knowledge-intensive sector.

Abstract 4259

WORKPLACE LEARNING IN TIMES OF ORGANIZATIONAL CHANGE FROM THE PERSPECTIVE OF THE ADAPTATION-ACTIVATION MODEL: LESSONS LEARNED

Van Ruysseveldt J.*

Open Universiteit ~ Heerlen, Limburg, ~ Netherlands

In this study, we examined the conditions under which organizational change (e.g., digitalization, restructuring) characterized by high event strength (e.g., novelty, disruptiveness) fosters workplace learning. Guided by the Adaptation-Activation Model, we aimed to gain a deeper understanding of the processes underlying workplace learning during ongoing organizational changes.
Hypotheses. First, we hypothesized that organizational change with high event strength promotes workplace learning by encouraging employees to engage in adaptive behaviors, particularly knowledge sharing and feedback seeking. Second, we proposed that the adaptive demands associated with such change events enhance knowledge sharing and feedback seeking. For instance, employees experiencing increased learning demands are more likely to develop new competencies in response. Third, we suggested that this adaptation process (organizational change → adaptive demands → knowledge sharing and feedback seeking → workplace learning) is amplified by the presence of strong adaptive resources. These include ample learning opportunities, instrumental support from supervisors and colleagues, and a workplace climate characterized by psychological safety.
To test these hypotheses, we conducted a moderated mediation analysis using the PROCESS tool on a longitudinal dataset representative of the Dutch working population (N = 682). All variables were measured using validated and widely used questionnaires.
Results.Theanalysesconfirmedourhypotheses.First,organizationalchangecharacterizedbyhighevent strengthpositivelyinfluencedknowledgesharingandfeedbackseekingsixweekslater,which,inturn,facilit atedworkplacelearning.Second,suchorganizationalchangepromotedknowledgesharingandfeedback seekingbyincreasingcriticaldevelopmentaladaptivedemands,suchaslearningdemandsandcognitivelo ad.Finally,thismediationalprocesswasmoderatedbykeysocialjobresources.Specifically,theeffectoflea rningdemandsonknowledgesharingwasstrengthenedinapsychologicallysafeclimate,inthepresenceof engagedleadership,andwheninstrumentalsupportandlearningopportunitiesfromcolleagueswereabun dant.
Conclusion.
Thisstudyhighlightsthevalueofexaminingworkplacelearningduringperiodsofintenseorganizationalcha ngethroughthelensoftheAdaptation-
ActivationModel,offeringnovelinsights.Inparticular,itunderscorestheimportanceofadaptivebehaviors, adaptivedemands,andadaptiveresources.Whenemployeesfacesubstantialorganizationalchange,the ytendtoengageindevelopmentalactionssuchasknowledgesharingandfeedbackseeking.Thesebehavi orsarisefromtheadaptivedemandstriggeredbychange,suchasincreasedlearningandcognitivedemand s,whichdriveemployeestoacquirenewcompetencies.Knowledgesharingandfeedbackseekingarekeyc ontributorstothisprocess.Fromatheoreticalperspective,thisstudyemphasizesthecriticalroleofadaptive mechanismsinworkplacelearningprocesses,advancingourunderstandingofhowlearningcanbeeffectiv elypromotedduringperiodsofsignificantchange.Fromapracticalperspective,thefindingsunderscorethe importanceofensuringtheavailabilityofsufficientadaptiveresources,particularlysocialjobresources.Wo rkplacelearningdrivenbyknowledgesharingisenhancedbyaclimateofpsychologicalsafety,engagedlea dership,andcolleagueswhoprovidebothinstrumentalsupportandlearningopportunities.

Abstract 4260

ORGANIZATIONAL PREDICTORS OF KNOWLEDGE SHARING AND ITS IMPACT ON EMPLOYABILITY

Lo Presti A.*

Università degli studi della Campania "Luigi Vanvitelli" ~ Caserta ~ Italy

As employees' talents and competencies have become crucial invisible assets to guarantee companies' competitive advantage, knowledge sharing is acquiring increasing importance as a mechanism that may facilitate the transmission and widespread circulation of knowledge between employees. This is crucial also considering that European companies are nowadays experiencing, among their workforce, the simultaneous presence of different generations of employees, as well as the progressive retirement of Baby Boomers, who traditionally represented the organizational core workforce. In this scenario, it is compelling to identify which organizational factors may facilitate knowledge sharing among employees, and which effect they may have on their employability, seen as a resource for both individuals' career potential and organizational performance.
Drawing on Witherspoon et al. (2013) framework of organizational predictors of knowledge sharing, intertwined with the resource-based model of employability by Lo Presti and Pluviano (2016), we examine if organizational inclusion practices, workplace intergenerational climate, and employability climate predicted knowledge sharing, finally impacting on resource-based employability.
To achieve our aims, we set up a three-wave longitudinal study carried out on Italian employees. Data are analyzed through structural equation modelling.

Abstract 4257

GROWING TOGETHER: THE ROLE OF OPPORTUNITIES AND SUPPORT IN APPRENTICES' INFORMAL WORKPLACE LEARNING

Decius J., Lorber A.*

University of Bremen ~ Bremen ~ Germany

In this study, we examine how the within-person variability of situational factors influences apprentices' informal learning, using the CAM-OS model as a conceptual framework. The CAM-OS model posits that the situational readiness factors of opportunity and support play a crucial role in shaping informal learning processes. Our mixed-methods approach combines a quantitative diary study and qualitative interviews to provide a comprehensive understanding of these dynamics. Participants included 127 apprentices and dual students from a medium-sized manufacturing company in Germany, who provided data over 837 daily records, supplemented by interviews with trainers and apprentices. Our findings confirm that learning opportunities, job control, and role clarity positively relate to self-based informal learning. Learning opportunities also positively relate to social-based informal learning, while job control and role clarity do not. Peer and supervisor support were not significantly related to self-based informal learning, but peer support was strongly associated with social-based informal learning. The interviews further highlighted apprentices' preferences for clear objectives combined with autonomy, as well as their strong reliance on peer interactions for knowledge exchange and reassurance. Notably, while trainers initiate learning through task assignments, their direct involvement in subsequent informal learning processes appears to be limited.

The study extends the CAM-OS model by differentiating between self-based and social-based informal learning, revealing that structural work characteristics primarily support self-based learning, whereas relational characteristics like peer support foster social-based learning. These insights suggest that apprentices' informal learning is highly dependent on a balance between autonomy and guidance. The qualitative findings also highlight the importance of accessible learning resources, role clarity, and defined goals, which help apprentices structure their learning experiences effectively. To support apprentices' informal learning, organizations should focus on designing a work environment rich in learning opportunities, clearly defining roles and expectations, and leveraging peer support through collaborative tasks and mentoring programs.

01 - Division 1: Work and Organizational Psychology

HIGH RELIABILITY ORGANIZATIONS AND SAFETY MANAGEMENT.

Friday 24 July 2026 from 08:00 to 09:30

(P -Arsenale)

Francisco Javier Gracia (IDOCAL. University of Valencia. ~ Valenc), Chair and Presenter

High Reliability Organizations (HROs) are “organizations in which errors can have catastrophic consequences but which consistently seem to avoid such errors” (Roberts et al., 2005, p. 216), despite operating in environments where accidents might be expected due to risk factors and complexity (Perrow, 1984). High Reliability Theory emerged as a response to Normal Accidents Theory (Perrow, 1984), introduced by a group of researchers from the University of California, Berkeley, exactly 40 years ago (e.g., Rochlin, 1986). Surprisingly, HRO theory has remained on the periphery of mainstream organizational theory, even though organizations operating in less hazardous conditions could learn valuable lessons from HROs on improving safety performance and ensuring long-term reliability (Weick et al., 1999). This symposium provides a timely opportunity to reflect on four decades of HRO research, examining what we have learned and identifying key challenges for the future.

HROs are pioneers in safety management, demonstrating a sustained ability to prevent accidents and catastrophic failures in highly complex and high-risk environments. How do they achieve this level of reliability? What can organizations in high-risk industries learn from them to enhance safety performance? Moreover, what insights can organizations in lower-risk sectors gain from HROs to maintain reliable operations and sustain nearly error-free performance over extended periods? This symposium brings together five contributions that explore different perspectives on HROs and safety management

Abstract 4409

MAPPING VARIABLES ASSOCIATED WITH SAFETY PERFORMANCE: A META-ANALYSIS OF OCCUPATIONAL SAFETY RESEARCH (2000–2025)

Oh S.*[1], Gracia F.J.[1], Kwangsu M.[2], Martínez--Córcoles M.[1], Silla I.[1]

[1]Research Institute of Personnel Psychology, Organizational Development, and Quality of Working Life (IDOCAL), University of Valencia. ~ Valencia ~ Spain, [2]Faculty of Psychology, Chung Ang University. ~ Seoul ~ South Korea

Safety performance is one of the strongest predictors of occupational accidents and injuries and constitutes a central mechanism through which organizations achieve safe operations. After the influential synthesis by Christian et al. (2009), numerous additional variables have been investigated in relation to safety performance. Simultaneously, the conceptualization of safety performance has expanded beyond safety compliance and safety participation to encompass additional behavioral dimensions. These developments present the needs of a timely opportunity to integrate past and recent research. This study will conduct a meta-analysis of empirical studies examining variables associated with safety performance. Studies published between 2000 and 2025 will be retrieved from Web of Science, Scopus, and PsycINFO and screened according to PRISMA guidelines. The identified variables will be categorized according to their relationship with safety performance, and overall effect sizes will be estimated through random-effects meta-analysis. Given the methodological variability across studies, including differences in occupational contexts, measurement approaches, and study designs, a random-effects model will be applied to provide more generalizable estimates of the relationships between safety performance and associated variables. This study will contribute to the theoretical understanding of safety performance by providing an updated synthesis of its nomological network and clarifying the relative strength of relationships between safety performance and associated variables. From a practical perspective, the findings may help organizations identify the factors most strongly linked to safety performance and support the development of evidence-based safety interventions and management practices.

Abstract 4410

PLANNED SAFETY CULTURE CHANGES IN NUCLEAR POWER PLANTS: INSIGHTS AND IMPLICATIONS

Schöbel M.*

University of Basel ~ Basel ~ Switzerland

The concept of safety culture emerged following the analysis of the 1986 Chernobyl nuclear disaster. Since then, various frameworks have been developed to define an ideal safety culture, outlining key attributes—such as organizational values and norms—across different levels and domains. These conceptual models serve as the foundation for assessment and evaluation standards, which are applied, for instance, in peer reviews and safety incident analyses. Additionally, they inform the planning and implementation of cultural change initiatives within nuclear power plants (NPPs) to enhance cultural maturity and prevent the recurrence of safety-related events.

This presentation critically examines the empirical and theoretical foundations of planned safety culture changes in NPPs. Despite the recognized importance of safety culture, research on its structured and intentional development within the nuclear industry remains limited. The presentation analyzes various cultural change initiatives in NPPs using evidence-based change models, with a particular focus on changes driven by incident and deviation analyses, peer-review processes, and self-assessment programs. These initiatives are evaluated based on their underlying safety culture models, applied change strategies, and intended outcomes, with the aim of identifying key facilitating and inhibiting factors. Based on these findings, the presentation provides recommendations for more effectively leveraging the safety culture concept to enhance the safety and reliability of nuclear power plants in the future.

Abstract 4412

DEVELOPMENT OF HRO ASSESSMENT TOOLS FOR KOREAN ORGANIZATIONS

Kwangsu M.*[1], Lee J.[2], Lee H.[2], Oh S.*[3]

[1]Chung-Ang University ~ Seoul, Republic of Korea ~ Korea, Republic of, [2]SafetyON Solution ~ Anyang, Republic of Korea ~ Korea, Republic of, [3]Research Institute of Personnel Psychology, Organizational Development, and Quality of Working Life (IDOCAL), University of Valencia. ~ Valencia ~ Spain

Major industrial accidents are a serious social problem in South Korea. Despite various efforts by companies and the government, the rate of industrial accidents and fatalities has not decreased. Therefore, this study developed a tool to diagnose and evaluate the level of high reliability organizations for safety management. Based on previous studies (e.g., Weick, & Sutcliffe, 2011; Mezentseva, et al., 2023), we developed a Korean version of the five characteristics of high trust organizations (Preoccupation with error, Reluctance to simplify, Sensitivity to operations, Commitment to resilience, Deference to expertise) and additional variables (vulnerability, organization, etc.) and validated the content validity among experts and safety managers. We then conducted a survey of employees in various companies to examine the construct validity through factor analysis and reliability analysis. The construct validity was examined through factor analysis and correlation analysis. In future studies, it is necessary to continue to validate the usefulness of this tool by comparing more companies and plants or departments.

Abstract 4413

MEASURING ANESTHESIA SENSE-MAKING IN THE OPERATING ROOM DURING CRISIS SITUATIONS: A PILOT STUDY

Renaud V.*[1], Blanié A.[2], Benhamou D.[2]

[1]ATRISC CIO ~ Aix en Provence, France ~ France, [2]UC Berkeley CCRM ~ Aix en Provence, France ~ France

In 1999 the Institute of Medicine (IOM) released a report titled “To Err Is Human,” in which medical error was cited as the eighth leading cause of death in the United States (more than motor vehicle accidents, breast cancer, or AIDS), responsible for as many as 98,000 deaths annually [1]. The healthcare community was starting to become aware of the significance of organizational and human factors. In France, the Ministry of Health conducted a national survey on ‘serious unwanted events related to healthcare delivery’ in 2004 and 2009. It was found that in hospitals, 60% of such events could be connected to poor teamwork, especially ‘insufficient supervision,’ ‘insufficient communication,’ and ‘lack of quality culture’ [2].

Since then, many studies have examined the non-technical skills of caregivers [3]–[6] and have shown that poor communication and supervision were general precursors of unwanted events as in the French studies. These skills are especially crucial in ill-defined and rapidly evolving situations and when stakes are high. This is the case when a patient in the operating room starts desaturating, with no apparent reason, and when the first remediation actions show no improvement. The anesthesiologist, surgeon, and nurses must then share their perceptions of the situation, come up with interpretations, select the most plausible and take action before it is too late. In other words, the staff must address the questions “what is going on?” and “what should we do about it?”, i.e. engage in sense-making processes.

Effective sense-making processes are the cornerstone of high reliability organizations [7]. The aim of this study was to validate a measure of sense-making in anesthesia in the operating room through the video analysis of high-fidelity simulation training exercises conducted at the LabForSIMS simulation center of Paris-Saclay Medical school between 2017 to June 2021.

We review the reliability and validity of themeasureanddiscusstheoreticalandmanagerialimplicationsforhigherreliabilityintrainingforreal-lifeoperations.

01 - Division 1: Work and Organizational Psychology

PERSPECTIVES FROM DIFFERENT CAREER STAGES: UNDERSTANDING THE CHALLENGES AND OPPORTUNITIES IN CONTEMPORARY INTERVENTIONS, NONWORK DOMAINS, AND WORK TRANSITIONS ACROSS CONTEXTS

Friday 24 July 2026 from 09:30 to 11:00

(P -Arsenale)

Rita Chiesa (University of Bologna ~ Bologna ~ Italy), Chair and Discussant
Audrey Antonio (University of Bologna ~ Bologna ~ Italy), Co-Chair

This symposium expands the existing knowledge on contemporary careers by applying psychological perspectives on how people manage challenges and changes in different contexts and career stages. Five studies are presented in this symposium, with each study investigating certain constraints and/or opportunities that individuals experience in their career transitions, work-nonwork interface, and professional development. Using different methodologies, all studies of this symposium employ a comparative approach in addressing their research questions that examine similarities and differences in individuals' experiences between age groups, countries, cultures, or work sectors. Providing insights into the mechanisms at play in the interventions and processes that individuals undergo in their unique career contexts, this symposium offers implications on the sustainable growth of individuals and organizations in a global environment.

The first two studies of the symposium focus on the early career stage. Antonio et al. (Italy) explore the career uncertainty of young people through a qualitative study conducted in Italy and Norway. Whereas van Nieuwerburgh et al. (Ireland) use a randomized control trial to assess the effectiveness of an AI-powered coaching platform on the individual outcomes of early-career professionals from three continents (i.e., Asia, Europe, North America).

The succeeding three studies of the symposium consider the mid-career and late career stages. Matos et al. (Portugal) engage in a mixed-methods study to investigate the impact of leadership interventions on decent work in military and academic organizations. While Šimunić & Sinovčić (Croatia) examine in their quantitative study the work-family conflict and coping strategies observed in early, middle, and older adulthood. Finally, Sonnenschein & Wiik (Norway) probe in their qualitative research the changes in the work and nonwork identities of newly retired employees in Denmark and Norway.

To conclude the symposium, the discussant, Rita Chiesa (Italy), will synthesize the collective insights gained regarding the modern career context.

Abstract 3274

EXPLORING YOUNG PEOPLE'S CAREER UNCERTAINTY: A QUALITATIVE STUDY IN ITALY AND NORWAY

Antonio A.*[1], Sonnenschein K.[2], Chiesa R.[1]

[1]University of Bologna ~ Bologna ~ Italy, [2]BI Norwegian Business School ~ Trondheim ~ Norway

Though uncertainty has been regarded as a fundamental experience in individual careers, the rapid changes in the labor market have augmented the instability that people encounter in their professional development, especially considering the growth of non-standard career paths. Given the high degrees of uncertainty brought forth by different environmental factors such as the rise of the gig economy and technological advancements, we focused our study on young people, who are susceptible to the trends of the modern work environment. As they face high risks of unemployment, temporary jobs, and skill-inadequate employment during the early phases of their career development, the aim of our study was to explore the meanings, sources, and resources that young people attribute to their career uncertainty. In extension of the existing knowledge that previous research has reported about the topic, our study accounted for the conceptualization of career uncertainty that is relevant to the early career stage in two different country contexts. To achieve our research objective, we employed a qualitative research design in which data was collected through online focus groups among young people in Italy and Norway (N = 53). The qualitative data was analyzed using thematic analysis. The results of our study expound on the temporal elements, labor market characteristics, and psychosocial resources that emerged in young people's discussions of career uncertainty. Furthermore, certain similarities and differences are noted in the experiences and coping strategies of Italian and Norwegian participants. In view of the contextual support that young people can receive from institutions and societies as they establish themselves in the workforce, our study offers theoretical and practical implications on how early career uncertainty can be managed amidst the changing labor market.

Abstract 3281

EVALUATING AI-POWERED COACHING INTERVENTIONS FOR EARLY-CAREER PROFESSIONAL DEVELOPMENT: A MULTI-COUNTRY RANDOMIZED CONTROLLED TRIAL

Van Niewerburgh C.[1], Klapow M.*[2], Vigna K.R.[3]

[1]RCSI Centre for Positive Health Sciences ~ Dublin ~ Ireland, [2]Oxford University ~ Oxford ~ United Kingdom, [3]University of Bologna ~ Bologna ~ Italy

Traditional human coaching remains inaccessible to most early-career professionals due to scalability and cost constraints, while recent evidence suggests AI coaching platforms can deliver meaningful developmental outcomes, yet rigorous experimental validation remains limited. This randomized controlled trial will evaluate the effectiveness of an AI-powered coaching platform on workplace performance, well-being, and career development outcomes among early-career professionals across three regions: Europe (n=300), United States (n=300), and India (n=300). Participants will be randomly assigned to either: (1) AI coaching intervention group receiving 12 weeks of personalized coaching via the Sherlock AI platform, or (2) waitlist control group. The AI coaching system integrates behavioral science frameworks with large language models, providing psychological safety-focused dialogue, adaptive inquiry, and personalized developmental pathways. Primary outcomes include work engagement (Utrecht Work Engagement Scale), psychological well-being, PERMA+4, and self-reported career development confidence measured at baseline, 4 weeks, 8 weeks, 12 weeks, and 3-month follow-up. Secondary outcomes encompass 360-degree feedback on communication effectiveness, emotional regulation, and leadership behaviors; organizational commitment; turnover intention; and platform engagement metrics including coaching session frequency and duration. Based on preliminary pilot data showing 92% coaching effectiveness ratings and significant engagement (13,700+ minutes across 900 users), we hypothesize significant improvements in primary outcomes for the intervention group, with potential cultural variations in response patterns. This study will provide the first large-scale experimental evidence for AI coaching effectiveness across diverse cultural contexts, informing evidence-based implementation of scalable developmental interventions for the global workforce.

Abstract 3282

FROM RESEARCH TO ACTION: LEADERSHIP INTERVENTIONS TO ENHANCE DECENT WORK

Matos H.*[1], Teixeira J.[1], Pais L.[1], De Sousa B.[1], Dos Santos N.R.[2]

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Decent Work (DW) is an aspirational concept introduced in 1999 by the International Labour Organization (ILO) and is currently part of the 8th Sustainable Development Goal of the United Nations 2030 Agenda. It is a fundamental pillar for sustainable organizational performance, contributing to employee well-being, motivation, and productivity, and, in highly structured environments such as the military and academia, can be differentiated. This study examines the relationship between leadership influence on employees' perceptions and DW. Leadership plays a crucial role in fostering conditions that support DW. Three key leadership approaches are explored: Empowering Leadership, which enhances employee autonomy; Responsible Leadership, which aligns organizational activities with the broader ecosystem; and Ethical Leadership, which ensures consistency between actions, values, and moral principles of the organization and society. This study aims to study the impact on DW through interventions designed for leadership development. The research was conducted in two distinct contexts: the Portuguese Air Force and one of the oldest universities in Portugal, Coimbra University. Both have hierarchical structures and specific challenges that make leadership analysis particularly relevant. Participants include leaders and teams from both organizations based on voluntary participation. Several instruments measuring DW and leadership practices were applied through a three-wave mixed-methods study within a participatory intervention approach. The results will be presented and discussed, highlighting the impact of leadership interventions on DW perception and offering practical insights for fostering positive organizational change.

Abstract 3285

WORK-FAMILY CONFLICT AND COPING STRATEGIES IN DIFFERENT AGE GROUPS

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University of Zadar ~ Zadar ~ Croatia

The aim of this research was to examine the differences in work-to-family and family-to-work conflict and coping strategies between different age groups and the relationship between these conflicts and the dominant style of coping with stress. The research questionnaire included questions on age, education, partner and child status, work experience and the division of labor in the household, the Endler and Parker Coping with Stressful Situations Questionnaire (CISS) and the Work-Family Conflict Scale (Netemeyer et al., 1996). A total of 334 participants, working and residing in the Republic of Croatia, between the ages of 19 and 63 completed the online questionnaire. According to Matthews et al. (2010) study, the participants were divided into 3 age groups: early adulthood (18 to 28; n=101), middle adulthood (29 to 44; n=126) and older adulthood (45 and older; n=107). There was no difference in work-to-family conflict between different age groups, but there was a significant difference in family-to-work conflict when controlling for child status, with the youngest group reporting greater conflict than the older groups. Avoidance coping was found to be more common in the youngest group, while no age group difference was found for emotion-focused coping and problem-focused coping. Moreover, a greater tendency towards emotion-focused coping (which was also more common for women than men) was related to a higher level of both directions of work-family conflict. Problem-focused coping was related to lower family-to-work conflict only in the oldest group, while a higher level of the same conflict was related to avoidance coping in the youngest group. The results of this research call for the need to encourage strategies of problem-focused coping, especially in younger adults, and to take into account different life circumstances and stages in developing resources to deal with the stress of juggling work and different life roles.

Abstract 3343

THE IDENTITY FORMATION OF RETIRED EMPLOYEES IN THEIR TRANSITION PHASE FROM WORK TO RETIREMENT

Sonnenschein K.*[1], Wiik R.[2]

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The purpose of this study is to investigate the possible changes in work and non work identities (e.g. role identity and core identity), among newly retired employees in their transition from work to retirement. This transition is now seen as a process that involves several stages, including exiting the workforce, re-entering it, re-exiting, and exploring new life roles (Bordia et al., 2020). The loss or alteration of one's work identity as a consequence of retirement may significantly affect individuals and shape their involvement in post-retirement jobs. Individuals, particularly those strongly integrated into their work roles, routines, and professional connections, may undergo a profound loss of work identity upon retiring (Sullivan and Al Ariss, 2019). There is a scarcity of research on the types of identity work they engage in as retirees, and the evolving nature of the retirement transition itself. Furthermore, there is a lack of research on the identity challenges faced by blue collar workers. The current study thus aims to include both blue- and white-collar employees among the respondents (Bordia et al., 2020). The methodology has a phenomenological approach as it explores the work identities of 40 respondents (20 recently retired blue collar and 20 recently retired white collar employees). Twenty (10 blue collars and 10 blue collars) will be recruited in Denmark and 20 (10 blue collars and 10 white collars) will be recruited in Norway. Narrative interview techniques will be applied, and the data will be analysed using methods suited to our empirical data. The research will add to the body of knowledge regarding the identity progression of recently retired blue- and white-collar employees. The study will lead to recommendations and insights to inform future designs for interventions such as policies, more inclusive human resources practices towards seniors.

01 - Division 1: Work and Organizational Psychology

HEALTH AND ENTREPRENEURSHIP

Friday 24 July 2026 from 09:30 to 11:00

(R-Arsenale)

Barbara Barbieri (University of Cagliari ~ Cagliari ~ Ital), Chair
Michela Loi (University of Cagliari ~ Cagliari ~ Ital), Co-Chair

This symposium is centered on analyzing the emerging link between entrepreneurship and health, which recent research has highlighted as an essential topic requiring in-depth investigation (Shepherd & Patzelt, 2017).

Entrepreneurship is a relatively new and growing field of research (Wiklund et al., 2019). Scholars have examined its dynamics and implications by emphasizing its economic aspects. However, its broad definition as a transformative process that changes—sometimes radically and structurally—social and institutional contexts through the agentic power of entrepreneurs (McMullen et al., 2021) emphasizes that other implications, beyond economic ones, are fundamental to address (Wiklund et al., 2019). For instance, the link between entrepreneurship and democracy/politics exemplifies how entrepreneurship dynamics and implications can affect our society (Audretsch, 2021; Farè et al., 2023).

By relying on Shepherd and Patzelt (2017), we refer to health as both physical health—"the physiological and physical status of the body"—and mental health—"the state of mind, including basic intellectual functions." Throughout the five contributions, this symposium aims to focus on health by considering two different streams of research: entrepreneurial well-being and the psychological impact of entrepreneurship education.

First, we discuss the link between entrepreneurship and well-being (Stephan et al., 2023), highlighting how team dynamics in the early stages of the entrepreneurial process could impact team performance and members' well-being. Second, we address the impact of teaching entrepreneurship to dropout targets (e.g., Jennings, 2014; Jennings Mayo-Wilson et al., 2020), showing how this could leverage or hamper individual changes at both the psychological and economic levels.

Taken together, the contributions highlight new potential streams of research that could have relevant implications for applied psychology, contributing to this year's debate conference centered on discussing new directions for applied psychology.

Abstract 3327

EXPLORING THE LINK BETWEEN TEAM ENTREPRENEURIAL PASSION AND WELL-BEING IN ENTREPRENEURIAL TEAM

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[1]Norwegian University of Science and Technology ~ Trondheim ~ Norway, [2]Nord University Business School ~ Bodø ~ Norway, [3]University of Cagliari ~ Cagliari ~ Italy

Introduction
Well-being is recognized as vital for physical and psychological health, and it is particularly true in the entrepreneurship domain. Defined as the experience of satisfaction, positive affect, and psychological functioning during venture creation and management, it directly influences productivity and success. While it is well-established that positive emotions and passion influence well-being, how this relationship manifests in a team context remains underexplored. Especially when team members shared intense positive feelings for a collective team identity - i.e., Team Entrepreneurial Passion (TEP). Drawing on Self-Determination Theory, this study explores how TEP satisfies psychological needs for autonomy, competence, and relatedness.
Research Purpose
The model examines the relationships between TEP in three domains (inventing, founding, and developing) and two key outcomes: subjective well-being and team performance. It also explores how team performance mediates the connection between TEP and subjective well-being, providing insights into how entrepreneurial teams' passions influence both individual and collective outcomes.
Methods
Using cross-sectional survey data from European entrepreneurial teams, we will apply partial least squares modeling to analyze relationships between TEP domains and well-being.
Results
We expect to find that TEP could positively affect individual team members' well-being. Specifically, TEP may foster stronger psychological fulfillment, enhancing team dynamics and creating a supportive environment that contributes to individual well-being.
Conclusion
Our research highlights the importance of fostering TEP to enhance well-being in entrepreneurial teams. By focusing on individual well-being, this study provides practical insights for building healthier and more effective entrepreneurial ecosystems. This work advances the literature on entrepreneurship and well-being, addressing critical gaps in understanding team dynamics and their broader implications for health in entrepreneurship. Moreover, by focusing on TEP and its role in fostering well-being, we bridge the gap between team dynamics, shared emotions, and individual health, contributing to the broader discourse on entrepreneurship, psychology, and health.

Abstract 3334

EMPOWERING EMPLOYEES IN SMALL BUSINESSES: THE ROLE OF ENTREPRENEURIAL LEADERSHIP

Manuti A.*[1], Gemmano G.[1], Giancaspro M.L.[2]

[1]University of Bari ~ Bari ~ Italy, [2]Pegaso University ~ Naples ~ Italy

Entrepreneurship is a key driver of economic growth and innovation, but its impact extends beyond business performance to workplace relationships and employee experiences. Entrepreneurs are not only strategic decision-makers but, especially in small businesses, they are also leaders of their employees, shaping the social and psychological dynamics of the workplace. While prior research has largely focused on the economic aspects of entrepreneurship, less attention has been given to how entrepreneurs, through their leadership, foster employee empowerment and well-being. This study examines how entrepreneurial leadership (LMX) in small businesses contributes to psychological empowerment, which in turn enhances work engagement and organizational commitment. Entrepreneurs who cultivate a leadership approach characterized by trust, support, and mutual influence can create conditions that enhance employees' psychological empowerment. As a consequence, employees perceive greater competence, autonomy, meaning, and impact in their work, reinforcing their dedication to work and commitment to the business. Thus, we hypothesize that entrepreneurs' LMX has both direct and indirect effects on employees' work engagement and organizational commitment, through the mediation of psychological empowerment.

To test this model, we collected survey data from 219 employees (55% female; Mage = 34.60; SD = 12.12) working in small and micro enterprises, ensuring that respondents referred to their entrepreneur as their direct leader. Participants completed measures assessing LMX, Psychological Empowerment, Work Engagement, and Organizational Commitment. Structural Equation Modeling results confirmed that LMX is positively related to work engagement and organizational commitment, both directly and indirectly through psychological empowerment. These findings have theoretical and practical implications for the role of entrepreneurial leadership in small businesses. By developing supportive relationships with employees, entrepreneurs can create an empowering work environment that enhances employee engagement and organizational attachment. This perspective extends LMX theory to entrepreneurship and offers practical insights into the importance of entrepreneur-employee relationships in small businesses.

Abstract 3336

THE ROLE OF COURAGE IN ENTREPRENEURSHIP: EXPLORING ITS MANIFESTATIONS, CHALLENGES, AND FACILITATORS

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[1]University of Bologna ~ Bologna ~ Italy, [2]University of Catania ~ Catania ~ Italy

Introduction
Courage emphasizes the pursuit of a goal despite risk or fear. In recent years, this dimension has also been studied in relation to the work environment. In the specific context of entrepreneurship, courage has been classified as one of the most important qualities of successful entrepreneurs. Entrepreneurship is a path characterized by uncertainties and risks, where courage plays a fundamental role in the entrepreneurial process. However, few studies have explored courage in the specific entrepreneurial context. It is therefore necessary to capture entrepreneurs' subjective experiences related to courage, exploring definitions, emotional dynamics, and organizational factors that either facilitate or hinder acts of courage at work.
Methodology
The study used semi-structured interviews for qualitative data collection conducted with a small and homogeneous sample of Italian entrepreneurs. The chosen approach allowed for an in-depth exploration of the lived experience of courage at work, emphasizing the relationship between obstacles and facilitating factors.
Preliminary Results
The interviews highlighted the complexity of the experience of courage at work and how it manifests in daily work practices. Participants reported that courage is not an innate trait but rather the ability to persevere and act with determination in the face of difficulties, taking responsibility and risks, driven by the willingness to overcome obstacles and confidence in their own abilities. Key resources that facilitate courage emerged, as well as factors that hinder its expression.
Conclusions
This research contributes to understanding the way to acting courageously at work from the perspective of entrepreneurs. The findings suggest that in accounts of workplace courage, courageous behavior is not merely an individual response to professional challenges, but a collective phenomenon influenced by organizational and social contexts. This study lays the groundwork for developing new assessment tools for courage and designing training interventions aimed at strengthening this dimension.

01 - Division 1: Work and Organizational Psychology

NEW DEVELOPMENTS IN EMPLOYEE COMMITMENT RESEARCH: METHODOLOGICAL, CULTURAL, AND MULTILEVEL PERSPECTIVES

Friday 24 July 2026 from 09:30 to 11:00

(T-Monumentale)

Christian Vandenberghe (HEC Montreal ~ Montreal ~ Canada), Chair

This symposium highlights recent advances in employee commitment research, integrating methodological innovations, cross-cultural insights, and multilevel analyses. Commitment remains central to organizational psychology due to its links with retention, performance, and well-being. Yet contemporary workplaces—with diverse teams, global operations, and evolving professional roles—require updated approaches to conceptualizing, measuring, and examining employee commitment. The presentations collectively explore novel antecedents, mechanisms, and outcomes of employee commitment at individual, professional, team, and cultural levels. The symposium is timely and highly relevant for ICAP because employee commitment continues to shape critical organizational outcomes, yet traditional approaches often overlook cultural, temporal, and team-level complexities.

Presentations:

• Meyer, Stanley, and Espinoza present an AI-assisted comprehensive meta-analysis of the organizational commitment literature. Their work demonstrates how artificial intelligence can efficiently screen, extract, and categorize data from decades of primary studies, enabling large-scale integration of findings across cultures, constructs, and outcomes.

• Wasti offers a cross-cultural perspective on commitment, synthesizing emerging cultural constructs from recent cross-cultural research—including the dimensions of selfhood, responsibilism, tightness–looseness, and relational mobility—that go beyond traditional taxonomies developed by Hofstede, Schwartz, or the GLOBE project. This work provides the basis for a more nuanced understanding of how cultural contexts shape the formation, expression, and impact of employee commitment.

• Lapointe and Nikolova focus on commitment to the profession, an under-researched form of commitment. Using longitudinal data, they reveal dynamic, reciprocal relationships between occupational future time perspective, goal-supportive supervision, and professional commitment, highlighting how individuals' perceptions of career opportunities and support influence their professional dedication.

• Montani and Vandenberghe investigate team-level social dominance orientation, demonstrating how collective dominance tendencies undermine team goal commitment and, in turn, reduce innovation in ethnically diverse teams. This study highlights team goal commitment as a critical mechanism that may link team-level characteristics to performance outcomes in the context of diversity.

Abstract 3648

TOWARD AN AI-ASSISTED COMPREHENSIVE META-ANALYSIS OF THE ORGANIZATIONAL COMMITMENT LITERATURE

Meyer John P.*[1], Stanley D.[2], Espinoza J.[1], Saeidmehr A.[3]

[1]Western University ~ London ~ Canada, [2]University of Guelph ~ Guelph ~ Canada, [3]Zenbase AI ~ Calgary ~ Canada

Organizational commitment has long been a central construct in the I/O psychology, organizational behaviour, and management literatures due to its links to important outcomes, including retention, performance, and well-being. It has also been incorporated into other theories (e.g., leadership, justice, and HRM) as a proximal outcome and/or mediator of more distal outcomes. Over the last decade, interest and research on organizational commitment has expanded rapidly to countries outside of North America where interest originated.

The last comprehensive meta-analysis of commitment research was conducted over 20 years ago; subsequent analyses have been limited in scope due to the size of the literature. Consequently, more recent meta-analytic reviews tend to address isolated correlates and are scattered across disciplines, making integration of findings difficult.

Recent developments in artificial intelligence (AI) now make it possible to deal with the extensive and ever expanding commitment literature. Indeed, AI can screen studies for relevance and extract the data required for analysis with high reliability and accuracy. Once extracted into a common database, AI can aid in categorizing variables based on label and measure to isolate core constructs. Importantly, this database can be shared among researchers, and data from new studies can be added to update previous analyses and address new research questions.

In this presentation, we will provide an overview of this AI-assisted approach to conducting meta-analyses using organizational commitment as the focal variable. For example, we will illustrate how data extracted from studies conducted across countries/cultures can be combined with other country-level data to identify and explain differences in the nature and strength of commitment. We will also demonstrate how key antecedent and outcome variables can be included in the analyses, and how changes in commitment, and its correlations with other variables, can be tracked over time using more than 40 years of commitment research.

Abstract 3649

ADVANCING CROSS-CULTURAL PERSPECTIVES ON ORGANIZATIONAL COMMITMENT

Wasti A.*

Sabanci University ~ Istanbul ~ Turkey

It has been more than a decade since the most comprehensive meta-analytic investigations of organizational commitment and culture were published (Jackson et al., 2013; Meyer et al., 2012). These studies drew on Hofstede's (2001), Schwartz's (1992), and GLOBE's (House et al., 2004) cultural taxonomies and documented the moderating role of individualism–collectivism and power distance with respect to strengthening the predictive power of normative commitment.

Since then, cross-cultural organizational research has advanced considerably. For instance, several studies have sought to update or improve Hofstede's original cultural indices (Komisarof & Akaliyski, 2025). Recent work has also examined the nature of collectivism. Vignoles et al. (2016) identified a seven-dimensional model of selfhood (distinct ways of being independent-interdependent) in 33 nations. Similarly, Talhelm (Talhelm et al., under review) introduced the construct of responsibilism emphasizing duties and roles in close relationships but relatively weaker ties in distant ones. Given the centrality of collectivism in shaping workplace bonds, such refinements hold significant promise for advancing commitment research.

Beyond collectivism, other cultural constructs have also been developed and have potential relevance for organizational commitment. For instance, Gelfand et al.'s (2011) concept of cultural tightness–looseness captures the strength of social norms. Another promising construct is relational mobility, which refers to the degree to which individuals in a given society can initiate new relationships or terminate existing ones. In a 39-country study, Thomson et al. (2018) showed that while the United States ranked high and Japan low in relational mobility, the construct only partially overlaps with individualism–collectivism. For example, Germany scored low, whereas Brazil scored high on relational mobility, despite their differing individualism–collectivism profiles.

The aim of this presentation is to synthesize these emerging strands of cross-cultural research in order to advance our understanding of organizational commitment across cultures.

Abstract 3650

EMBRACING THE FUTURE, COMMITTING TO THE PROFESSION? HOW OCCUPATIONAL FUTURE TIME PERSPECTIVE AND GOAL-SUPPORTIVE SUPERVISION SHAPE COMMITMENT TO THE PROFESSION

Lapointe E.*[1], Nikolova I.[2]

[1]BI Norwegian Business School ~ Oslo ~ Norway, [2]School of Business and Economics, Maastricht University ~ Maastricht ~ Netherlands

Commitment to the profession, defined as a volitional psychological bond reflecting dedication to, and responsibility for, one's profession is an important, yet under-researched form of commitment. Building on conservation of resources theory and temporal construal theory, we examine occupational future time perspective (OFTP), referring to employees' perception of the time and opportunities remaining in their career, and goal-supportive supervision, referring to employees' perception that their supervisor actively empowers them and stimulates their motivation to pursue their professional development goals, as predictors of commitment to the profession. More specifically, we expect OFTP and goal-supportive supervision to have positive effects on commitment to the profession. To robustly test these ideas, we collected survey data from 628 employees working in the Netherlands, occupying various professions and working in different industries.

Relying on a three-wave repeated measures random-intercept cross-lagged panel model (RI-CLPM), we tested within-person effects over time, while accounting for stable between-person differences. Results provide support for the effect of OFTP on commitment to the profession at the within-person level and showed evidence for a reversed causation effect. Specifically, at the within-person level, there was a positive relationship between OFTP and commitment to the profession (β =.20, SE = .09, p =.021), and a reversed effect from commitment to the profession to OFTP (β =.38, SE = .17, p =.028), suggesting a recursive within-person process. While we did not find support for the expected within-person effect of goal-supportive supervision on commitment to the profession at any of the time points, we did find a significant reversed effect from commitment to the profession to goal-supportive supervision (β = .31, SE = .14, p = .027). Detailed findings, as well as their implications for commitment research, will be discussed in the symposium.

Abstract 3651

MOVING TO THE NEXT LEVEL: WHEN DOES TEAM SOCIAL DOMINANCE ORIENTATION AFFECTS TEAM GOAL COMMITMENT AND INNOVATION?

Montani F.*[1], Vandenberghe C.[2]

[1]University of Montreal ~ Montreal ~ Canada, [2]HEC Montreal ~ Montreal ~ Canada

Prior research has scarcely examined the role of social dominance orientation (SDO) at the team level in organizational settings and has often overlooked its potential downsides. This omission is notable because SDO is fundamentally a group phenomenon, making it essential to understand how collective dominance tendencies shape team functioning, particularly team members' commitment to team goals, and ultimately team outcomes.

This study addresses this gap by examining SDO as a team-level construct and identifying the conditions under which it may hinder innovation, as well as the mechanisms driving these effects. Grounded in social identity theory, we propose that team goal commitment serves as a mediator and ethnic diversity as a moderator in the relationships between the two dimensions of team SDO—Dominance (SDO-D) and Anti-egalitarianism (SDO-E)—and team innovation. Specifically, we argue that at high levels of ethnic diversity, SDO-D and SDO-E undermine members' commitment to team goals, thereby reducing team innovation.

To test these hypotheses, we conducted a three-wave, multilevel study of 82 teams (616 employees and their supervisors) across public government departments. As expected, ethnic diversity moderated the indirect effects of team SDO-D and SDO-E on innovation via team goal commitment. When ethnic diversity was high, SDO-D and SDO-E negatively affected goal commitment, which, in turn, impaired innovation. These negative effects were mitigated when ethnic diversity was low. Overall, this research highlights the critical role of team goal commitment in explaining how social dominance tendencies impair innovation in diverse teams.

01 - Division 1: Work and Organizational Psychology

SUSTAINABLE DEVELOPMENT: CONTRIBUTIONS FROM APPLIED PSYCHOLOGY

Friday 24 July 2026 from 09:30 to 11:00

(O-Arsenale)

Walter Reichman (International Association of Applied Psy), Chair and Presenter
Vicente Martinez-Tur, Discussant

This symposium will describe the contributions of applied psychology to the science of sustainability. Sustainability is the focus of scientific attention in this 21st century since we came to understand that unless we take action the world as we know it will cease to exist. We are already experiencing environmental devastation and the recognition of our situation led to the need to preserve what we now have and to the science of sustainability.
The symposium will consist of four presentations by applied scientists and a discussion.
The first presentation will describe sustainability among indigenous people and how it became part of the culture of the community and enhanced the dignity of the individual.She offers lessons for our future from indigenous cultures where the informal economy among artisanal workers has been sustained for centuries and contributes to the sense of wellbeing among them.
The second presentation describes how applied psychology collaborated with other sciences to develop the science of sustainability and sustainable development .They describe their research on the psychological dimensions and behavioral requirements in decision making related to environmental,economic and equity factors as they are related to sustainable development
The third presentation discusses the United Nation's Sustainable Development Goals and calls for the linkage of two of the Goals,8 and 13.Goal eight refers to decent work and economic growth and 13 to the environment. The authors point out that you cannot have one without the other.They show that it is possible to develop an economy of decent work and a clean environment by describing the city of Katowici,Poland that went from the sixth most polluted city in Europe to a. clean air city and a great economy.You can have both decent work and a clean environment.The fourthpresentationdescribestheresearchondevelopingthecompetenciesneededfor sustainabilityandmakingitapartoftheculture.They describe the validation of the Climate KIC Professional Competency Framework for System Innovation.This instrumentrevealed heneededcompetenciesofacceleratingtransitionspromotinginnovationanddrivingentrepreneurshipal ongwiththesubcompetenciesundereach.

Abstract 3994

SUSTAINABLE WORK :LESSONS FROM INDIGENOUS CULTURES

Saxena M.*

University of Nebraska ~ Omaha ~ United States of America

This paper discusses a unique conceptualization of work that was found to rest on ancient cultural skills of indigenous people that was found to be “sustainable.” In this presentation, I describe the concept of sustainable work, grounded in its cultural context.

As the modern world of work grapples with the many difficulties that are a part of working in today’s time, there is a need to explore other forms of working that are more sustainable in nature. An alternate approach comes from work in the informal economy of indigenous people. Indigenous approaches to work and life are in harmony with nature , considering nature and the environment not a tool for exploitation and consumption but to revere and live in tandem with. In researching the work-experiences of informal workers in rural and remote parts of India, a unique conceptualization of work was discovered, that was truly psychologically sustainable. Sustainable work is work that gives more than it takes to the community, environment, and nature. It is defined as work” which provides inherent meaningfulness, a sense of purpose, innate dignity, identity aligned with cultural values, that instils contentment and hope. It is free from the depleting aspects of modern-day work that lead to fatigue ,irritability, job burnout, and poor physical and mental health.

Sustainable work was unique in that it rested on cultural skills that was involved with creative traditional occupations. These skills were learned through informal methods (e.g., observing, practice, behavior modeling). These cultural skills are intergenerational that existed in the family / community for generations in an unbroken chain of intergenerational cultural continuity. The cultural continuity was a key component in driving decent work and overcoming the deficits of poverty. This paper presents lessons learned from an indigenous Indian culture that has implications for work in our time.

Abstract 3995

THE PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT FOR THE 21ST CENTURY

Di Fabio A.*

University of Florence ~ Florence ~ Italy

This presentation will describe applied psychology's role in the Science of Sustainability whose aim is to preserve the planet and to assure the health and well-being of human beings. The presenter will describe her work in developing a new research and intervention area within the domain of Sustainability Science ,the Psychology of Sustainability and Sustainable Development (PSSD).
At the core of the PSSD is to study in depth internal psychological processes involved in decision-making and behaviors related to sustainability and sustainable development within individual(s), within environment(s), between/among individuals, between/among environments, between/among individuals and environments, and between/among living beings and the natural world/universe, ranging from the past to the present, and into the future .The PSSD also focused on promoting the environment, economy and equity and avoiding exploiting, depleting, and altering through seeking opportunities, challenges and new solutions. The importance of early building strengths, for each person and the system/s, for person/people and environment/s, in the world and in different cultural contexts, recognizing the usefulness of tailored interventions for special needs and critical situations.
The aim of the PSSD is to contribute to establishing a culture of sustainability and sustainable development according to the sustainable development goals (SDGs) of the UN's Agenda 2030 using psychological lens. The Sustainable Development Goals Psychological Inventory was developed to explore critical dimensions that could promote the realization of the 17 SDGs contribute to the preservation of the environment promoting sustainable practices for the benefit of future generations. The inventory can monitor the effects of implementing the 17 SDGs on the environment, climate change, decent work, sustainable livelihoods, physical and mental, work opportunities and the process of bringing about change. This monitoring will contribute to the development of the culture of sustainability.

Abstract 3996

CLIMATE ACTION THROUGH SUSTAINABLE LIVELIHOODS

Reichman W.*

OrgVitality ~ Larchmont, New York ~ United States of America

This presentation calls attention to the world's concern for the first eight of the 17 United Nation's 17 Sustainable Development Goals (SDGs), often to the detriment of the other nine, Chief among them, is SDG 13, Climate Action. Climate action is integral to the achievement of the other goals and especially to those related to work psychology as described in SDG 8 - Decent work and Economic Growth. Decent Work and Climate Action are rarely linked in research or in practice. The uncoupling Is absurd. How people work, what work produces, how much is produced, where it goes after it is consumed, impacts the ecosystem. Work affects climate. Likewise, climate change impacts how we work, what can be produced, how much gets made, and where it goes after it is consumed. Climate affects work. Climate and work are dynamically thereby interconnected, in a systems dynamic of Escalation.

One potential circuit-breaker is civic - pivoting a whole city from coal production into clean energy and high-tech occupations, as part of a just transition from carbon-dependent to carbon-free municipal economy. This pathway was chosen by the Polish city council of Katowice. Facing unemployment and pollution from over 50 mines, the city was Europe's sixth most polluted city in 2018 when its council replaced the coal mines with diverse and cleaner businesses. In order to enable a just transition, coal miners were offered free vocational courses to prepare them for work in clean energy production. Economically, Katowice has become one of Poland's top industrial, commercial and financial hubs. Crucially, the unemployment rate is only 1.5%, and wages generally are among Poland's highest. Thus, there has been Decent Work, Economic Growth, and a healthy environment.

Abstract 3997

FRAMEWORK OF PROFESSIONAL TRANSFERABLE COMPETENCIES FOR SUSTAINABLE DEVELOPMENT

Peiró J.M.*

University of Valencia ~ Valencia ~ Spain

To develop a culture of sustainability it will be necessary to promote the competencies necessary to develop and maintain it. Promoting and managing individual and collective actions toward sustainable development requires adequate human capital, professionals, policymakers, and other change leaders. With this in mind, our work is grounded in the field of system innovation. System innovation is the result of a transformation process in which actors navigate transitions, develop visions, and adapt them through searching and learning. This means that the appropriate competencies have to be available. This presentation will identify and provide a framework for the competencies people should master to contribute meaningfully to this cultural transformation. Specifically, it it will describe the validation process of the Climate-KIC Professional Competence Framework for system innovation. Climate-KIC is a European knowledge and innovation community, working towards a prosperous, inclusive, climate-resilient society based on a circular, zero-carbon economy.

To identify the key competencies for system innovation, we first identified the three main components: accelerating transitions, promoting innovation, and driving entrepreneurship. Through a wide search and careful study of the relevant literature, the core competencies for each of the aforementioned components were identified and structured in blocks. All of them were mapped, describing the core transferable competencies for each Green Economy transition and the skills/competencies identified were reviewed to examine to what degree they matched the competencies included.

To provide a more definite focus on system innovation, an integrated competence framework was developed which included five blocks of competencies, with four competencies in each block and four performance and four performance indicators for each competency. The description of the research and its outcome will present a unique process for developing individuals who will promote the culture and science of sustainability.

01 - Division 1: Work and Organizational Psychology

FRESH PERSPECTIVES ON WORKPLACE VIOLENCE & ITS PREVENTION

Friday 24 July 2026 from 11:00 to 12:00

(R-Arsenale)

Rosalind Searle (Rosalind Searle ~ Glasgow ~ United King), Chair and Presenter

This symposium explores workplace violence and abuse, which costs organizations around $1.97 trillion. Taking a fresh perspective, we consider the complexities of workplace aggression and sexual harassment and abuse, identifying evidence-based perspectives to advance detection, deterrence and amelioration of multi-level consequences.
First, Fida et al's focuses on Workplace Aggression, considers the gap between academic evidence and prevention conceptualisation and operationalisation in policy. Adopting a multi-actor and multi-level approach, they show how prevention is often vague, using compliance measures or generic training, rather than differentiated interventions that align with primary, secondary, and tertiary levels. They outline a different means to prevention.

Second, Brough and colleagues examine Workplace sexual harassment, which adversely impacts victims, observers, organisations, and society. They explore prevention focusing on workplace risks. Drawing from a Australian mixed methods project, cultivating safe workplace conditions resistant to sexual harassment, and the evaluation of key workplace interventions they transformed risk contexts supporting safer ways of working.

Next Bowen considers trauma-informed leadership, and the IRIS Model framework, identifying four critical domains in which integration is required to break cycles of harm: Intrapersonal (internal emotional regulation); Relational (interpersonal trust); Institutional (organisational structures); and Systemic (broader societal factors). By considering leaders we consider a group central for restructuring environments allowing people to bring their whole selves, connect authentically, and contribute meaningfully to collective transformation.

Finally, Searle and Garippa explore reporting of sexual harassment and abuse. They identify how reporting itself can add further and new levels for trust violation. They consider how to enhance regulation through a trauma-informed approach, and identify upstream areas to help reduce these incidents, enhance its early detection, and ameliorate further escalations. They offer an evidence-based approach identifying the different stakeholders and stages where change is required.

Our discussant Dr. Stone will conclude this symposium.

Abstract 3118

CULTIVATING SYSTEMIC SAFETY TO PREVENT WORKPLACE SEXUAL HARASSMENT

Brough P.*, Tuckey M., Davis A., Way K., Li Y., Moulds S., Moulding N., Mundkur A.

Paula Brough ~ Brisbane ~ Australia

Abstract (max 300 words)
Workplace sexual harassment is a serious global problem with significant adverse effects for victims, observers, organisations, and society. Despite its high prevalence, affecting approxiametly 20% of workers annually, workplace sexual harassment is preventable. In the work context, the greatest risks lie within workplaces rather than with workers per se; employees with the propensity to harass others are less likely to do so in certain work environments. This project tackles the challenge of cultivating safe workplace conditions resistant to sexual harassment through our focus on the risk contexts in which sexual harassment occurs in daily working life. Risk contexts reflect “systemic errors” in organisational functions that manifest in an elevated risk of harm; in this case, increased risk of sexual harassment. This paper reviews progress in workplace sexual harassment research and practice, including an evaluation of key workplace interventions that transform the risk contexts and support safer ways of working. The paper also summarises results to date from a large Australian mixed methods research project, designed to pioneer a new way of understanding and addressing workplace sexual harassment and to underpin a transformative shift towards organisational cultures of prevention rather than reaction. By extending knowledge of the risk contexts for workplace sexual harassment – what they are, how they are defined, and how they combine to increase risk – this project generates an evidence-based framework for understanding sexual harassment as a systemic issue. Hence an issue which can be addressed via a systematic organisational approach. The project demonstrates how we can transform the risk contexts for workplace sexual harassment and create systemic safety for all workers.

Abstract 3120

JOURNEY TO REPORTING: FURTHER SPACES FOR TRUST BREACH, OR A MEANS TO REPAIR

Searle R.*, Garippa L.

Searle, Rosalind ~ glasgow ~ United Kingdom

Abstract (max 300 words)Reporting sexual harassment and abuse can add further traumas to the individuals reporting. Staff in institutions receiving such reports often lack training to help them support those reporting. Drawing from a study of reporting harm, this session considers how and where reporting can be improved through the adoption of trauma-informed approach (Hope, et al., 2013). This approach is designed to enhance witnesses' experiences and reduce further shocks and surprises, specifically support witnesses' needs to restore their agency and control and create the means to rebuild their trust. We build from witnesses' insights into reporting using a trust framework to outline how and where reporting processes can be changed. We use multi-level trust theory (Gelfand and Fulmer, 2012) to identify where competence- and affect-based trust (Leegood, et al., 2022) can be positioned and utilised. This trauma-informed trust-framing can improve witnesses' emotion regulation that can enhance their event recall; It is designed to reduce epistemic injustices (Fricker, 2007) through specifically raising awareness of how to avoid testimonial and hermeneutic injustices and thus support better recovery through the means to retain and rebuild relational trust, and reduce witness identity-damage; and diminish risk of Institutional trust damage that will retain confidence in the systems and outcomes from reporting. This session will outline an more integrated prevention approach that can addresses simultaneously individual, relational, and systemic level trauma responses.

01 - Division 1: Work and Organizational Psychology

QUALITY OF WORKING LIFE AND STRESS IN ACADEMIA: A COMPARISON OF TOOLS AND EXPERIENCES

Friday 24 July 2026 from 11:00 to 12:30

(P -Arsenale)

Alessandra Falco (University of Padova ~ Padova ~ Italy), Chair
Barbara Barbieri (University of Cagliari ~ Cagliari ~ Ital), Discussant

Evolving social and economic pressures are reshaping universities, intensifying workloads through new technologies, internationalization, funding challenges, and administrative demands, which negatively affect academic staff's well-being and increase their psychophysical strain. Despite high workloads, meaningful work and job autonomy can protect academics, fostering energy and resilience through teaching and research activities. Similarly, key resources for technical and administrative staff include support from supervisors and colleagues, job autonomy, and organisational justice. Although the literature has highlighted several risk and protective factors affecting academic staff, further exploration is needed to better understand the relationship between psychosocial risk factors and the quality of academic life.
Building on the reflections of a QoL@Work group of the Italian Association of Psychologists, this symposium aims to contribute to understanding the factors influencing academic staff well-being by comparing methodologies and research experiences in different European academic contexts. The first contribution by Arcucci introduces a new tool designed to objectively assess the risk of work-related stress (W-RS) in academia, addressing both Italian legal requirements and the growing need for objective measures of W-RS risk. The second contribution by Bacci describes an empirical study based on data collected through five biennial surveys targeting the same population of researchers and professors within a large public STEM university in northern Italy. The empirical study by Papa investigates potential role-based differences – among researchers, associate professors and full professors - within an Italian university regarding job demands, resources, and job outcomes. In a fourth contribution Mol conducted a multilevel, multinational study on the contextual antecedents of mental health among researchers. Finally, the study by Elfering extends the reflection beyond academics to technical and administrative staff with the aim of investigating the antecedents and consequences of procrastination among scientific workers in a university faculty in Switzerland.

Abstract 3328

ENHANCING WELL-BEING IN ACADEMIA: DEVELOPING A TOOL TO ASSESS WORK-RELATED STRESS RISK AMONG ACADEMICS IN A MULTI-METHOD PERSPECTIVE

Arcucci E.*

University of Padova ~ Padova ~ Italy

Introduction. In a constantly changing economic and social environment, university employees are often faced with significant organizational changes, like internationalization and an increase in the number of students. These changes can have a negative impact on their psychosocial well-being and lead to an increase in work-related stress (W-RS). The Job Demands-Resources (JD-R) theory is applicable to different work environments and provides a valuable framework for examining job demands and job resources - risks and protective factors, respectively - associated with well-being and W-RS in academia.
Purpose. In response to both legal requirements (Italian Legislative Decree 81/2008) and the growing need for objective measures of W-RS, we introduce a new tool designed to objectively assess W-RS risk in academia. Based on a review of the literature and existing instruments, the tool - developed by psychologists from the Italian Association of Psychology (Quality of life at work) - examines context-specific risk and protective factors, as well as potential outcomes of W-RS (i.e., sentinel events) among academics.
Methods. In line with national guidelines and the European Agency for Safety and Health at Work (EU-OSHA), the tool includes three core areas designed to assess: (a) sentinel events as potential organizational indicators W-RS (e.g., formal complaints to the Head of Department, number of visits to university clinical and psychological services); (b) job content factors, which pertain to intrinsic job characteristics, including qualitative and quantitative workload, working conditions and equipment; (c) job context factors, encompassing organizational culture, interpersonal relationships, and roles in organization.
Discussion. After initial applications and validation across homogeneous groups of workers (e.g., assistant, associate, and full professors), the tool will provide a theoretically grounded instrument for a multi-method assessment of W-RS in academia (e.g., combined with self-report questionnaires). This approach has potentially significant implications for multi-level, evidence-based interventions aimed at promoting health and well-being in academia.

Abstract 3331

QUALITY OF LIFE AT WORK AMONG STEM ACADEMIC PROFESSORS. A DIACHRONIC ANALYSIS

Bacci G.*, Molinengo G., Converso D., Loera B.

University of Torino ~ Torino ~ Italy

Introduction. In recent decades, academia has undergone profound changes, reshaping the roles and expectations of university staff. Professors and researchers must now excel in teaching, research, funding, patenting outcomes, knowledge transfer, and institutional duties. While dynamic and stimulating, modern academic environments are increasingly demanding, impacting well-being and work-life balance and challenges intensified by COVID-19.
Despite growing interest in academic quality of life, most research remains cross-sectional, relying on general occupational health theories and measurement tools not specifically suited to academia, failing to capture its unique complexities.
Purpose. This study underscores the value of assessing academic quality of life through the repeated use of standardized tools, specifically tailored to the academic context.
Method. Data were collected through five biennial surveys (2017–2025) targeting the same population of researchers and professors within a large public STEM university in northern Italy. Path models analyzed protective and risk factors affecting psychological health. Additionally, latent class analysis identified distinct subgroups based on work engagement and health outcomes, including emotional exhaustion, cynicism, and behavioral stress.
Results. Over time, workload, rewards, and identification with the university emerged as key organizational factors influencing professors' well-being. The relational dimension of work, particularly interactions with administrative staff and students, played a dual role: while serving as a resource for well-being, it also contributed to stress and burnout. The academic workforce is not homogeneous but consists of natural subgroups with varying levels of resilience and psychological health patterns.
Conclusions. Systematic monitoring of professors' work-life quality is crucial for identifying distress and risk factors requiring targeted interventions. Effective monitoring relies on valid theoretical models and tailored assessment tools. This study is the first in Italy to apply this approach to a STEM faculty, offering a potential best-practice model to better assess quality of life in academia and inform the development of appropriate policies.

Abstract 3333

A MULTILEVEL MULTICOUNTRY INVESTIGATION OF THE CONTEXTUAL ANTECEDENTS OF RESEARCHER MENTAL HEALTH

Mol S.T.*

Amsterdam Business School, University of Amsterdam ~ Amsterdam ~ Netherlands

Introduction. In light of the 'mental health crisis in academia,' the EU-Funded Cost action (CA19117) Researcher Mental Health Observatory Consortium (ReMO) established the Survey Special Interest group in January 2022 with the ambition to conduct the largest ever benchmark on mental health in (European) academia.
Purpose. The specific objectives of the Sustainable Working Conditions in Academia (STAIRCASE) Survey that they developed were to i) examine the state of researcher mental health across institutions and countries, ii) examine what institutions are doing regarding mental health, and iii) examine how that which countries and institutions are doing is related to researcher mental health.
Based on a literature review, the following hypotheses were formulated:
Hypothesis 1: There is significant variance in mental health (symptoms of depression, anxiety stress (DASS), burnout, work engagement, and well-being at the individual, institutional, and country levels.
Hypothesis 2: Demands and resources manifest at individual, institutional, and country levels. Demands have a negative effect on indicators of mental health, whereas resources have a positive effect.
Example demands at respectively the individual, institutional, and country levels are illegitimate tasks, student-staff ratio, and corruption, and example resources at these respective levels are time until the end of the contract, aggregated frequency of appraisal interviews, and employment protection.
Methods. Data collection ran from September 2023 until August 2024 and yielded 3101 complete responses, with 30 countries having more than 25 responses, and data analysis is currently underway.
Results. The main findings about the hypotheses and lessons learned in running a multicounty-multilevel survey of this scope will be presented.
Conclusion. The STAIRCASE survey is one of the largest multinational surveys of research mental health conducted to date. Theoretical, practical, and policy implications will be discussed, and the audience will be invited and informed as to how to gain access to the open-source dataset.

Abstract 3335

PROCRASTINATION IN LECTURERS AND SCIENTISTS – FINDINGS ON POTENTIAL ANTECEDENTS AND CONSEQUENCES AT A SWISS UNIVERSITY

Elfering A.*

University of Bern ~ Bern ~ Switzerland

Background. The current questionnaire study explores antecendents and consequences of procrastination in academic employees of a university faculty in Switzerland. A model of procrastination as mediator is tested with qualitative overload as a predictor of procrastination and procrastination as a predictor of emotional exhaustion.

Method. All employees of the Faculty of Human Sciences (academic, technical, administrative, and service: N=507) were invited to participate in the survey via the institutional email distribution list. After data cleaning, the sample consisted of 36% (N=182) of the target group. Qualitative overload, procrastination, and emotional exhaustion were assessed by validated questionnaires. The mediation model was tested by use of the process model of Hayes.

Results. Procrastination was higher in PhD students compared to post-docs, lecturers, and professors. Procrastination was lower in tenured staff and was higher in scientists with current mental health problems or a recent history of mental health problems. Procrastination was higher in those with sleep problems and was related to less fruit consumption. There was no sex difference in procrastination. Qualitative work overload, procrastination, and emotional exhaustion were positively related. showed a significant indirect path (qualitative work overload -> procrastination -> emotional exhaustion, B = 0.047 SE = 0.015 CI 95% = 0.020 - 0.080). The significant indirect path remained significant when current of recent mental health problems were controlled in the mediation model (B = 0.036 SE = 0.014 CI 95% = 0.012 - 0.067).

Conclusion. Scientific work is complex and many scientists report qualitative work overload. Procrastination as a nonadaptive work style may be a consequence that increases the risk of emotional exhaustion as core of professional burnout. The current study points to workplace ergonomics, health behaviors, and health promotion recommendations, that are related to procrastination and might help to reduce procrastination in higher education staff.

01 - Division 1: Work and Organizational Psychology

ARTIFICIAL INTELLIGENCE AT WORK: FRIEND OR FOE?

Friday 24 July 2026 from 11:00 to 12:30

(O-Arsenale)

Vicente González-Romá (University of Valencia; ~ Valencia ~ S), Chair
Pascale Le Blanc (Eindhoven University of Technology ~ Ei), Co-Chair
Gudela Grote, Discussant

Artificial intelligence (AI) is changing the nature of work at a high speed (Bankins et al., 2024; Bick et al.
2024). AI is expected to affect 60% of jobs in advanced economies and 40% of jobs globally in the next two
years (Reuters, 2024). Considering its capabilities, its relative ease of use and accessibility, besides its
growing application in organizations, there is broad agreement in that AI is changing people's work
(Bankins et al., 2024; Parent-Rocheleau & Parker, 2022; Pereira et al., 2023).
What is less clear is how and what work aspects are affected. Previous research on some AI-based
developments (i.e., Algorithm Management) suggests that AI might have functional and dysfunctional
consequences (Ma et al., 2024; see Parent-Rocheleau & Parker, 2022). Due to the novelty of the subject,
there is a shortage of empirical studies addressing these issues, and consequently, a scarcity of evidencebased knowledge.
To address this problem, the four studies comprised of this symposium will analyze some of the influences
that AI has on several important work aspects. First, Arriagada and colleagues examine the influence of
Generative AI (GenAI) use at work on the five work characteristics considered in the SMART model (Parker
& Knight, 2023) and its indirect effect on work meaningfulness. The preliminary results obtained suggest
both functional and dysfunctional influences. Second, Vahlkamp & González-Romá's study investigates
whether GenAI use at work is a resource for work engagement. They examine the indirect effect of GenAI
use on work engagement via employee work ability. Third, Kirchner and Jensen investigate the influence of
AI on managerial work.Theirfindingsbased on interviews with managers suggest both opportunitiesand
challenges. Fourth, Maton et al., in two empirical studies, analyze how human explanations improve AI
augmented decision-making performance.Theyproposethatbiasesbasedonintuitiveandautomatic
thinkingleadtoover-relianceorunjustified rejection of AI advice,andthatdeliberateandreflectivethinking
supports appropriate reliance.Finally,GudelaGrotewilldiscussthestudies'findingsandcontributions.

Abstract 4042

GENERATIVE AI'S INFLUENCE ON JOB CHARACTERISTICS AND MEANINGFULNESS: THE MODERATING ROLE OF EMPLOYEE ATTITUDES

Arriagada M.*, González--Romá V., Ariño--Mateo E.

University of Valencia ~ Valencia ~ Spain

Background: This study examines the influence of Generative Artificial Intelligence (GenAI) use at work on various job characteristics, employing Parker and Knight's (2023) SMART model. Generative AI (an advanced type of artificial intelligence that creates original content by analyzing extensive datasets) has the potential to reshape workplace practices and change jobs. Given its transformative potential, it is crucial to understand the influence of generative AI on job characteristics and their subsequent impact on key psychological states such as work meaningfulness. Specifically, this study investigates GenAI's influences on perceived skill variety, autonomy, job feedback, social support, and role overload, and examines the indirect impact of GenAI use on perceived work meaningfulness through these job characteristics. Additionally, the study examines how individual attitudes toward GenAI moderate these relationships

Method: Date were collected at three time points separated by 1.5 months from a sample composed of Spanish employees working in various sectors. Moderated mediation analysis was implemented to estimate the examined relationships.

Results: Preliminary results based on the first wave of data indicate significant positive relationships between GenAI use and all the job characteristics considered (skill variety, autonomy, job feedback, social support, and role overload). Furthermore, preliminary findings suggest a positive indirect effect of GenAI use on job meaningfulness through the first four work characteristics, and a negative indirect effect via role overload. Moreover, attitudes toward GenAI significantly moderated the relationships between GenAI use and skill variety, autonomy, and social support, and the corresponding indirect effects. The involved positive relationships were higher as attitudes toward GenAI increase.

Conclusion: The use of GenAI at work represents a double-edged sword, generating both positive and negative indirect effects on job meaningfulness through different job characteristics. Organizations must carefully manage GenAI implementation to prevent negative consequences via increased role overload.

Abstract 4044

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON MANAGERIAL WORK AND WELL-BEING

Kirchner K.*, Kjeldmand J.J.

Technical University of Denmark ~ Ballerup ~ Denmark

Recent advancements in Artificial Intelligence have sparked discussion of its impact on work processes and, thus, future work roles when organizations navigate the transformations to AI-supported businesses.
While current research focuses particularly on the AI impact on employees, there is limited understanding of its influence on managerial work, particularly regarding managers' tasks, roles, and well-being when their tasks are supported or automated by AI.
On the one hand, administrative and repetitive tasks can be delegated to algorithmic solutions, enhancing efficiency and freeing time for managers to focus on strategic decision-making and interacting with their employees.
On the other hand, algorithms can surpass managers by effectively integrating big amounts of data into decision-making processes, potentially challenging the relevance of traditional managerial tasks.
What are the broader implications of AI integration for managerial experience, including well-being considerations, role ambiguity, and professional identity?
Based on literature and interviews with managers in Danish organizations that have integrated AI into decision-making, this presentation will explore the influence of AI on managers.
We find that the integration of AI into managerial work possesses both opportunities and challenges. Managers tend to view AI positively when it improves decision quality but may experience stress if they perceive AI as a threat.
Future research should investigate these aspects further to ensure that AI integration not only supports organizational goals but also the well-being and professional development of managers.

Abstract 4045

BEYOND EXPLAINABLE AI: HOW HUMAN EXPLANATIONS IMPROVE (AI) AUGMENTED DECISION-MAKING PERFORMANCE. A MULTI-LEVEL FIELD AND EXPERIMENTAL STUDY

Maton K.*, Van De Calseyde P., Le Blanc P., Ulfert A.S.

Eindhoven University of Technology ~ Eindhoven ~ Netherlands

) Organizations increasingly use Artificial Intelligence-Driven Decision-Support Systems (AI-DSS) to augment employee decision-making and enhance decision-making performance. However, optimal employee reliance on AI-DSS remains a challenge, as employees often either over-rely on system recommendations or reject them due to intuitive aversion. Existing research focuses on AI explainability to improve employee reliance. However, the best performing algorithms are based on complex, opaque models, and opting for more transparent but less sophisticated models can reduce decision-making accuracy. This makes AI explainability less appealing in high-stakes organizational environments, and highlights the need for alternative interventions to promote appropriate employee reliance.

This research focuses on human cognitive engagement in augmented decision making. Building on dual-process theories, we propose that biases stem from Type 1 (intuitive and automatic) thinking, leading to over-reliance or unjustified rejection of AI-DSS advice. In contrast, Type 2 thinking (deliberate and reflective) supports appropriate reliance. Type 2 thinking can be activated by: (1) increasing information accessibility (as in AI explainability) and (2) prompting deliberate reflection. We propose that human explainability, wherein employees articulate their reasoning for adjusting AI-DSS outputs, fosters metacognitive engagement. Thus, employees are stimulated to critically evaluate their adjustments and calibrate their reliance, ultimately improving decision-making performance.

We conducted two studies in the context of demand forecasting. In a field study, we analysed thousands of decisions from 60 demand planners over three years, examining within-person (whether employees perform better in months where they provide more explanations) and between-person (whether employees who explain more perform better) effects. The second study experimentally manipulates explanation conditions, comparing AI explainability, human explainability and their combination in fostering appropriate employee reliance. Data is currently being collected and analysed, and results will be presented at the symposium.

Abstract 4043

IS GENERATIVE AI AT WORK A RESOURCE FOR WORK ENGAGEMENT?

Vahlkamp L.*, González--Romá V.

University of Valencia ~ Valencia ~ Spain

Is Generative AI at Work a Resource for Work Engagement?

01 - Division 1: Work and Organizational Psychology

INTERGENERATIONAL TRANSMISSIONS, ORGANIZATIONAL DYNAMICS, AND SYSTEMIC FRAGILITY

Friday 24 July 2026 from 11:00 to 12:30

(T-Monumentale)

Gabriele Giorgi (Università Europea di Roma ~ Roma ~ Ita), Chair
Cristina Giovanelli (Università Europea di Roma ~ Roma ~ Ita), Co-Chair
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant

In an organizational context that increasingly reflects the tension between individual identities, organizational pressures, and socio-economic instability, this symposium aims to investigate how these multiple forces contribute to shaping workers' well-being, values, and professional experience across diverse cultural and organizational contexts. Specific attention will be given to the role of sustainability, both social and organizational, as a guiding framework for promoting equitable, inclusive, and health-oriented workplaces. This symposium brings together 4 international contributes from Italy, Serbia and Spain.
The first contribution investigates the Serbian teaching profession, illustrating how shifting socio-political crises and job insecurity erode professional dignity and intensify burnout risk.
The second paper, based on data from Italian real estate companies, analyzes how workload and digital connectivity affect work–family conflict and organizational sustainability through the Job Demand–Control–Support Model.
The third contribution focuses on migrant workers in Italy, addressing how intergenerational transmissions of work values interact with power relations and perceived justice in multicultural organizations.
Finally, the fourth study explores workplace experiences of transgender and LGB+ employees in Spain, highlighting how the interaction of gender identity and sexual orientation shapes visibility, discrimination, and well-being at work.
Together, these contributions lighten the systemic fragilities and strengths that emerge where cultural, intergenerational, and organizational forces intersect. The symposium proposes an integrative framework linking micro-level identity processes with macro-level and socio-economic pressures in an era of global instability and challenges. Additionally, this symposium aligns with the United Nations' Sustainable Development Goals (SDGs 3, 5, 8, and 10), advocating for inclusive and sustainable workplaces that promote dignity, belonging, and equity.

Abstract 4167

EXPLORING THE INTERSECTIONALITY OF GENDER IDENTITY AND SEXUAL ORIENTATION IN WORK EXPERIENCES OF TRANSGENDER PEOPLE IN SPAIN

Ortiz--Salado R.[1], Corlett S.*[2], Arenas A.[1], Di Marco D.[1]

[1]Universidad de Sevilla ~ Sevilla ~ Spain, [2]University of Valladolid ~ Valladolid ~ Spain

Despite the legislative progress in terms of employment protection for LGBT+ people in Spain, transgender people continue to face unequal treatment in access and during their professional career paths compared to their cisgender counterparts. Less is known about what is the role of sexual orientation in work experiences of transgender individuals. This qualitative study focuses on exploring the intersection of gender identity and sexual orientation in the career paths of transgender people in the Spanish workplace. The participants were two transgender non binary, four trans women and seven trans men. Regarding their sexual orientation,participants were seven bisexuals, two heterosexuals, two homosexuals, one queer and one indeterminated sexuality. Through 13 semi-structured interviews, three main themes were identified: (1) decision to make identity (in)visible, (2) structural and interpersonal discrimination and its impact on the individual and (3) informal and formal support and its influence on individual well-being at work. In the first main theme, the interactive role of trans identity and sexual orientation was observed when managing both identity dimensions, especially when it came to revealing two socially stigmatized identities. Moving on to the second theme, the consequences of revealing trans identity and, in some cases, a non-heterosexual identity, did not reveal unique forms of oppression resulting from the intersection. In this regard, various forms of discrimination motivated by trans identity were exposed. Finally,the third theme highlighthed the importance of the role of organizational support in the visibility and well-being of trans people regardless of their sexual orientation. This study underscores the need to implement organisational policies that establish the starting point for the integration and creation of an inclusive organisational culture for transgender employees.

Abstract 4168

CRACKS IN THE WELLBEING OF THE TEACHING PROFESSION: THE COLLAPSE OF A SINGLE RAILWAY STATION CANOPY AS A REFLECTION OF SYSTEMIC FRAGILITY

Petrovic I.*, Vukelic M., Cizmic S.

University of Belgrade ~ Belgrade ~ Serbia

Teachers have long been recognized as a professional group at high risk of burnout. Through the lens of three “snapshots” of teachers from Serbia, we explore the role of contextual factors in shaping teacher wellbeing and burnout.

The first snapshot, taken in 2010—ten quiet years after the so-called October Revolution—revealed that teachers perceived their profession as hardworking, energetic, reliable, sincere, honest, and intelligent, as assessed by an adapted version of the Jennifer Aaker Brand Personality Scale. On a higher-order level, teaching was characterized by uniqueness, modernity, and excitement. Teachers were moderately satisfied with their jobs; although salaries were perceived as low, they were rarely cited as a reason to leave the profession.

The second snapshot, from 2023, followed a tragic school shooting in which ten people were killed. Preventive measures introduced afterward imposed additional responsibilities and emotional demands on teachers. Using the Burnout Assessment Tool (BAT), we identified low to moderate levels of burnout across the sample.

The third snapshot, from 2025, captured the so-called Students’ Uprising—a period of widespread public protests triggered by the collapse of a newly refurbished train-station canopy in Novi Sad that killed sixteen people. This political turmoil further reduced teachers’ job autonomy, increased administrative workload, and heightened job insecurity—particularly among those employed on temporary contracts who participated in protests. Job insecurity was significantly associated with burnout, while perceived organizational support served as a protective factor. However, political polarization within schools deepened divisions among teachers.

These three moments illustrate how shifting social and political contexts continuously shape the wellbeing of teachers. We argue that the decades-long cascade of systemic collapse—symbolized by the fall of a single railway-station canopy—reflects a broader disintegration of dignity and wellbeing within the teaching profession and raises questions about career sustainability

Abstract 4169

POWER, BELONGING, AND WORK VALUES: INTERGENERATIONAL TRANSMISSION AND ORGANIZATIONAL DYNAMICS AMONG ITALIAN MIGRANT WORKERS

Ruggieri S.*, Bonfanti R.C.

Università degli studi di Palermo ~ Palermo ~ Italy

Workplaces represent crucial arenas in which individuals not only perform tasks but also negotiate meanings, identities, and personal, cultural, and organisational values. Within multicultural organisations, these processes often unfold amid power asymmetries and subtle exclusionary dynamics affecting ethnic minorities. This study examines how the transmission and negotiation of work values intersect with experiences of negative acts and power relations among first- and second-generation migrant workers in Italy. Drawing on theories of work socialisation and organisational justice, the study conceptualises the workplace as a site of secondary socialisation where values inherited within the family context (such as morality, religion, loyalty, or respect for hierarchy) may conflict with organisational norms typical of cultures different from one's own (e.g., Italian culture), which tend to emphasise autonomy, self-expression, and meritocracy. Such discrepancies can create fertile ground for misunderstanding, marginalisation, or microaggressions within the workplace, particularly when the values of minority groups are unacknowledged or delegitimised. In light of these premises, an exploratory mixed-methods study is presented. The quantitative phase employs standardised measures of work values, perceived organisational justice, and exposure to negative acts in a sample of migrant and non-migrant employees from the Italian service sector. The qualitative phase includes semi-structured interviews designed to capture intergenerational narratives of work value transmission and personal experiences of microaggressions in the workplace. Preliminary findings suggest that greater perceived discrepancies between personal and organisational values are associated with higher exposure to negative acts and a lower sense of belonging. However, second-generation migrants appear to exhibit more flexible and integrative value orientations, which buffer the impact of power asymmetries. The study underscores the importance of recognising diverse systems of work values within organisations as a strategy to mitigate power imbalances and to promote inclusive and equitable workplaces.

Abstract 4170

THE IMPORTANCE OF WORK–FAMILY BALANCE: AN EMPIRICAL ANALYSIS OF WORK-RELATED STRESS

Giovanelli C.*, Spoliti V., Alessio F., Giorgi G.

Università Europea di Roma ~ Roma ~ Italy

In a rapidly evolving and digitized professional environment, understanding how individuals balance work and family life has become crucial for promoting psychological well-being and organizational sustainability. This study aims to investigate the relationships among perceived workload, digital connectivity, and work–family conflict within the theoretical frameworks of the Job Demand–Control–Support Model (Karasek & Theorell, 1990) and the Work–Family Conflict Model (Greenhaus & Beutell, 1985) in the real estate companies.
A total of 146 employees from the Italian branch of Engel & Völkers, a global real estate company, participated in the study. Data were collected via an online survey including the Stress Questionnaire (Giorgi et al., 2015) and the Work–Family Conflict Scale (Netemeyer et al., 1996). The survey was conducted in 2025 with voluntary and anonymous participation. Statistical analyses (ANOVA, correlation, and mediation models) were performed using Jamovi 2.6.13 version.
Results revealed that perceived workload was the strongest predictor of work–family conflict ($\beta = 0.7453$, $p < .001$), while digital connectivity did not significantly mediate this relationship. Contrary to expectations, neither gender nor parental status influenced the perception of work–family conflict, suggesting a possible cultural shift in role distribution. However, significant differences emerged by age and job role: employees aged 31–40 reported the highest workload and administrative staff perceived higher work pressure than real estate agents. Interestingly, digital engagement increased with age, reflecting the growing digital competence of older professionals.
These findings emphasize the central role of workload in generating inter-role conflict and highlight the limited compensatory function of digital connectivity. Promoting a supportive organizational culture and realistic workload management emerges as essential to sustain employee well-being and work–life balance in contemporary workplaces.

01 - Division 1: Work and Organizational Psychology

WORK WELLBEING & LEADERSHIP IN TURBULENT TIMES

Friday 24 July 2026 from 12:00 to 13:00

(R-Arsenale)

Paula Brough (Griffith University ~ Brisbane, Queensla), Chair and Discussant

How to prevent, treat, and manage occupational stress and maintain employee wellbeing effectively are longestablished
problems that are increasingly expensive to organisations. This symposium discusses the increased
recognition of effective leadership for the prevention and management of occupational stress and the maintenance of
healthy and thriving workers. This symposium draws on our applied organisational psychology expertise from three
countries and consists of five presentations describing our evidence-based programs. The presenters consist of both
academic researchers and practitioners in this field.
Paper 1 presents results of a study assessing the sustainable implementation of a new Artificial Intelligence system for
healthcare workers. The assessment includes pre and post measures of key job characteristics, including technostress,
to ensure minimal negative impacts for these workers' psychosocial safety and wellbeing. Paper 2 discusses the results
of a systematic review assessing the impacts of psychological flexibility upon work-related wellbeing. The review highlights the need for a more nuanced, workplace-specific understanding of psychological flexibility, and its impacts
fro both leaders' and employees' wellbeing.Paper 3 discusses emerging leadership models in this era of volatility,
uncertainty, complexity, and ambiguity (VUCA) and the clear need for in-person training focused on social learning
principles.The paper provides examples of practical leader development models, techniques and practices designed to
develop collective leadership in order to enhance employee wellbeing.Paper 4 discusses how assessing wellbeing for
high-risk of stress workers is focused on not an absence of stress, but rather assisting these employees to 'work with'
the presence of perpetuating and external stressors beyond their control.The paper discusses how recent turbulence
experienced by many of our workplaces, is an opportunity to positively shift the focus towards 'new ways to work',
creating engaged and resilient teams and hybrid workforces.Finally, Paper 5 discusses how the 'visibility paradox' in
hybrid workplaces is a new significant challenge for both workers and managers.The paper describes how
technological surveillance systems generate employee performance data which is under-utilised by increasing anxious
leaders.

Abstract 4353

DEVELOPING COLLECTIVE LEADERSHIP IN TURBULENT TIMES

Webster V.*

Griffith University ~ Brisbane, Queensland, ~ Australia

Traditional leadership models no longer suffice in today's VUCA world—characterised by volatility, uncertainty, complexity, and ambiguity. In these turbulent times, the ability to adapt, innovate, and collaborate isn't just beneficial—it's essential to embrace disruptive opportunities. Driven by the acceleration of connectivity and cognitive technology, including AI and robotics, almost every job is being reinvented, causing leaders to reconsider how they design roles, organise work (clarify the boundaries between humans and machines) and grow their businesses for future sustainability. When executive leaders share responsibility and empower their teams through collective leadership, they unlock a reservoir of resilience and innovation that no single individual can achieve alone. The strength of collective leadership lies in its ability to transform complexity into opportunity. In the face of all types of turbulence, it's a shared vision and collaborative spirit that will steer executive and senior leadership teams toward sustainable success. We must move beyond a focus on developing leadership skills and competencies. Developing executives and managers to lead in turbulent times requires social learning to provide them the opportunity to change their mindset or worldview. In-person social learning allows for a more holistic understanding and approach to challenges through open dialogue with peers, enabling mutual learning as participants leverage their personal experiences and those of their peers within their specific cultural and political context. Taking a collaborative, in-person approach to leader and leadership development responds to the critique that leadership practitioners have focused on behavioural outcomes over cognitive and affective/motivational outcomes, skill acquisition and competencies over leadership maturation, and individual over collective outcomes. Practical leader development models, techniques and practices that are designed to develop collective leadership will be shared.

Abstract 4354

CONSIDERATIONS FOR ESTABLISHING THRIVING WORK WELLBEING AND LEADERSHIP INTERVENTIONS

Muller W.*

Griffith University ~ Brisbane, Queensland, ~ Australia

The transactional Stress and Coping Model describes stress as an individual decision based on one's cognitive appraisal, where demands are perceived to be stressful according to the subjective negative appraisal of the person experiencing it. This framework has greatly influenced organisational psychological perspectives for the explanation of stress and wellbeing in the workplace, emphasising appraisal, engagement, and resilience for how individuals and teams feel, behave, and react at work. Arguably though, traditional views of stress as a linear process aimed at 'eliminating' singular threats do not generally represent workplace environments. Nor does the notion that workplaces focus on specific stressors or strain effects. For many leaders and teams, wellbeing is not perceived to be the absence of stress, but rather, accepting how to 'work with' the presence of perpetuating and external stressors beyond their control, regardless of their individual or collective cognitive appraisal/s. Workplace turbulence impacts labour shortages, work demands and expectations, both disrupts and reforms how work is conducted. When unaddressed, concerns related to communication, micromanagement, fairness, work life balance and the impact on relationships at home are reported. Three contributions are offered from a practical perspective: understanding occupational versus organisational stress, implementation of the tripartite model, focus on human needs. Turbulence, then, is an opportunity to positively shift the focus towards 'new ways to work', creating engaged and resilient teams and hybrid workforces. It is imperative that wellbeing interventions evolve to align with the realities of how stress is truly experienced and the manifestations for individuals at work and home.

01 - Division 1: Work and Organizational Psychology

Artificial Intelligence at Work 1

Friday 24 July 2026 from 12:30 to 14:00

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 1469

UNDERSTANDING AI ADOPTION IN THE JOB SEARCH: PERCEPTIONS, EMOTIONS, AND BEHAVIOURAL INTENTIONS AMONG EARLY-CAREER INDIVIDUALS

Bansal S.*, Petruzziello G.

University of Bologna ~ Cesena ~ Italy

Introduction
Job search is considered an essential activity that individuals engage in at various stages of their careers. Artificial Intelligence (AI) is revolutionising this landscape, yet very little is known about the motivations driving early-career individuals to adopt AI tools in their job search process.

Purpose
Therefore, this study aimed to investigate how perceptions and emotions influence behavioural intentions to use AI-based job search tools. Drawing on the Theory of Reasoned Action, the Technology Acceptance Model, and the Career Self-Management framework, we tested a moderated serial mediation model. Specifically, we examined whether Perceived Ease of Use (PEOU) predicts Behavioural Intention (BI) through Perceived Usefulness (PU) and Positive Attitude (PA), and whether Job Search Self-Efficacy (JSSE) moderates this indirect relationship.

Method
For the purpose of this study, the data were obtained from a sample of 179 university students and recent graduates in Italy, who were invited to complete an online questionnaire with the psychometric scales measuring the core variables.

Results
The results supported proposed serial mediation (PEOU → PU → PA → BI), highlighting the importance of combining cognitive and emotional variables in the adoption of AI in the Job search process. However, JSSE did not significantly moderate the indirect relationship, suggesting that although job search self-efficacy is essential to motivate job search behaviours, it might not shape early-career individuals' decisions to adopt AI tools for job seeking.

Conclusions
The findings from this research extend the existing models by showing that cognitive, emotional, and motivational factors might help in shaping job seekers' intentions to use technology. They also suggest some practical ways to improve AI-based job search tools, making them more user-friendly while catering to job seekers' emotional and psychological needs.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions

Abstract 2596

AI ADOPTION IN HIGH-STAKES PUBLIC SECTOR ENVIRONMENTS: PRESERVING HUMAN DIGNITY AND AGENCY

Devita--Cochrane C.*[1], Smith B.[2]

[1]Booz Allen ~ McLean, Virginia ~ United States of America, [2]Booz Allen ~ Stuttgart ~ Germany

Introduction:
Artificial intelligence (AI) is transforming high-stakes public institutions such as defense, intelligence, healthcare, and public utilities. While these technologies can improve speed and consistency, they also risk eroding human agency, accountability, and dignity. Applied psychology provides essential tools for designing AI adoption processes that enhance, rather than diminish, human judgment and responsibility.
Purpose:
This presentation introduces a graded adoption framework grounded in behavioral science and sociotechnical systems theory. The framework emphasizes three interdependent pillars: transparency, employee voice, and continuous learning, to support ethical and psychologically sustainable AI integration and efficient adoption.
Method:
The model advances through five structured stages, each producing observable organizational deliverables:
(1) Use-case cards to identify purpose, clarify problem framing, classify risk, provide paths for reversibility, and define oversight level for each application
(2) Transparency pilots that build trust through visible disclosure of algorithm logic, data sources, access and performance limits, accompanied by internal registries and algorithm fact sheets
(3) Structured dissent mechanisms for employee voice integration (e.g., “challenge-the-model” sessions and continuous access to communication pathways during iterative development and implementation) to promote psychologically safe, critical engagement
(4) Defined human-in-the-loop roles with micro-credentialed upskilling pathways
(5) Post-deployment learning reviews to integrate operational insights into model refinement and workforce development.
Results:
Preliminary findings from public sector pilots show improved employee engagement, confidence in overriding algorithmic recommendations, improved adoption of AI tools, and calibrated trust in AI-assisted systems.
Conclusions:
By aligning behavioral science, ethical climate, and organizational learning, this staged framework demonstrates how applied psychologists can help public institutions adopt AI responsibly. The approach provides measurable pathways to preserve dignity, foster trust, and ensure that automation amplifies, rather than replaces, human expertise.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 4603

MENTALIZING THE DIGITAL SELF: NEUROCOGNITIVE MECHANISMS BEHIND PERSONAL BRANDING, EMOTIONAL RESONANCE, AND AUDIENCE RESPONSE ON LINKEDIN.

Haro Leon I.E.*

Institute of Psychiatry, Psychology & Neuroscience (IoPPN), King's College London ~ London ~ United Kingdom

Digital platforms such as LinkedIn have transformed how organizational leaders present themselves and engage with professional networks. Despite the increasing frequency of emotionally charged content in these environments, the cognitive and emotional processes that affect leaders' responses remain poorly understood. This research proposal aims to investigate how mentalization, the capacity to understand one's own and others' mental states, and emotion regulation interact with cognitive load and digital engagement when leaders face compassionate empathy versus personal distress content online. Leadership tenure and seniority will be examined as key moderating variables. A mixed-methods, within-subjects experimental design will be implemented with a sample of 60 to 100 leaders and managers active on LinkedIn. Participants will view validated LinkedIn-style posts differing in affective tone, with responses measured through established psychometric instruments (MentS, DERS/ERQ, NASA-TLX, PANAS, IRI) and open-ended qualitative questions. Quantitative analysis will test mediation and moderation effects, while thematic analysis will explore leaders' subjective experiences. It is hypothesized that compassionate empathy content will promote higher engagement and lower cognitive load, especially among leaders with greater experience. Findings are expected to advance the theoretical understanding of digital leadership, inform the design of psychologically safer digital environments, and support interventions to enhance executive well-being in the digital age.

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2287

SOCIAL WELL-BEING AND PSYCHOLOGICAL SAFETY IN GENAI-AUGMENTED ORGANIZATIONS

Norkin S.L., Kirchner K.*

Technical University of Denmark ~ Ballerup ~ Denmark

GenAI-augmented organizations, those integrating Generative AI into daily work, see GenAI as a new type of employee embedded within their social structures. GenAI conducts work tasks, adjusts roles and functions, and learns how to improve. As GenAI adoption rapidly increases, we must understand how it impacts social relationships and, consequently, social well-being and psychological safety in the workplace.

This study, based on 29 qualitative interviews with managers from knowledge-intensive, GenAI-augmented organizations, seeks to answer: In what ways does GenAI influence social relationships within these organizations?

The thematic analysis indicates that GenAI alters the patterns of social relationships, both positively and negatively. When employees preferentially ask for advice from GenAI, they reach out to their more experienced colleagues less often. Moreover, it appears that interacting with GenAI leads to deeper working in silos, which hinders the development of social relationships across organizations. In addition, our findings also indicate changes in communication when there are fewer status meetings, and the agendas of the conducted meetings encompass more discussion related to more complex problems than before. Furthermore, the use of GenAI may lead to new forms of collaboration, shaping new social relationships and deepening existing ones.

We conclude that the use of GenAI appears to have a profound impact on how social relationships are shaped and nurtured in GenAI-augmented organizations. Given that social interactions underpin the foundation for social well-being, psychological safety, and company culture, the influence of GenAI extends to these critical organizational outcomes. The findings underscore the need for established guidelines on the use of GenAI regarding ethics and responsibility. Moreover, managers have a special responsibility to shape social well-being in GenAI-augmented organizations, as they establish and deepen social relationships as part of the organizational HR and workforce development strategy.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 2372

IT IDENTITY WORK AND COGNITIVE DISSONANCE: TOWARDS A MODEL FOR ADAPTING TO TECHNOLOGICAL CHANGES IN ACADEMIA

Tolken R.*, Carrim N., Maree D.

University of Pretoria ~ Pretoria ~ South Africa

Introduction
This study highlights how people perceive and react to technological change by introducing a model that investigates the connection between IT identity work and cognitive dissonance.
Purpose
Was to find out how South African academics cope with growing demands on their use of technology in their work and in their daily lives.
Method
A qualitative methodology was used where 30 South African academics were interviewed using in-depth interviews using purposive sampling. Grounded theory was used to explaining the results of the study and to develop the model.
Results
A model was developed for the intensity of IT identity work, depicting three different intensity levels – low, moderate and high. The process of engaging in these different levels of intensity is not unidirectional from low through moderate to high. Instead, the direction of change in intensity varies with the ebb and flow of cognitive dissonance experienced, increasing when the individual confronts new technological challenges and subsiding when they are mastered. Low intensity signifies IT identity formation in childhood through schooling and at home. Moderate intensity signifies quick changes needed to adapt one's current IT identity, for example, learning how to use a new computer programme. High intensity signifies cognitive dissonance experiences due to forced changes in the environment, for example the COVID-19 pandemic as well as getting use to the imminent 4th industrial revolution and use of AI in our daily lives.
Conclusion
The focus of this study was on the IT identity work academics engage in upon experiencing cognitive dissonance when forced to use unfamiliar technology in their daily work activities. The overarching research purpose was to establish a model on the identity work academics engaged in as well as the intensity of their identity work.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2693

DIGITAL WORK AND WELLBEING IN HEALTHCARE: EXPLORING ORGANISATIONAL SUPPORT AND TECHNOSTRESS THROUGH A MIXED-METHOD APPROACH

Pernice A.*[1], Kowalski T.[2], Angeli F.[2]

[1]LUISS Guido Carli University ~ Rome ~ Italy, [2]University of York ~ York ~ United Kingdom

Introduction:
The digital transformation of healthcare systems has become a strategic driver for improving efficiency and quality of care. However, it also introduces new psychosocial risks. Healthcare professionals, such as physicians, nurses, and administrative staff, are increasingly required to manage complex digital tools, high information flow, and continuous technological adaptation. These challenges can generate technostress, impacting well-being, work engagement, and performance.

Purpose:
This study investigates the relationship between technostress, perceived organisational support, and occupational stress among healthcare professionals in Italy. It examines how organisational and individual factors interact to shape digital well-being, while also exploring differences and configurations across professional clusters (physicians, nurses, and administrative staff) to capture diverse experiences and support needs.

Method:
A mixed-method approach was adopted, combining quantitative and qualitative data. Structured questionnaires were administered to a sample of 94 healthcare professionals from various disciplines and organisational roles, measuring levels of occupational stress, organisational support, and technology-related challenges. Additionally, semi-structured interviews provided in-depth insights into professionals' experiences, perceptions of digital change, and coping strategies. The integration of both data types enabled the identification of patterns and differences across professional groups.

Results:
Preliminary findings reveal that insufficient organisational support and digital complexity exacerbate occupational stress, while teamwork, open communication, and supportive leadership act as protective factors. Cluster analyses highlight notable differences: physicians report stress linked to information overload and system integration challenges; nurses experience tension from balancing clinical and digital tasks; and administrative staff show difficulties in adaptation and digital training.

Conclusions:
The study emphasises the need to embed digital well-being and psychosocial support strategies within organisational digitalisation processes. Promoting digital competence, supportive leadership, and participatory change management can reduce technostress and foster professional resilience. These findings contribute to building sustainable and human-centred digital innovation in healthcare.

01 - Division 1: Work and Organizational Psychology

Smart Working & Hybrid Work 1

Friday 24 July 2026 from 12:30 to 14:00

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1222

WHEN ACCESS IS NOT ENOUGH: THE ROLE OF WORKPLACE FOMO IN THE USE OF FLEXIBLE WORK ARRANGEMENTS

Ariño--Mateo E.*, Villajos E., Soriano A.

University of Valencia ~ Valencia ~ Spain

Flexible work arrangements, such as teleworking, are increasingly being offered by organizations, yet availability does not necessarily translate into employee utilization. Understanding the factors that influence their effective and actual use has, therefore, become essential. This study examines the relationship between employees' availability to flexplace and their subsequent use of it, controlling for baseline use. Specifically, we test whether the two facets of workplace Fear of Missing Out (wFoMO), informational and relational, moderate this relation. Using a three-wave, time-lagged design with 99 employees (employees' availability to flexplace measured at T1, wFoMO at T2, and use of flexplace at T3), we estimated a structural equation model. Consistent with our hypothesis, the informational dimension of wFoMO significantly weakened the positive association between employees' access to flexible work and their subsequent use. Worries about missing important updates or knowledge made employees less likely to turn flexible work access into actual use. The relational dimension was not significant. These findings highlight the importance of psychological factors in shaping the effectiveness of organizational flexibility policies and suggest strategies to support employees in leveraging available work options. We discuss implications on proactive flexibility practice, emphasizing the need for information-management routines (e.g., reliable asynchronous updates) to mitigate informational wFOMO and enable employees to take advantage of flexible work options.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 398

NAVIGATING THE NEW NORMAL: HOW TRANSFORMATIONAL LEADERSHIP AND BOUNDARY CONTROL INFLUENCE DAILY WORK-HOME SPILLOVER VIA RESOURCE- AND DEMAND-BASED PATHWAYS

Grau I.*, Berger R.

Universitat de Barcelona ~ Barcelona ~ Spain

The growing blur between work and home boundaries—exacerbated by digitalization, remote work, and constant connectivity—makes daily employee well-being a pressing concern for organizations and society. Responding to calls from the International Labour Organization (ILO) and the European Agency for Safety and Health at Work (EU-OSHA) to improve psychosocial risk management, this study addresses a critical gap by moving beyond static, cross-sectional research and investigating the dynamic, everyday interplay between work and home domains. Specifically, we examined how transformational leadership (TFL) and boundary control—as stable organizational and personal resources—shape daily experiences of job autonomy and job demands, and how these, in turn, mediate both positive and negative work-home spillover.

Using the Work-Home Resources (W-HR) model, we conducted a two-week daily diary study among 88 full-time employees in Spain (N=844 observations). Multilevel path analysis showed that personal boundary control—rather than TFL—was a robust predictor of both greater daily autonomy and lower job demands. These, in turn, were associated with reduced negative, and for job demands, increased positive work-home spillover. The influence of TFL on these daily processes was limited, emphasizing the central role of employees' personal agency in managing boundaries, particularly in flexible, post-pandemic work settings.

Our findings provide timely, evidence-based recommendations for organizations seeking to foster sustainable work-life integration and enhance employee well-being, including actionable strategies to strengthen boundary control and redesign work demands. By highlighting the importance of boundary management alongside supportive leadership, this research supports progress toward the United Nations' Sustainable Development Goals (SDGs)—specifically SDG 3 (Good Health and Well-being) and SDG 8 (Decent Work and Economic Growth). Implications for policy and organizational practice are discussed.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 227

TO TRUST AND FEEL TRUSTED? THE ROLE OF FREQUENCY AND QUALITY OF INTERACTIONS FOR TRUST DEVELOPMENT AMONGST TELEWORKERS

Kaltiainen J.*

Finnish Institute of Occupational Health ~ Helsinki ~ Finland

Introduction
In the evolving nature of work, hybrid work and telework are among the most prominent phenomena, allowing employees to work entirely or partially outside their employer's physical location while communicating and operating through information technology. While hybrid work and teleworking arrangements are arguably more prevalent than ever, many have raised concerns that the physical separation amongst employees compromises workplace trust. Despite these concerns, research evidence indicating that telework negatively impacts workplace trust is limited.

Purpose
We hypothesize that telework may both diminish and promote trust via two pathways. Telework may diminish trust through less face-to-face interactions which subsequently may lead to less positive perceptions of co-workers' behaviors (friendliness and performance as team members) and subsequently to less trust amongst co-workers. Conversely, teleworking may promote trust via more electronic interaction which may lead to more positive perceptions of co-workers' behaviors.

Methods
We used two-wave data from two Finnish organizations, with 1203 participants who worked remotely. We employed structural equation modeling to analyze latent changes between November-December 2023 and May-June 2024.

Results
Increased telework was associated with decreased face-to-face interactions but not with changes in electronic interactions. Face-to-face and some of the electronic interactions were associated with increased perceptions of co-workers' friendliness and team proficiency, which in turn were associated with increased trust towards co-workers and felt trust from co-workers. Indirect effects of increased telework on decreased trust via reduced face-to-face interaction were significant, while those via electronic interactions were not.

Conclusions
Our study illuminates why telework may diminish trust and felt trust amongst co-workers. Telework may reduce trust due to less face-to-face interaction, emphasizing the importance of maintaining such interactions. Electronic interactions, while helpful, may not fully compensate for the loss of face-to-face interactions. The findings contribute to understanding hybrid work and trust dynamics.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 832

FACILITATING AND HINDERING EFFECTS OF TELEWORK: THE ROLE OF PSYCHOSOCIAL CONDITIONS, JOB CONTENTS AND WORKING MODALITIES .

Massoudi K.*[2], Giauque D.[1], Pacht S.[1], Duc N.[1]

[1]IDHEAP (Swiss Graduate School of Public Administration) ~ Lausanne ~ Switzerland, [2]Institute of Psychology, University of Lausanne ~ Lausanne ~ Switzerland

Telework has become a common working modality in most OECD countries (Chênevert et al., 2023), implemented by many organizations to respond to employees' needs, while realizing cost reductions and maintaining high performance. However, the literature on the consequences of telework, both for employees and organizations, offers unclear or equivocal results (see Charalampous et al., 2019). Some studies highlight positive outcomes in terms of increased productivity, greater autonomy, or lower emotional exhaustion and turnover intentions, whereas others indicate negative outcomes such as greater professional isolation, less organizational commitment, or more work-life conflicts. Moreover, studies also suggest that the direction and the magnitude of these effects may depend on the intensity of telework, and the characteristics of a specific job.

This study draws on the Job Demands-Resources model (Bakker et al., 2014) to investigate employee's perceived working conditions and well-being under different working modalities (fully on site, hybrid or fully remote). Data was collected through a questionnaire completed by a semi-representative sample (N = 1'683; 52% F) of employees in a Swiss University. Preliminary results highlight a general positive perception of hybrid telework (2 days per week), mainly because it facilitates task performance and work-life balance without jeopardising relations with peers or supervisors. However, respondents with managerial duties perceive telework as hindering their supervision tasks and undermining their team's cohesion. Furthermore, tenured academics reported higher levels of engagement and satisfaction, while experiencing difficulties to detach from work and maintain work-life balance. Finally, Partial Least Squares Structural Equation Modelling (Becker et al., 2023) will be conducted to test the moderating effect of different working arrangements on the relation between working conditions and well-being outcomes.

The application of our results for optimizing telework will be discussed, namely in terms of boundary management strategies for specific employees, or adapted management practices to supervise remote workers.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 826

THE INTERPLAY OF TECHNOSTRESS, WORK-FAMILY CONFLICT, AND RESILIENCE IN PREDICTING LIFE SATISFACTION, STRESS, AND ANXIETY IN HYBRID WORK

Olckers C.*, Koekemoer E.

University of Pretoria ~ Pretoria ~ South Africa

Introduction: While hybrid work environments offer increased flexibility, they often blur the lines between personal and family life. Without clear support systems in place, these environments can heighten stress and anxiety, leading to reduced life satisfaction—especially when employees become overly dependent on digital tools, face constant connectivity, and encounter unclear expectations.
Purpose: Against the backdrop of the Job Demands and Resources Model, Conservation of Resource Theory and Work-Home Resource Theory, this study explores the effect of technostress on employee well-being – specifically life satisfaction, anxiety and stress – in a hybrid work environment. Additionally, the research investigates how work-family conflict mediates the relationship and how psychological resilience moderates it.
Method: The study employed a quantitative, cross-sectional survey design using convenience and snowball sampling methods. It involved 480 South African employees working under hybrid arrangements, and relationships among the constructs were examined using structural equation modelling.
Results: The findings confirm that technostress is significantly related to increased work-family conflict, anxiety, and stress, suggesting that although hybrid work offers flexibility and opportunities, it also introduces strain due to blurred boundaries and role overload. Notably, work-family conflict emerged as a partial mediator, explaining how technostress contributes to higher levels of anxiety and stress. Additionally, work-family conflict fully mediates the relationship between technostress and life satisfaction. This highlights the crucial role of work-family dynamics in influencing psychological outcomes in hybrid work environments. Furthermore, utilising resilience as a personal resource may help mitigate the effects of technostress on work-family conflict.
Conclusion: This research enhances our understanding of how technostress affects employee well-being and provides evidence that addressing work-family conflict is essential for reducing anxiety and stress while improving life satisfaction. Organisations can foster healthier, more sustainable, and more productive work environments by intentionally designing hybrid work arrangements that balance job demands with sufficient resources.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 163

NAVIGATING THE NEW TERRAIN: HUMAN RESOURCES MANAGERS AND EMPLOYEES' SENSEMAKING IN HYBRID WORK

Teng--Calleja M.*, Caringal--Go J.F., Mactal M.T., Lim S., Dizon M.N.

Ateneo de Manila University ~ Quezon City ~ Philippines

This study utilized a sensemaking lens in understanding the experiences of HR managers and employees as they adopt hybrid work arrangements. We gathered data through semi-structured interviews among eight HR managers and qualitative surveys with 92 employees from varying industries to examine external cues employees and HR managers took notice and made meaning of, as well as the actions taken by HR in facilitating transition to evolving work arrangements. HR's sensemaking highlighted the importance of responsiveness to employees while sustaining stability throughout the change. Results demonstrate how employees noticed HR's presence and support or its absence, however, their sensemaking points to an understanding that HR is also navigating challenges during the transition and a recognition of HR's efforts to take care of employees while helping sustain business operations. Findings may provide helpful guideposts to HR practitioners (e.g. adapting a systems perspective and taking an employee-focused and balanced approach) that are still in the process of transitioning to or resolving challenges related to institutionalizing hybrid work arrangements.

01 - Division 1: Work and Organizational Psychology

Donald Truxillo, University of Limerick, Ireland

Friday 24 July 2026 from 13:00 to 13:30

(O-Arsenale)

Abstract 4630

Truxillo Donald - Understanding and supporting successful aging at work through work ability

Truxillo D.*

University of Limerick, Ireland

01 - Division 1: Work and Organizational Psychology

Sustainability and Sustainable Development in Organizations 2

Friday 24 July 2026 from 13:00 to 13:30

(R-Arsenale)

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 846

PERCEIVED NORMS, EMOTION REGULATION ABILITY, AND FACEWORK IN FEEDBACK: A THREE-COUNTRY STUDY

Lee J.*

Jenny C. Lee ~ New Brunswick ~ United States of America

Introduction:
Feedback exchanges in professional contexts often misfire when expectations around norms and emotional regulation are misaligned. Cultural tightness-looseness (CTL) shapes expectations for norm clarity and enforcement, while emotion regulation ability (ERA) influences how individuals respond under face threat. Together, these constructs offer a person-environment framework for understanding variability in facework responses to feedback.
Purpose:
The study examined how perceived CTL and ERA were associated with facework responses to face-threatening feedback among professionals in the United States, India, and Canada.
Method:
Participants were 491 professionals (USA, n = 206; India, n = 152; Canada, n = 133) recruited via CloudResearch and snowball sampling. Using a vignette-based survey, participants were randomly assigned to a high- or low-face-threat feedback scenario and completed measures of perceived CTL, ERA, and facework responses, as well as two manipulation checks. The study focused on integrating, obliging, and avoiding strategies; dominating was examined for completeness. Country was controlled in hierarchical regression analyses.
Results:
Exploratory analyses showed country accounted for significant variance in CTL, ERA, integrating, obliging, and avoiding, but not dominating. After controlling for country, greater perceived tightness was positively associated with integrating, obliging, avoiding, and dominating. Higher ERA was negatively associated with obliging, avoiding, and dominating, but not integrating. Moderation of ERA on the CTL-facework relationship was not supported. However, ERA and CTL showed independent associations with facework responses. Within-country analyses were fairly consistent with pan-cultural analyses.
Conclusions:
The findings of this study clarify how perceived normative context and individual regulatory capacity each contribute uniquely to facework responses to face-threatening feedback. Results advance theory linking CTL and ERA to interpersonal communication and have practical implications for feedback training and leader development. Overall, responses to face-threatening feedback were associated

with
an individual's regulatory capacity and their perceptions of normative expectations in the environment.
Keywords: cultural tightness-looseness; emotion regulation ability; facework; feedback; pan-cultural

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 537

THE ROLE OF PERSONALITY TRAITS IN SHAPING EMPLOYEE EXPERIENCES

Löfstrand P.*, Vinberg S.

Mid Sweden University ~ Ostersund ~ Sweden

This study investigates how personality traits and psychosocial work environment factors relate to employees' preferences for different office configurations. While prior research has examined these domains separately, this study integrates them to explore their combined influence on office solution preferences. Using the Big Five Inventory and psychosocial work environment measures, the study addresses three research questions. First, results indicate that employees most commonly prefer cellular offices, with open-plan offices being the least favored. Interestingly, employees currently working in a specific office type often prefer to remain in that environment, suggesting a role for psychological inertia and perceived security in established routines. Second, personality traits, particularly Extraversion, significantly influenced office preferences. Individuals with lower Extraversion scores, characterized by lower Sociability and Energy Level, preferred cellular offices, while those with higher Extraversion preferred activity-based working environments. This aligns with earlier findings suggesting that extraverted individuals thrive in dynamic, open settings. Third, significant associations were found between personality, psychosocial work environment factors, and office preferences. Higher Extraversion correlated with satisfactory vertical trust, job demands, and emotional demands, possibly reflecting increased workplace engagement. Agreeableness was positively associated with trust, while facets such as Compassion and Responsibility correlated with a preference for cellular offices and an aversion to activity-based workplaces. Negative Emotionality was linked to higher job demands and lower perceived trust, suggesting heightened sensitivity to stressful work environments. Open-Mindedness showed no significant associations. These findings highlight the importance of considering both individual personality profiles and psychosocial workplace factors when designing or transitioning office environments. Tailoring workspaces to individual needs may enhance employee satisfaction, well-being, and productivity. Therefore applied psychology knowledge based on research committed at different forms of hybdrid work is of importance for securing better psychoscial work environments.

01 - Division 1: Work and Organizational Psychology

Veronica Hopner, Massey University of New Zealand

Friday 24 July 2026 from 13:30 to 14:00

(O-Arsenale)

Abstract 4627

Eradicating Unfree Work through Sustainable Livelihoods and Climate Action. A Triangular Reciprocity

Hopner V.*

01 - Division 1: Work and Organizational Psychology

THE UTILIZATION OF MUSIC'S PSYCHOLOGICAL EFFECTS IN HUMAN LIFE

Friday 24 July 2026 from 14:00 to 15:30

(R-Arsenale)

Kyung-Hyun Suh, Chair
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant

This symposium investigates the psychological impact of music from an applied psychology perspective, focusing on its real-world utilization in various human environments. Presentations will address how environmental music shapes consumer and employee behavior, how cultural traditions like Chinese folk songs foster emotional connection, and how music contributes to therapeutic processes such as emotional regulation and trauma recovery. Furthermore, the role of psychometric tools in measuring music enjoyment and engagement will be discussed. By integrating cultural, clinical, and organizational contexts, this session highlights music's value as a practical tool in applied psychological interventions and research.

Abstract 4957

THE UTILIZATION OF THE PSYCHOLOGICAL EFFECTS OF ENVIRONMENTAL MUSIC IN THE SETTING OF COMMERCIAL AREA OR WORKING PLACE

Wu G.*

School of Music, Xianda College of Economics and Humanities, Shanghai International Studies University ~ Shanghai ~China

Given that cognitive performance critically underpins work efficiency and safety in commercial settings and workplaces, environmental music-an auditory intervention currently underutilized in these scenarios-exerts measurable regulatory effects on physiological activity and behavioral responses. This study targets two scenario-specific psycho-behavioral challenges rooted in suboptimal cognitive and emotional states: low consumer engagement/transaction willingness in commercial settings (exemplified by Shanghai SOGO) and reduced cognitive efficiency/elevated stress in FinTech workplaces, aiming to quantify how environmental music optimization enhances these key outcomes. Methodologically, the study integrates psychology-informed tools, building on the neurophysiological framework from the University of Oxford's 2023 study Ambient Music and Cognitive Performance: A Neurophysiological Perspective (e.g., Smith et al., 2023): 1) Neurophysiological measures (electroencephalography [EEG] to capture cognitive-related brain wave activity, heart rate variability [HRV] to assess stress responses)—consistent with the EEG/HRV measurement protocols validated in Smith et al. (2023)—to test and refine scenario-specific music parameters (60–80 BPM, ≤45 dB); 2) Personality and music use assessments (the Big Five Inventory, Behavioral Activation System [BAS]/Behavioral Inhibition System [BIS] scales, Use of Music Inventory [UMI]) to adjust music for individual differences (e.g., low-arousal tracks for introverted participants); and 3) Operational metrics (FinTech task completion speed/error rates, SOGO customer dwell time/average transaction value) to evaluate real-world impact. Preliminary results suggest that optimized environmental music may contribute to improved cognitive efficiency and reduced stress among FinTech employees, while also potentially enhancing consumer engagement and transaction willingness at Shanghai SOGO. This work aims to offer modest advancements to music psychology application in real contexts, providing tentative evidence-based strategies for linking auditory stimuli to better cognitive functioning and consumption-related behaviors.

Abstract 4958

THE PSYCHOLOGICAL APPLICATION OF CHINESE FOLK SONGS

Wang J.*

School of Music Education, Zhejiang Conservatory of Music ~ Hangzhou City ~ China

As a vital genre of national folk music, Chinese folk songs carry rich cultural meaning and collective memory. Beyond their artistic value, they possess inherent psychological functions due to their melodic structure and lyrical imagery, offering a culturally grounded approach to emotion regulation and stress intervention. These songs evoke emotional resonance, allowing for tailored emotional alignment. For those experiencing anxiety or mental tension, soft and flowing melodies—such as the Jiangnan folk song Jasmine Flower (Mo Li Hua) and the Suzhou Pingtan piece Slow, Slow Tune (Sheng Sheng Man)—can help regulate autonomic nervous system activity and reduce cortisol, a hormone involved in the stress response. Natural imagery in the lyrics helps shift attention from stressors and promotes psychological relaxation. For those suffering from emotional repression, expressive songs such as the Northern Shaanxi tune Little Peach Blossom (Xiao Tao Hong) or the modern adaptation Farewell to You (Bie Jun Tan) support the release of negative emotions like sadness and loneliness, helping prevent emotional rumination. In practice, Chinese folk songs are now used in counseling and university-based emotional education. For example, upbeat songs such as Joyful When the Sun Rises (Tai Yang Chu Lai Xi Yang Yang) are integrated into courses on "Music and Emotion Regulation" to enhance dopamine production—a neurotransmitter associated with pleasure and motivation—and stimulate positive mood. Psychologists and psychotherapists also use folk songs aligned with clients' emotional states to support cognitive reappraisal and emotional catharsis. This presentation explores the psychological mechanisms and practical applications of Chinese folk songs, emphasizing their therapeutic potential as culturally embedded tools for emotional well-being.

Abstract 4959

THE HEALING POWER OF MUSIC: RECENT ADVANCES IN THERAPEUTIC APPLICATIONS

Zhang Q.*

School of Music, Xianda College of Economics and Humanities, Shanghai International Studies University ~ Shanghai ~ China

The connection between music and human emotions, culture, and healing practices has been recognized since ancient times. The application of music in therapy has made significant strides, driven by the development of disciplines such as counseling psychology and neuroscience. This study explores recent advancements in music therapy, analyzing healing mechanisms and practical innovations from multiple perspectives. From a neurobiological standpoint, the rhythmic, melodic, and harmonic elements of music can activate neural circuits associated with emotion, memory, and motivation. This provides a scientific basis for interventions targeting anxiety, depression, trauma recovery, and cognitive impairments. Moreover, music demonstrates unique value in emotional regulation, effectively helping individuals process negative emotions and enhance emotional stability. With ongoing advancements in science and technology, new measurement tools have been developed to quantify individuals' enjoyment, engagement, and therapeutic responses to music. These innovations have improved the scientific soundness and effectiveness of music-based interventions in educational, clinical, and community settings. Meanwhile, the study also ponits out the current challenge: the need to strike a balance between the structural validity of measurement frameworks, cultural inclusivity, and diversity of musical forms. Achieving this balance ensures that music therapy not only maintains empirical foundation but also meets the humanistic needs of diverse populations. As the field continues to develop, music therapy must further integrate interdisciplinary research findings and refine its intervention models to fully utilize its healing potential in promoting mental and emotional well-being and supporting effective emotional regulation.

Abstract 4960

THE UTILIZATION OF MEASUREMENT TOOLS FOR MUSIC ENJOYMENT

Suh K.*

Department of Counseling Psychology, Sahmyook University ~ Seoul ~ South Korea

Throughout history, humans have engaged with music in a wide variety of contexts—for emotional expression, social bonding, ritualistic practices, and personal enjoyment. Music has long been considered an essential component of education, taught from elementary to higher levels, and recognized as a formal academic discipline. Concurrently, research has explored the psychological and therapeutic benefits of music, particularly its impact on mental health and well-being. As the educational and clinical applications of music continue to grow, measuring how individuals engage with music—both in terms of usage and enjoyment—has become increasingly important for researchers, educators, and clinicians alike. While a number of instruments have been developed to measure music listening, there remains a notable lack of validated tools that capture the enjoyment of singing or playing musical instruments. Moreover, many existing tools designed to measure music listening present limitations in terms of factor structure stability and construct validity. In response to this gap, my colleague and I developed and validated new scales that measures not only the enjoyment of listening to music but also the pleasures derived from singing and instrumental performance. The scale was constructed with a focus on establishing a satisfactory factor structure and offers practical utility in educational and clinical settings. However, we also acknowledge a critical limitation: emphasizing structural stability may inadvertently narrow the range of musical activities captured by the scale. This may exclude certain forms of music engagement that are equally meaningful. Consequently, researchers in music psychology, as well as professionals in music education and therapy, should thoughtfully consider the scope and purpose of their assessments and select measurement tools that align with the specific goals of their work.

01 - Division 1: Work and Organizational Psychology

DECENT WORK: CURRENT CHALLENGES

Friday 24 July 2026 from 14:00 to 15:30

(O-Arsenale)

Leonor Pais (University of Coimbra ~ Coimbra ~ Portug), Chair and Presenter
Nuno Rebelo Dos Santos (University of Évora ~ Évora ~ Portugal), Co-Chair

Decent work has become a conceptual anchor to work, organizational, and personnel psychology as long as the
current times challenge traditional workplace settings, job characteristics, and employment relationships. Since the
International Labour Organization mission was established for the first time in 1919, the work landscape has changed
hugely. Considering the permanent novelties that emerge worldwide in the labor field, although the concept was
created in response to safety emergencies exacerbated during the I and II World Wars, it maintains its relevance or
even becomes more relevant due to the multi-emergencies we live in. This symposium describes and discusses some
of the major emergencies that challenge and reinforce the importance of discussions around decent work concept in
the labor field. We also intend to bring some practical implications in terms of policy design and practices related to
the topics under discussion. First, we start with the self-employment issue. The fast-changing business context has
made organizations fear financial sustainability. Porto and Zagheto present the decent work discussions around this
problem. Then, we move to the turbulence around artificial intelligence and its implications for the world of work.
Rebelo et al. discuss the problem specifically in the field of academia but also present some implications for the work
in general. After this, Berger et al. bring to light the outbreaking technology that made it possible to work remotely
and the implications of this to the decent work concept. After that discussion, Matos et al. report the impact of decent
work on interventions aimed at leadership development. Theyusetheframeworksofempowering,ethical,andresponsibleleadershipinhighlystructuredcontextsofmilitaryandacademicorganizations.Finally,Semedoetal.systematizetheexistingknowledgeongender-basedviolenceatwork,animportanttopicthatthreatensthedecentworkstandardsandchallengespolicymakersandhumanresourcemanagerstotackletheissue,whichisexacerbatedduetomigrationandsocialpolarization.Allthediscussionshavethebackgroundofthemultipleemergencieswelliveinandthesustainabledevelopmentgoalsthatclaimglobalandlocalaction.

Abstract 4036

THE REALITY OF DECENT WORK FOR SELF-EMPLOYED WORKERS IN LATIN AMERICA

Porto J.B.*, Zagheto J.Â.V.

University of Brasília ~ Brasília ~ Brazil

) Decent work involves high-quality employment that prioritizes freedom, equity, security, and human dignity. The International Labour Organization (ILO) notes that informality is a major challenge for quality employment in Latin America, with 48% of workers in informal contracts and 37% in Brazil. Though informal work lacks formal contracts, it remains a crucial source of employment for many. How can we ensure decent work for these individuals, and what are their perceptions of their employment? The primary objective of this presentation is to characterize the perceptions of decent work among workers without formal employment contracts through qualitative and quantitative studies. The first study involved a qualitative content analysis of 30 interviews with informal and self-employed workers. The results revealed multiple groups with diverse needs and challenges. The second study was conducted with 9,594 psychologists participating in a national survey, of whom 6,456 worked without a formal contract. The Decent Work Questionnaire was adapted for this category of work, and confirmatory factor analysis (CFA) demonstrated good fit indicators for the seven-factor model, each with three items ($\chi 2 = 4936$ (df = 168); TLI = 0.95; CFI = 0.96; RMSEA = 0.05). The findings indicate that decent work is perceived positively in the dimensions of fundamental principles and values at work, fulfilling and productive work, and health and safety. Conversely, the dimensions of social protection and meaningful remuneration for the exercise of citizenship were poorly evaluated, reflecting similarities with other workers. However, when asked which aspects they value most about work, the meaning of work ranked highest and social protection the lowest. These results underscore the challenges in defining public policies that promote decent work while addressing the demands of such heterogeneous groups.

Abstract 4038

DECENT WORK UNDER REMOTE CONDITIONS: WORK-LIFE FLOW (WLF) AND EMPLOYEE WELLBEING

Berger R.*, Grau I., Czakert P.

University of Barcelona, Spain ~ Barcelona ~ Spain

During COVID-19 remote work was introduced and nowadays it is often present. Under remote working conditions decent work as proposed by the International Labor Organization allows the analysis of working demands and resources, specifically related to work and nonwork which we define as work-life flow (WLF) (representing the dimension “working time and workload”) and to employee wellbeing (EWB) (representing the dimension “Health and safety”). This panorama is relatively new and requires more insight. The aim of this systematic review is to offer results on WLF and EWB representing the two mentioned decent work dimensions under remote working conditions. Using PRISMA we identified 27 studies on the relationship between WLF and EWB and on possible protective and risk factors under the lense of decent work in a pre- and pandemic remote working context from home. This review is based on two organizational theories: the Human System Audit and the IGLO Model, and on four theories explaining wellbeing and work-life interference: Job Demand-Resource Model, Role Theory, Work-family spillover, and Boundary Theory. We classify protective (resources) and risk factors (demands) from all organizational levels that influence WLB and EWB. Inclusion criteria were articles published between 2020-2021. Findings concern the integration of roles, a frequent reported stressor which increases work-nonwork interference reducing WLF and EWB. This stressor can be coped with decent resources at organizational level such as autonomy, schedule control/flexibility and individual resources such as boundary management. Facilitating employees’ boundary management and perform roles more efficiently, has a positive impact on EWB and improves the WLF. Results also show that for improving the WLF and EWB research on psychosocial processes in organizations at leader and group level resources is needed. Main limitation was the subjectiveness of measures as data was self-reported with data collection based on individuals’ perceptions rather than on behaviors.

Abstract 4039

FROM RESEARCH TO ACTION: LEADERSHIP INTERVENTIONS TO ENHANCE DECENT WORK

Matos H.*[1], Teixeira J.[1], Pais L.[1], De Sousa B.[1], Dos Santos N.R.[2]

[1]University of Coimbra ~ Coimbra ~ Portugal, [2]University of Évora, Portugal ~ Évora ~ Portugal

Decent Work (DW) is an aspirational concept introduced in 1999 by the International Labour Organization (ILO) and is currently part of the 8th Sustainable Development Goal of the United Nations 2030 Agenda. It is a fundamental pillar for sustainable organizational performance, contributing to employee well-being, motivation, and productivity and, in highly structured environments such as the military and academia, can be differentiating. This study examines the relationship between leadership influence on employees' perceptions and DW. Leadership plays a crucial role in fostering conditions that support DW. Three key leadership approaches are explored: Empowering Leadership, which enhances employee autonomy; Responsible Leadership, which aligns organizational activities with the broader ecosystem; and Ethical Leadership, which ensures consistency between actions, values, and moral principles of the organization and society. This study aims to study the impact on DW through interventions designed for leadership development. The research was conducted in two distinct contexts: the Portuguese Air Force and one of the oldest universities in Portugal, Coimbra University. Both have hierarchical structures and specific challenges that make leadership analysis particularly relevant. Participants include leaders and teams from both organizations based on volunteered participation. Through a three-wave mixed methods study within a participatory intervention approach, several instruments measuring DW and leadership practices were applied. The results will be presented and discussed, highlighting the impact of leadership interventions on DW perception and offering practical insights for fostering positive organizational change.

01 - Division 1: Work and Organizational Psychology

Learning, Training & Skill Development 1

Friday 24 July 2026 from 14:00 to 15:30

(V-CASA ITALIA MINDLAB)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality

Abstract 1682

EVIDENCE TO SUPPORT THE DEVELOPMENT OF A NEW MODEL OF GENERAL COMPETENCIES

Arribas--Aguila D.*[1], Castaño--Collado G.[2]

[1]Hogrefe TEA Ediciones ~ Madrid ~ Spain, [2]Complutense University of Madrid (UCM) ~ Madrid ~ Spain

Introduction
Competency models are lists that specify sets of behaviours necessary for effective job performance (Campion et al., 2020). Despite their widespread use, they have been strongly criticised, mainly for the lack of consensus regarding their development methodology (Goldman and Scott, 2016) and weak empirical support (Furnham, 2018; Arribas-Aguila et al., 2024). Consequently, a gap persists between models developed internally by organisations and those in the academic literature. Addressing this gap requires models that meet organisational needs while remaining generic enough to capture overlap across leading competency frameworks (Campion et al., 2020; Shippmann et al., 2000).
Purpose
Develop a new model of cross-occupational competencies that are considered important for job performance, integrating empirical data from two sources of evidence.
Method
Two studies were conducted: a panel of 168 HR subject-matter experts and a survey of a representative Spanish sample of 676 employees. Both rated the importance of the competencies in the taxonomy developed by Arribas-Aguila et al. (2024) for the successful performance of tasks in four occupational groups consistent with the Spanish National Classification of Occupations (CNO-11): 1) directors and managers; 2) professionals (scientific and intellectual); 3) technicians and associate professionals; and 4) accounting, administrative, and other employees.
Results
A factor-analytic approach was used to extract 21 competencies judged by both experts and employees to be important across all four occupational groups. Using a criterion-based approach, different combinations of competencies from the taxonomy that were important for each specific occupational group were added to these cross-occupational competencies, which together form a new model of general competencies.
Conclusions
The proposed model is consistent with the literature in the field of I/O Psychology and includes competencies rated as highly important for job performance while remaining general and applicable across multiple occupational groups.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education

Abstract 297

THE RELEVANT SOFT SKILLS FOR EMPLOYABILITY: A SYSTEMATIC REVIEW IN THE EUROPEAN CONTEXT

Bigoni A., Benedetti A., Ince A., Crepaldi M.*, Greco A.

University of Bergamo ~ Bergamo ~ Italy

Background: Soft skills, defined as interpersonal and situational competencies, are increasingly recognized as crucial for employability in the labour market. Recent studies have highlighted that soft skills such as effective communication, problem-solving, time management, and teamwork are essential for professionals. This project aims to identify the most relevant soft skills for employability in the European labor market and to provide an overview of the transversal competencies more required by employers.
Methods: A systematic literature review was conducted using Scopus and PsycINFO, following the PRISMA guidelines. Studies published between 2008 and 2024 were included. Data were extracted and analyzed to identify key soft skills more requested by employers in the European labour market context.
Results: The search identified 21 relevant studies describing different soft skills from different point of view: graduated students, HR and employers. The results indicate that the most relevant soft skills for employability include communication, creativity, teamwork, resilience and interpersonal skills.
Conclusions: This systematic review highlights the importance of soft skills for employability in the European labor market and the need to integrate these competencies into educational curricula and professional training programs. Future research should further explore the effectiveness of development training for the soft skills improvement.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth

Abstract 685

YOU CRAFT AND THEN DO I, BUT WHY? ZOOMING INTO THE TRANSMISSION OF JOB CRAFTING MOTIVATION BETWEEN COWORKERS

Bolschakow X.*[1], Kleszewski E.[2], Rigotti T.[1]

[1]Johannes Gutenberg University ~ Mainz ~ Germany, [2]Philipps – University ~ Marburg ~ Germany

Introduction: Employees initiating changes to their job demands and resources in the form of job crafting has been widely studied, with meta-analyses linking this behavior to performance and well-being. Recent literature shifts the focus from the crafting individual to the broader social context surrounding this proactive behavior, studying crafting as a collaborative team effort or reactions of coworkers after observing an employee crafting their job. Employing such a social lens, researchers have also investigated whether engagement in job crafting is transmitted from one coworker to another, reporting a positive link between job crafting in employee dyads. Even though these studies have argued that such a transmission occurs because of crossover and/or vicarious learning processes, these underlying processes have not yet been investigated in detail.

Purpose: Focusing on such transmission processes of job crafting between coworker dyads from a motivational perspective, we aim to explore the transmission of job crafting motivation as an underlying mechanism. We draw on the model of proactive motivation, which posits the three motivational states of reason-to, energized-to and can-do as drivers of proactive behaviors. In the context of coworker dyads, we examine whether the energized-to and the can-do motivational states are transmitted between dyads of coworkers in a weekly diary study.

Method: We recruited employees who then invited one coworker to participate together with them. Both dyad members filled out weekly questionnaires across five workweeks. The motivational state of energized-to was operationalized using vigor and the can-do state was assessed using self-efficacy.

Results: Data collection just ended. Preliminary correlational analyses indicate hypothesized relationships between coworkers. Results of multilevel modelling will be presented at the conference.

Conclusions: This study aims to empirically test underlying motivational transmission between colleagues, shedding light onto how job crafters pass their motivation to craft their job on to their close coworkers.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 670

THE ASSOCIATIONS BETWEEN TEACHERS' JOB CRAFTING AND WORK WELL-BEING: A CROSS-LAGGED PANEL NETWORK ANALYSIS

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Introduction. Teachers' workplace well-being (WWB) is essential for both personal satisfaction and educational outcomes. Job crafting has been shown to enhance workplace well-being. However, existing studies insufficiently explore the causal relationship between job crafting and workplace well-being, relying mainly on cross-sectional designs and providing few targeted interventions at the dimensional and item-specific level. Purpose. This study aims to 1) examine the causal relationship between teachers' job crafting and workplace well-being and 2) provide targets for the development of intervention programs through Cross-Lagged Panel Network Analysis (CLPN). Method. Data were gathered with questionnaires from 818 teachers in Zhejiang Province, China. The longitudinal tracking method was used in this study. Results. Results indicated a notable decline in both job crafting and work well-being over time. CLPN analysis demonstrated that the item "I always find a way to fill my work" (WWB-4) exerted the highest predictive influence on other items, underscoring its pivotal role in enhancing workplace well-being. Conclusions. The findings align with Self-Determination Theory, indicating that job crafting via task, relational, and cognitive crafting satisfies teachers' basic psychological needs and improves their well-being. This study highlights the importance of fostering job crafting behaviors to improve teachers' work experiences and offers practical implications for schools to support teachers' professional development.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 162

FROM STAGE TO STRATEGY: A PHENOMENOLOGICAL STUDY ON HOW THEATER EXPERIENCE SHAPES ORGANIZATIONAL LEADERSHIP

Dela Cruz J.*, Teng--Calleja M.

Ateneo de Manila University ~ Quezon City ~ Philippines

Leaders need to develop competences that will allow them to face emerging challenges amid uncertainties and complexities. To address this, organizations look into the arts, in particular theater skills, as a means to form leaders. This study investigated how organizational leadership is honed by active involvement in theater. Interpretative Phenomenological Analysis was used in examining data gathered through semi-structured interviews with 12 participants who are managers/executives from various industries and sectors that had previous involvement in theater. Results show that theater shapes intrapersonal (self- awareness, confidence, creativity and resourcefulness), interpersonal (empathy, trust that empowers, and manages people) and collective competence (shared vision and values, collaboration). Experiences shared by the participants illustrate how they considerably use competences learned from active theater involvement (i.e. working in theater productions, mentoring they received, and the theater environment that they were part of) in their current leadership role. The study presented the ability of theater to form leaders and develop leadership. Although not all prospective employees have joined a theater organization while in the university, leadership development programs at work that enhance competencies such as creativity, quick adaptation to different situations, effective presentation of ideas, empathy, and collaboration with different types of people among others can be implemented by organizations with the use of theatre exercises and activities. It is also essential to consider the importance of having a community of mentors to immediately address development needs of employees and leaders. This may mean embedding a culture of mentorship where leaders are able to provide immediate feedback and guidance, yet allow for autonomy and freedom. Findings of this study contributes knowledge on theater's ability to hone leadership and provides practical insights on how theater competences may be used in developing leaders that will prepare organizations to face and thrive in an ever-changing global landscape.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1069

CREATING BETTER OPPORTUNITIES THROUGH A GROWTH-MINDSET-OF-OPPORTUNITY INTERVENTION

O"Keefe P.*, Horberg E.J.

University of Exeter ~ Exeter ~ United Kingdom

Many new graduates struggle to cultivate gainful opportunities and make progress toward their long-term career goals after university. Drawing from the “mindsets of opportunity” framework (O’Keefe et al., 2023), we investigate whether a novel intervention that fosters a growth mindset of opportunity—the belief that opportunities in life are changeable, not fixed—can help new graduates thrive.

In a randomized controlled field experiment, we recruited 224 new university graduates in the South West of England. Around their time of graduation, participants were randomly assigned to complete a 30-minute online module designed to inculcate the belief that opportunities in life are not fixed, but can be cultivated (growth-mindset-of-opportunity intervention) or that addressed sources of life satisfaction (active control condition). Ten months post-treatment, participants completed follow-up assessments of their current job position, career goal progress, and mindsets.

The intervention showed several direct benefits to participants’ mindset and career progress. Critically, participants in the intervention conditioned had adopted a significantly stronger growth mindset of opportunity, relative to the control condition. Moreover, they reported significantly greater progress toward their long-term career goals since graduation, which was mediated by their stronger growth mindset.

The intervention also had several significant indirect effects—via a stronger growth mindset of opportunity—on the quality of graduates’ current job (51.9% were employed full-time). Specifically, the intervention indirectly led to participants having jobs that (a) offered greater upward mobility in their organization, (b) provided greater job satisfaction and (c) were perceived as more relevant to their long-term career goals.

These effects generalized across degrees, gender, socioeconomic status, and ethnicity. Taken together, our findings demonstrate how adaptive beliefs about the malleability of opportunity, and a brief growth-mindset-of-opportunity intervention, can help new graduates thrive, create better opportunities toward a more equitable future.

01 - Division 1: Work and Organizational Psychology

Smart Working & Hybrid Work 2

Friday 24 July 2026 from 14:00 to 15:00

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1512

HOW HYBRID WORK ARRANGEMENTS AND AUTONOMY SHAPE JOB SATISFACTION, WORK–LIFE BALANCE, AND PERFORMANCE

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[1]London School of Economics ~ London ~ United Kingdom, [2]University of Malta ~ Msida ~ Malta

Introduction. Hybrid work has proliferated, yet evidence on its effects is mixed, partly because "hybrid" lumps together distinct schedules and ignores autonomy over scheduling.
Purpose. We test how specific hybrid splits—3 office/2 home (3–2) vs 4 office/1 home (4–1)—and who chooses the days (employee vs manager) shape job satisfaction, work–life balance, and performance.
Method. Study 1 re-analyses survey data from Malta Business Bureau employees (n=285; 2020) to relate proportion of WFH to outcomes. Study 2 is a pre-registered online vignette experiment (n=1,003) randomly assigning five conditions: 5–0, 3–2 (employee-chosen), 3–2 (manager-chosen), 4–1 (employee-chosen), 4–1 (manager-chosen). Outcomes use established 3-item scales for job satisfaction, work–life balance, and performance; OLS/ANOVA and margins tests assess main and interaction effects.
Results. Study 1: higher WFH share correlates positively with work–life balance and performance ($p<.01$) and modestly with job satisfaction. Study 2: both hybrid splits beat 5–0 on all outcomes; 4–1 outperforms 3–2 for job satisfaction and work–life balance ($p<.001$). Autonomy raises job satisfaction and work–life balance; for performance, autonomy interacts with schedule: 3–2 with employee choice performs best, whereas 4–1 with manager choice outperforms 3–2 when autonomy is absent.
Conclusions. Not all hybrid is equal. A structured 4–1 model can optimize satisfaction and balance, especially where autonomy is limited, while granting choice can unlock performance in more flexible (3–2) setups. Organizations should tune both split and autonomy to role/team needs.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2621

HYBRID WORK AND MULTIPLE FACETS OF WORK PERFORMANCE: A DIARY STUDY OF WITHIN-PERSON DYNAMICS AND THE MODERATING ROLES OF SELF-REGULATION AND JOB INVOLVEMENT

Ohly S.*[1], Kern M.[2]

[1]University of Kassel ~ Kassel ~ Germany, [2]University of Bochum ~ Bochum ~ Germany

Previous research suggests a performance benefit when working remotely, compared to working in the office. Based on Beal et al.'s episodic performance model, we argue that not all remote work is conducive to performance, as distractions and additional demands might interfere. Moreover, the lack of coworkers' presence may lead to a lack of a task attentional pull towards organizational citizenship behaviors (OCB). This within-person test of the effects of work location on three facets of performance (task; OCB-I and OCB-O) in a sample of 154 individuals providing 704 daily reports revealed negative effects of working remotely. Self-regulation and job involvement moderated the negative effects in the case of OCB, albeit not in the way we expected. Individuals high on trait self-regulation (job involvement) show higher OCB-I (OCB-O) when working in the office, but their performance suffers when working remotely. We explain these findings with reference to interferences in the office. Our study implies that cognitive processes leading to performance need to be considered, and that hybrid work arrangements need to be carefully designed to facilitate performance.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1733

MULTIDISCIPLINARY COLLABORATION FOR LEADERSHIP DEVELOPMENT THROUGH WEB AND APP-BASED TRAINING

Tordera N.*[1], Rodríguez I.[1], Moro M.[2], Pérez--Aixendri M.[3]

[1]IDOCAL. Universitat de València ~ Valencia ~ Spain, [2]Universitat Jaume I ~ Castelló de la Plana ~ Spain, [3]Department of computer science. Universitat de València ~ Valencia ~ Spain

The integration of applied psychology with other disciplines enables the addressing of complex problems, such as education and health. This is the case of training leaders for and in the context of growing digitalization, virtual tools, and hybrid workplaces. A multidisciplinary approach allows for the integration of knowledge about the science of training with effective leadership for performance and well-being, as well as the development of digital tools. With this aim, our research team has developed a self-guided web and app-based training program for leaders in telework. We aim to describe multidisciplinary collaboration in the development of the e-learning platform and software, and to analyze the impact of the training on the learning experience.

We departed from problem-focused research, combining organizational and occupational health psychology, computer engineering, and multimedia training through a process of need analysis, requirements identification, design, implementation, and evaluation. A total of 126 leaders completed the program. Participants evaluated their satisfaction with the web- and app-based training, as well as their perceptions of their ability to transfer the learning. Data was collected through the app and survey.

The results show high levels of satisfaction among participants with the learning process and the use of various methods and tools (X=5.16 = 5.16, range 1-6), especially with the structure of the training, the materials, and the fit with the media. Similar levels of satisfaction were found for leaders with different levels of remote work (hybrid or completely remote) or tenure. The higher levels of satisfaction were experienced in the modules related to reducing affinity distance. The perceived ability to transfer the learning was related to levels of satisfaction. Our research suggests that multidisciplinary collaboration has a significant impact on the success of online leadership training. Suggestions for improving the interaction between the various tools employed are considered.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1301

THE INFLUENCE OF REMOTE TIME-MANAGEMENT SKILLS ON TELEWORKER WELLBEING: A LONGITUDINAL STUDY.

Najeeb S.*[1], González--Romá V.[1], Lousã E.[2]

[1]Universitat de València ~ València ~ Spain, [2]University of Maia ~ Maia ~ Portugal

Digitalization, automation, and artificial intelligence are taking a stride in contemporary times and have maintained the legacy of remote work. It is increasingly becoming important for founders of start-ups and companies to retain and capitalize on their remote talent to survive. One way to do so is to foster employees' well-being. This study added a unique perspective to the existing body of remote work literature by testing a mediation model involving teleworkers' Remote Time-Management Skills (predictor, RTMS), the technostress facet of Techno-invasion (TI), and well-being (WB). A longitudinal study with three time points was implemented, and a sample of teleworkers (T1=206, T2=148, and T3=103) was recruited to test the study hypotheses. Stability effects for techno-invasion and well-being were controlled for. The indirect effect (RMTS□TI□WB) was not statistically significant. However, Remote Time Management Skills at T1 predicted change in Techno-Invasion between time 1 and time 2, and change in well-being between time 2 and time 3. These results highlight the importance of Remote Time Management Skills to reduce the levels of experienced stress and well-being of teleworkers. Organizations should foster these skills to improve the quality of working life of these employees.

01 - Division 1: Work and Organizational Psychology

Psychosocial Risks at Work 1

Friday 24 July 2026 from 14:00 to 15:30

(P -Arsenale)

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2244

WHEN THE GRAPEVINE DRAINS THE VINE: HOW WORKPLACE GOSSIP PREVALENCE RIPPLES INTO EXHAUSTION AND WITHDRAWAL—AND HOW DETACHMENT HELPS RECOVER

Wang L.[1], Chen T.*[1], Xie J.[3], Zhang Q.[4], Liang Y.[2]

[1]Lingnan University ~ Hong Kong ~ Hong Kong, [2]Jinan University ~ Guangzhou ~ China, [3]Guangdong University of Foreign Studies ~ Guangzhou ~ China, [4]Shenzhen University ~ Shenzhen ~ China

Workplace gossip is ubiquitous, yet research largely centers on the sender–receiver–target triad—actors directly involved in gossip—overlooking observers who overhear it and are affected by it. We examine perceived workplace gossip prevalence—employees' sense that evaluative talk about absent colleagues is frequent—as an ambient social stressor with organization-wide implications. Integrating the Transactional Theory of Stress and Coping with the Stressor-Detachment Model, we argue that frequent exposure to gossip signals a climate of continuous social evaluation, triggering insecurity and hypervigilance that deplete psychological resources and heighten emotional exhaustion. Exhaustion, in turn, promotes work withdrawal behaviors (e.g., absenteeism, tardiness, early leaving) as coping responses to an adverse social context. We further propose that psychological detachment from work during nonwork hours buffers this strain pathway by disrupting ruminative carryover and restoring self-regulatory capacity.

We conducted a three-wave survey of employees (N = 347; 43.8% men; 85.9% aged 21–40; 64.6% with a college degree or higher; 22.8% managers). Results showed that: (1) gossip prevalence was positively related to emotional exhaustion; (2) emotional exhaustion was positively related to work withdrawal; (3) there was a significant indirect effect of gossip prevalence on withdrawal via exhaustion; and (4) psychological detachment attenuated the relationship between gossip prevalence and exhaustion, yielding a weaker indirect effect of gossip prevalence on work withdrawal via exhaustion at higher levels of detachment.

This paper advances three contributions: (1) it shifts the focus from gossip actors to observers, capturing a prevalent but underexamined exposure; (2) it specifies emotional exhaustion as the mediating mechanism linking gossip prevalence to withdrawal; and (3) it identifies psychological detachment as a practical buffer. We outline actionable interventions—team communication norms, leader modeling, and micro-interventions to foster detachment—to curb ambient social stress, protect well-being, and sustain engagement, thereby shaping healthier workplaces.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2679

INVESTIGATING WORKPLACE BULLYING: THE IMPACT OF DARK LEADERSHIP AND ORGANIZATIONAL CULTURE

Czibor A.*, Paulovicsné Petes R.

University of Pécs ~ Pécs ~ Hungary

Introduction: The dark triad personality traits, which include subclinical narcissism, subclinical psychopathy, and Machiavellianism, have been linked to various negative workplace outcomes, such as bullying. Leaders play a crucial role in shaping organizational culture through their behavior, communication, and decision-making. Their personality traits - especially their dark traits - can give rise to dangerous organizational norms and behaviors. The relationship between leaders' (dark) personality traits, organizational culture, and employees' bullying experiences is still underexplored.
Purpose: This research aims to examine the interrelationships among leaders' perceived dark leadership traits, organizational culture, and workplace mobbing.
Method: The study sample comprised 301 employees from Hungary (M = 35.06, SD = 11.66, 78% women). Participants completed the Short Dark Triad Questionnaire (SD3-HU) to characterize their immediate leader and then completed two measures reflecting on their workplace experiences: the Denison Organizational Culture Survey (DOCS) and the Negative Acts Questionnaire-Revised (NAQ-R), which assesses workplace bullying.
Results: The findings revealed that all three dark traits (and especially psychopathy) perceived in the leader's personality were significantly associated with experiencing bullying insults. Regarding organizational culture, the Agreement dimension (part of the Consistency scale) of DOCS emerged as the strongest predictor of bullying. SEM analyses indicate that leaders' dark traits, mediated by specific organizational culture dimensions, are associated with workplace bullying.
Discussion and Practical Implications: The results highlight that, in bullying prevention, it may be necessary to monitor leaders' dark traits and organizational culture characteristics, as these may serve as risk factors. This research also shows how leadership traits can foster a culture that is conducive to abusive behaviors.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2413

LAUGH IT OFF? HOW HUMOR PROTECTS HOME LIFE FROM DAILY ILLEGITIMATE WORK TASKS

Du D.*[1], Koçak Ö.[2]

[1]Ningbo University ~ Ningbo ~ China, [2]Istanbul Medipol University ~ Istanbul ~ Turkey

Introduction – As a common phenomenon in organizational settings, illegitimate tasks are widely recognized for their detrimental effects on employees. However, most of the existing studies have focused on work-related and well-being related outcomes, overlooking how illegitimate tasks are linked to outcomes in the family domain.
Purpose – Drawing on the work-home resources model, we propose that illegitimate tasks experienced during the workday trigger rumination in the evening, resulting in decreased home performance. Moreover, we hypothesize that humor acts as a key resource and buffers the relationship between illegitimate tasks and rumination.
Method – We collected 373 daily observations from 87 employees at work in the afternoon and at home in the evening per day for 5 consecutive workdays.
Results – We found that daily illegitimate tasks were positively associated with evening rumination and further negatively related to home performance. Humor buffered the negative work-to-home process from daily illegitimate tasks to home performance via rumination by mitigating the positive relationship between daily illegitimate tasks and evening rumination.
Conclusions – Building on the work-home resources model, we found that daily illegitimate tasks decrease home performance through evening rumination. Humor, as a key resource, can buffer the negative work-to-home process associated with illegitimate tasks. Our study reveals the cross-domain effects of illegitimate tasks on a daily basis and highlights the importance of enacting humor skills in protecting employees from this negative effect.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1411

UNDERSTANDING ORGANIZATIONAL AND INDIVIDUAL FACTORS CONTRIBUTING TO OVERWORK CULTURE IN SOUTH AFRICAN WORKPLACES

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[1]University of Cape Town ~ Cape Town ~ South Africa, [2]University of the Western Cape ~ Bellville ~ South Africa

Introduction: South Africa reports the fourth-highest rate of employees working over 50 hours weekly globally (18.1%), with workers averaging 2,209 hours annually. This overwork culture significantly impacts employee well-being, contributing to the country's lowest World Happiness Index score of 4.72.

Purpose: This study aimed to identify organizational factors and individual behaviors that contribute to overwork culture in South African organizations, examining the interplay between personal characteristics, managerial practices, and organizational structures.

Method: A mixed-methods approach was employed using explanatory sequential design. Phase one involved an online survey (n=100) incorporating Andreassen and Pallesen's overwork climate scale. Phase two comprised semi-structured interviews with 13 participants selected through purposive sampling. Data analysis utilized thematic coding and hermeneutic phenomenological interpretation.

Results: Three key factor categories emerged: personal factors (perfectionism, guilt, high conscientiousness, inability to set boundaries), organizational factors (poor people management skills, inadequate team structures, unrealistic deadlines, lack of appreciation), and industry factors (client demands, gender dynamics, generational differences). Findings revealed that 79% of respondents worked beyond contractual hours, with 97% experiencing job-related stress. Participants demonstrated workaholic characteristics with high work involvement but low work enjoyment, consistent with Spence and Robbins' workaholic triad model. Female participants reported additional pressure to prove themselves in male-dominated environments, while millennial managers experienced dual stressors as both subordinates and team leaders.

Conclusions: Overwork culture results from complex interactions between individual personality traits and organizational demands rather than isolated factors. Organizations promoting work-life balance through awareness campaigns alone fail to address systemic issues. Recommendations include implementing structural changes such as meeting-free periods, mandatory time-off policies, improved manager training, and establishing healthy client boundaries to create sustainable work environments.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2563

RECIPROCAL RELATIONSHIPS BETWEEN STRAIN AND JOB CHARACTERISTICS: EVIDENCE FROM BIVARIATE LATENT GROWTH CURVE MODELS

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[1]University of Bern ~ Bern ~ Switzerland, [2]Military Academy (MILAC), ETH Zürich ~ Zürich ~ Switzerland, [3]University of Neuchâtel ~ Neuchâtel ~ Switzerland

While extensive research has examined how working conditions influence employee strain, the reverse relationship—how strain affects working conditions— remains underexplored. To explain these reversed effects, possible underlying mechanisms include perceptual (shifts in the appraisal), stressor-creation (shifts in behaviour), drift, and the refuge hypothesis (shifts in structure). To narrow this gap, this study investigates reciprocal relationships between strain and job stressors, as well as job resources.

Bivariate latent growth curve analysis was conducted on a sample of N = 2001 Swiss workers from the Job-Stress-Index. Participants' exhaustion and several working conditions, including task-related uncertainty, social stressors with supervisors and colleagues, supportive supervisor behaviours, and job autonomy, were assessed using questionnaires in 2014, 2015, and 2016.

Except for task-related uncertainty, exhaustion and job stressors rose across the 3 years, while job resources declined. Consistent with a bidirectional relationship, a stronger rise in exhaustion corresponded with a steeper increase in job stressors, and a greater drop in job resources. Furthermore, higher initial levels of exhaustion were associated with higher initial job stressors and lower job resources. Contrary to a drift or a chronically impaired appraisal of strained individuals, higher levels of exhaustion predicted an attenuated increase in social stressors with supervisors, and fewer declines in supportive supervisor behaviour, potentially indicating a refuge mechanism or attentive supervisors unwilling to burden already strained employees. Meanwhile, higher initial levels of social stressors with colleagues and supervisors predicted lower increases in exhaustion, while higher initial job resources predicted a stronger rise.

Taken together, the results indicate a reciprocal co-development between strain and job characteristics, while the changes in growth associated with initial levels of the other constructs may suggest habituation, adaptation, or potential ceiling effects. The findings emphasise the need for future studies on reversed effects.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2256

INTERNAL COMMUNICATION PRACTICES AND UNIVERSITY LECTURERS' EXPERIENCES OF FEAR OF MISSING OUT (FOMO) AND BURNOUT: A CONCEPTUAL FRAMEWORK

Xu Z.*[1], Kamaruzaman N.A.[2]

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Within the digital transformation of higher education, internal communication has become both a structural demand and a psychological force. For lecturers in Malaysia, constant connectivity and message saturation amplify FoMO and emotional exhaustion, positioning internal communication as a critical determinant of occupational well-being in increasingly digitalised academic settings. This study presents a conceptually driven framework grounded in a review of prior research and supported by preliminary empirical insights. Following an interpretivist paradigm, it brings the Job Demands–Resources (JD-R) model and Coping Theory as sensitising devices for comprehending internal communication as functioning as a job demand and job resource. A pilot interview was conducted with a full-time lecturer at Universiti Putra Malaysia to refine the interview protocol and validate the contextual applicability of key constructions. The broader study involves semi-structured interviews with 10–15 lecturers, conducted with reflexive thematic analysis. Preliminary findings suggest that lecturers experience communication overload as both a structural demand and a self-imposed emotional strain, underscoring the double-sided functioning of digital connectedness in academic life. Conceptually, the framework advances understanding of how FoMO operates as a psychological link between institutional communication practices and lecturer burnout. Methodologically, it illustrates the way in which sensitising theories could be mobilized in qualitative research in order to retain openness while being theoretically rigorous. Practically, it allows for higher education settings that aim to rethink communicative structures that maintain staff well-being in preference to draining it.

01 - Division 1: Work and Organizational Psychology

WELL-BEING AND MENTAL HEALTH IN ACADEMIA WORLDWIDE

Friday 24 July 2026 from 15:30 to 17:00

(O-Arsenale)

Amalia Pérez-Nebra (Universidade de Zaragoza ~ Zaragoza), Chair

Important issues arise when considering academia. Worldwide, the higher education context has undergone significant
transformations in the last decades, which include precarious contracts and pay, intense competition, and overwhelming
administrative burdens. It contributes to mental health problems within a system that is unhealthy for many of us,
professors and students. Even psychology has not been excluded from this context of worsening mental health. This
symposium will discuss the well-being in academia in different countries and continents, including non-WEIRD
countries. Dr. Sticca analyzes the role of Brazilian postgraduate programs' organizational structure in the mental health
and productivity of doctoral students. She also provides information about the impact of the structure of postgraduate
programs on the well-being and productivity of minority groups. Dr. Oliveira-Silva explores how institutional factors,
rather than individual responsibility, can address the mental health challenges faced by women in academia. Gender
bias, discrimination, and work-life balance pressures—exacerbated by the COVID-19 pandemic—have led to high rates
of mental health issues among female faculty, yet institutional support remains insufficient. Through a comparative
analysis of policies and initiatives in Brazil, Australia, Canada, and the UK, the study examines efforts to promote well
being. Combining quantitative and qualitative research, it aims to generate evidence-based strategies to mitigate
systemic inequalities and inform gender equity initiatives locally and globally in academia. Dr. Orhan examines the
impact of the publish-or-perish culture on authorship inequality and researcher well-being in academia, particularly in
industrial and organizational psychology. A six-decade analysis of authorship trends reveals that elite scholars and
institutions dominate high-impact journals, creating barriers for researchers from less prestigious backgrounds. The
presentantion conducted by Dr.Velascowilloutlineamulticentercross-sectionalstudytoidentifydifferentstudentprofilesbasedonwell-beinglevels,lifestyleconditions,andcontextualfactors.Earlyidentificationofdistresssymptomswillfacilitatetheimplementationoftimelyinterventionsfromahealth-promotionperspective.Thestudy'sfindingswillserveasguidelinesfordevelopingspecificpoliciesandinterventionprotocolsthatactivelysupportstudentwell-beingandtheoverallhealthoftheuniversitycommunity.ThepresentationconductedbyDr.Pérez-NebraandDr.Mourãodescribestheaxisofinternationalizationanddifferencesbetween GlobalNorthand GlobalSouth,describingthreemainimpactaxes:(1)qualityofresearchertraining,(2)researchermobility,and(3)studentmobility.Thosepresentationscompleteeachotherindifferentissuesthatimpactourwell-being,andthewell-beingofourstudents.

Abstract 4032

THE GLOBAL RACE FOR PRESTIGE AND ITS TOLL ON RESEARCHERS: THE IMPACT OF UNREALISTIC PUBLICATION EXPECTATIONS ON THE WELL-BEING OF ACADEMICS

Orhan M.A.*

Nyenrode Business University ~ Nyenrode ~ Netherlands

The publish-or-perish culture has intensified global competition in academia, shaping career trajectories, institutional rankings, and access to research funding. However, behind this pressure to publish in top-tier journals lies a deeper crisis; the crisis of authorship inequality, and rising dominance of elite scholars. These trends have a huge negative impact as they are instrumental in the erosion of researcher well-being. In this presentation, I will present findings from a six-decade analysis of authorship trends in management and organization studies, highlighting how structural inequalities shape knowledge production. This presentation will especially focus on the field of industrial and organizational psychology. The research demonstrates that a small group of elite institutions and scholars dominate high-impact journals, creating significant barriers for researchers from less prestigious backgrounds. Editorial gatekeeping, preferential citation practices, and institutional biases reinforce this dominance, making top-tier publishing

increasingly inaccessible. While diversity and inclusion initiatives are often promoted as solutions, they paradoxically benefit the scientific elite, as high-status scholars continue to control research agendas and publication standards. Beyond the systemic inequalities, this culture of prestige-driven publishing takes a severe toll on the mental health and job satisfaction of researchers. The pressure to publish frequently and in elite outlets contributes to burnout, job insecurity, and an erosion of intrinsic motivation for scholarly work. Academics, especially early-career researchers, often feel trapped in a cycle where success is defined not by intellectual contributions but by meeting rigid, metric-driven expectations. I will conclude by discussing possible reforms, including greater transparency in peer review, a shift away from journal prestige as the primary measure of academic success, and policies that prioritize quality over quantity in research evaluation.

Abstract 4033

UNIVERSITY STUDENTS' PROFILES TO IDENTIFY RISK AND PROTECTIVE FACTORS OF WELL-BEING

Velasco V.*[9], Guerini J.[9], Delle Fave A.[2], Brugnera A.[3], Trotti E.[4], Cena L.[5], Profeta P.[6], Bassano N.[7], Daccò S.[8], Dell"Aversana G.[1]

[1]1Università degli Studi di Milano-Bicocca; 2Università degli Studi di Milano ~ Milano ~ Italy, [2]Università degli Studi di Milano; ~ Milano ~ Italy, [3]Università degli Studi di Bergamo ~ Bergamo ~ Italy, [4]Università dell'Insubria ~ Varese ~ Italy, [5]Università degli Studi Di Brescia ~ Brescia ~ Italy, [6]Bocconi University ~ milano ~ Italy, [7]Politecnico delle Arti - Conservatorio G. Donizetti di Bergamo ~ Bergamo ~ Italy, [8]Humanitas University ~ Milano ~ Italy, [9]Università degli Studi Bicocca ~ Milano ~ Italy

In recent years, malaise has been spreading among university students. Campus drop outs, feelings of uncertainty and worry about academic deadlines, lack of social support, and inequalities are frequent manifestations of this situation. To better understand these phenomena, most studies and interventions are primarily focused on addressing individual vulnerabilities. Psychological support interventions have been implemented in universities, and different individual resources and difficulties have been investigated. Less attention was paid to relational and contextual factors, even though the health promotion approach emphasizes the interconnectedness between individuals and their environments, and calls for organizational changes (WHO, 1986). The goal of this presentation is to illustrate the structure and findings of a multicenter cross-sectional study with a large sample of Italian university students. The study is included in the broader project 'University for psychological well-being: from prevention to psychological support' developed following the Health Promoting University approach (ACHA, 2025; Suárez-Reyes et al., 2019). It involves 8 Universities in Italy and is funded by the Ministry of University and Research (Proben project).The study is focused on the investigation of individual, relational and organizational risk and protective factors in students' well being, taking into account factors related to both students' personal lives and university experiences. A person-centered approach will be used to identify students' profiles, based on individual well-being levels and lifestyle conditions, as well as contextual risk and protective factors. The early identification of distress and malaise symptoms will allow for implementing early interventions to address them from a health-promotion perspective. The results will serve as guidelines to implement specific policies and intervention protocols based on the Health Promoting University approach, through the incorporation of health in the university culture, processes and policies, and through the promotion of an organizational and learning environment supporting health and well being among students and the whole academic community.

Abstract 4034

SUSTAINABLE INTERNATIONALIZATION: REFLECTIONS ON RESEARCHERS' WELL-BEING AND PERFORMANCE

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[1]University of Zaragoza ~ Zaragoza ~ Spain, [2]Rio de Janeiro State University ~ Rio de Janeiro ~ Brazil

The need for internationalization in all fields of science is undeniable, and numerous articles have been written on this topic. This presentation discusses repercussions that are less seen on research agendas. The so-called "international" literature on internationalization has an important bias regarding where it speaks and who receives it: literature from large centers, European-US, speaks to other large centers. In other words, universities that receive international students with a different funding pattern and a completely different process of scientific development when compared to developing countries. The discussion on the internationalization of science is not new. Still, it has gained speed with globalization. While countries with highly qualified human capital benefit from globalization, this phenomenon has been a curse for the developing continents. We decided to discuss the internationalization model based on three main impact axes: (1) quality of researcher training, (2) researcher mobility, and (3) student mobility. Despite these critical discussions, there is a consensus that the internationalization of psychological science is relevant. Therefore, there is no need to question whether internationalization is, in fact, essential. Taking the advancement of psychological science and the well-being of those who promote it as equally important parameters, we must return to each of the three dilemmas presented. The first axis, training, has fundamentally taken place in the national territory since the chances of support for training outside the country are slim and/or depend on individual resources. The second axis is mobility, i.e., when this teacher gets a job as a university lecturer and continues their training, they must move to continue their training, which is not always possible. Finally, student mobility is more common in European-US literature on internationalization. Still, it is rare in non-central countries due to the low number of scholarships available, language difficulties, and other issues.

01 - Division 1: Work and Organizational Psychology

COST ACTION LEVERAGE: A EUROPEAN NETWORK TO LEVERAGE THE MULTI-AGE WORKFORCE

Friday 24 July 2026 from 15:30 to 17:00

(R-Arsenale)

Marija Davcheva (umivale activa ~ Valencia ~ Spain), Chair and Discussant

COST Action program is a unique opportunity and the European Commission's oldest funding program that promotes the creation of scientist-practitioner networks in a given topic area and both drive scientific excellence and societal impact.
This symposium provides a detailed overview on the COST Action LeverAge A European network to leverage the multi-age workforce as the first Action led by WOP/HRM scholars in at least the last decade. The aim of the network is to advance, share, and promote knowledge and implementation of evidence-based practices to fully leverage the multi-age workforce and enhance the well-being, productivity and prosperity of individuals, organizations, and societies.
Composed of four presentations and a discussion, this symposium will provide practical recommendations on how to manage a scientist practitioner network which can be generalized beyond the WOP field and can be applicable to any applied psychology field.
The first presentation will focus on the practical implications for coordination of a COST program, while the second presentation will focus on the leadership of a cost action working group Successful Aging at Work. The third presentation will offer an overview of previous successful short term scientific mission within this cost action network broadcasting their impact on research progress, networking, and interdisciplinary cooperation. The fourth presentation will discuss practical implications for scientific communication taking into account different stakeholders in order to bridge the scientific practitioner gap in the field of work, aging, and retirement. Finally, a WOP practitioner discussant will provide an overview of the benefits and lessons learnt for an international scientist practitioner collaboration.This symposium makes great contributions to ICAP as it explores practical examples of the different aspects of LeverAge offering a unique view of how to manage and promote a scientist practitioner network on a highly relevant WOP topic

Abstract 4197

THE COST ACTION PROGRAM: WHAT IT ENTAILS AND SOME PRACTICAL RECOMMENDATIONS ON COORDINATING A COST ACTION

Marcus J.*

College of Administrative Sciences and Economics, Koç University ~ Koç ~ Turkey

Running for over 50 years, the COST Action program is the European Commission's oldest funding program. Unlike most grants, the focus of the COST Action grant is to create scientist-practitioner networks in a given topic area and both drive scientific excellence and societal impact. Yet, despite its clear utility for maximizing scientific impact and bridging the science-practice gap, COST Actions are sorely lacking in the fields of work and organizational psychology and human resource management (WOP/HRM). Case in point, COST Action LeverAge is the first Action led by WOP/HRM scholars in at least the last decade. Therefore, my aim in this presentation is to drum interest in and build knowledge of the COST Action program. I discuss how COST Actions are structured and the types of activities that are funded. I will provide examples and lessons that draw from my experience as the coordinator (i.e., "Action Chair") of COST Action LeverAge, including how we have organized and grown the Action network from a small pool of initial co-proposers to 200+ scientists and practitioners from over 50 countries and myriad disciplines.

Abstract 4198

COORDINATING A COST ACTION WORKING GROUP: SOME INSIGHTS

Truxillo D.*

Kemmy Business School, University of Limerick ~ Limerick ~ Ireland

One of the essential parts of COST Actions is the development of “working groups” (WGs) focused on a stream of research questions. The LeverAge COST Action on aging and work has five such working groups: Organizational Practices; Successful Aging at Work; Integration of Age-Diverse Workers/Knowledge Transfer; Aging and Technology; and Career Development/Retirement. In this presentation, I discuss how COST leadership got these working groups organized and “up-and-running” through annual in-person meetings and bi-monthly online meetings. Specifically, I will provide examples and lessons based on my experience as WG leader of the Successful Aging at Work working group, including how we organized the group and used it to promote research collaborations among network members.

Abstract 4199

COST ACTION LEVERAGE: A CATALYST FOR SHORT-TERM SCIENTIFIC MISSIONS AND RESEARCH COLLABORATION

Sotiroska Ivanoska K.*

Institute of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University ~ Skopje ~ North Macedonia, Republic of

COST Action LeverAge is a European-wide collaborative network that brings together experts from diverse fields and sectors to study the various psychological and organizational aspects of work and aging. Short-Term Scientific Missions (STSMs) are crucial in fostering collaboration, knowledge exchange, and skill development among researchers across Europe and beyond. These grants allow researchers to engage in hands-on experience, share expertise, and strengthen partnerships within the LeverAge network. By facilitating international mobility, STSMs contribute to the advancement of research on work and aging, enabling deeper insights and innovative solutions. Through these missions, researchers not only expand their scientific horizons but also build lasting professional relationships that enhance interdisciplinary cooperation in the field. As part of this initiative, previous successful STSMs will be presented, showcasing their impact on research progress, networking, and interdisciplinary cooperation within the LeverAge network.

Abstract 4200

SCIENCE COMMUNICATION AND DISSEMINATION: RECOMMENDATIONS FROM COST ACTION LEVERAGE

Sousa I.C.*[1], Balytska M.*[2]

[1]Iscte - Instituto Universitário de Lisboa, CIES-Iscte ~ Lisbon ~ Portugal, [2]Taras Shevchenko National University of Kyiv ~ Kyiv ~ Ukraine

Science communication and dissemination are key requirements in today's research environment and are among the main goals of COST Actions. In the LeverAge COST Action, we aim to build the world's largest network of scientists and practitioners in Work, Organizational, and Personnel Psychology (WOP) and Human Resource Management (HRM), alongside other stakeholders, to co-create solutions for leveraging the multi-age workforce.

Effectively communicating research on work, aging and retirement to diverse audiences is essential. The primary stakeholders of this Action include workers, HR practitioners, consultants, managers, employers and employers' associations, unions, professional associations, and policymakers at local, regional, national, and European levels. Additionally, the scientific community is a crucial audience for disseminating research on work, aging, and retirement.

In this presentation, I will outline the science communication strategy of the LeverAge COST Action, focusing on the most effective channels for each audience, their impact, and the challenges involved. I will also share examples of successful communication initiatives and provide recommendations for researchers and scientific institutions seeking to engage diverse audiences.

01 - Division 1: Work and Organizational Psychology

Artificial Intelligence at Work 2

Friday 24 July 2026 from 15:30 to 17:00

(T-Monumentale)

Abstract 4027

WHEN HIDING HURTS: HOW STEALTH USE OF GENERATIVE AI RESOURCES IMPAIRS TASK PERFORMANCE

Li P.*

Leeds University Business School, University of Leeds ~ Leeds ~ United Kingdom

The rapid proliferation of Generative Artificial Intelligence (Gen AI) has created an intriguing paradox in organizations: while employees increasingly recognize Gen AI's potential to enhance productivity and innovation, many use these tools covertly. Drawing on dual-process theory, we introduce and validate the concept of Stealth Use of Generative AI Resources (SUGAR)—employees' hidden use of Gen AI tools within professional settings. Through rigorous scale development across multiple samples in the UK and China, we establish SUGAR as distinct from related constructs including AI usage and attitudes. Analysis of multi-wave data from 207 employees reveals that SUGAR undermines task performance by disrupting employees' natural learning processes and triggering feelings of professional inadequacy. Specifically, while general AI usage positively relates to performance, concealing such usage reduces reflective learning opportunities and increases impostor feelings, ultimately reducing performance. Our findings advance organizational theory by revealing how AI concealment creates unique cognitive demands that cannot be overcome by motivational factors, while also demonstrating how employees' well intentioned efforts to leverage AI capabilities through covert use may ultimately impair their performance. This research initiates important theoretical conversations about the unintended consequences of undisclosed AI usage in organizations and provides practical insights for developing more nuanced approaches to AI governance that balance productivity with transparency.

Note: This study is collaborated with colleagues from China, New Zealand and Netherlands.

Lin Ma
Beihang University (BUAA)

Niannian Dong
University of Science and Technology Beijing

Lu (Lucy) Xing
University of Auckland

Shuai Yuan
University of Amsterdam

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1848

THE GOOD, THE UGLY, THE FAIR: INVESTIGATING CANDIDATES' FAIRNESS PERCEPTIONS OF AI-SUPPORTED SELECTION TOOLS — A SYSTEMATIC REVIEW

Orso V.*, Cortiana S., Pluchino P., Gamberini L.

Università degli Studi di Padova ~ Padova ~ Italy

Background. Artificial Intelligence (AI) is increasingly incorporated into organizational practices, including recrtuitment processes. The integration of AI tools can significantly streamline personnel selection by increasing efficiency and scalability, and potentially reducing the likelihood of biases. However, how applicants receive AI tools in selection process remain a key concern. Fairness perceptions influence applicants' attitudes, including organizational attractiveness, job pursuit intentions, and the likelihood of recommending the employer. Understanding how AI-based tools affect fairness perceptions is crucial for both research and practice.
Aim. The present study systematically reviews the literature on applicants' fairness and justice perceptions in AI-supported selection, with the aim of identifying critical issues, and conditions facilitating the acceptance of such technologies.
Method. Following the PRISMA protocol, five academic databases (Scopus, Google Scholar, PsycInfo, IEEE, and ACM Digital Library) were searched for articles published between 2018 and 2024. From an initial set of 4,324 records, 28 peer-reviewed studies were selected based on criteria of relevance, methodological rigor, and focus on the applicant's perspective. The selected studies were analyzed and categorized by AI tool type: Algorithmic Decisison Making (ADM), CV screening, AI-assisted interviews, and procedural explanations.
Results. The exclusive reliance on ADM or algorithmic screening reduces perceived fairness. Applicants often complain a lack of transparency, diminished opportunity to perform, and reduced interpersonal treatment. AI-based video interviews are generally evaluated as less fair than traditional methods due to lower social presence, limited two-way communication, and decreased sense of control. Conversely, hybrid approaches, where AI supports but does not replace human decision-making that increase transparency (e.g., providing explanations) are associated with more favorable perceptions, especially in terms of consistency and accuracy.
Discussion. Delegating critical hiring decisions entirely to AI undermines applicants' fairness perceptions, which may negatively affect organizational reputation. Human involvement and explainability emerge as key factors in enhancing acceptance.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1644

THE IMPACT OF AI-ASSISTED DECISION SUPPORT ON OPERATOR PERFORMANCE AND ACCEPTANCE IN AEROSPACE MANUFACTURING PLANNING

Fraboni F., Morandini S., Pietrantoni L.*

University of Bologna ~ Bologna ~ Italy

Introduction. The integration of artificial intelligence in complex industrial systems presents significant challenges for human-AI collaboration, particularly in safety-critical domains like aerospace manufacturing. As AI systems become increasingly autonomous in decision-making processes, understanding how to effectively design human-AI interaction becomes crucial for optimizing performance. The aerospace industry, facing unprecedented pressure from growing air traffic demands and production backlogs, represents an ideal context for examining these human factors challenges.
Purpose: This study aimed to investigate user perspectives on AI-based decision support systems in aerospace manufacturing planning and scheduling tasks. Specifically, the research examined how different levels of AI assistance, from manual baseline conditions to local and global interactive support. influence operator performance, workload, and acceptance in real-world industrial settings.
Method: Nine expert planners and schedulers participated in a within-subjects experimental design study. Participants completed workforce allocation tasks under three conditions: manual scheduling (baseline), local interactive AI support, and global interactive AI support. Each participant performed two scenarios per condition (six total), with one simple and one difficult allocation task. Performance metrics, perceived cognitive demand (NASA-TLX), efficiency measures, and sentiment were collected. Testing occurred in participants' actual work environment to ensure ecological validity.
Results: The findings revealed complex patterns in human-AI interaction effectiveness. While no significant differences emerged in perceived performance across conditions, cognitive demand showed notable variations, with global AI support demonstrating slightly higher demands than local support. Efficiency measures indicated that manual scheduling required the most time (approx 2000 seconds), while both AI-supported conditions showed improved time efficiency (local: ~800 seconds, global: ~600 seconds).
Conclusions: The study demonstrates that AI integration in aerospace manufacturing requires careful consideration of human factors beyond pure performance metrics. While AI assistance improved task efficiency, the relationship between automation level and operator acceptance is non-linear.

01 - Division 1: Work and Organizational Psychology

Psychosocial Risks at Work 2

Friday 24 July 2026 from 15:30 to 17:00

(P -Arsenale)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth

Abstract 2394

CONVERGENT OR DIVERGENT? A MULTILEVEL APPROACH TO TEAM PROACTIVITY EMERGENCE

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Introduction
This study challenges the dominant assumption that proactive behavior within teams emerges through a convergent process characterized by increasing behavioral similarity. Conversely, we argue that convergence fails to capture the complexity of how team proactivity unfolds over time and across contexts. Grounded in multilevel theory, we propose that team proactivity follows a divergent, compilational pattern, emerging from contextually embedded and interaction-driven dynamics among team members.
Purpose
This research advances a configural and process-oriented understanding of team proactivity. Drawing on critiques of compositional emergence models, we conceptualize team proactivity as a dynamic configuration of individual behaviors that vary over time, rather than as a uniform and isomorphic team trait. Divergence thus reflects the differentiation of roles, motivations, and interaction patterns that evolve through interpersonal collaboration.
Method
We conducted two complementary studies. Study 1 examined field data from 267 employees nested within 45 work teams across 13 manufacturing firms, analyzing rWG and ICC values of Proactive Idea Implementation to assess whether team tenure predicts within-team dispersion in proactivity. Study 2 employed an agent-based model to simulate the emergence of team proactivity under varying team configurations, within-team heterogeneity in personality traits (dominant/submissive) and skills, and to identify micro-level mechanisms generating within-team individual proactivity divergence.
Results
Results from Study 1 indicate that greater team tenure is associated with increased within-team dispersion in proactivity, suggesting that repeated interaction may foster divergence rather than convergence in proactive behavior. Study 2's simulations confirm this empirical pattern, revealing that heterogeneity in individual attributes can produce multiple, equifinal pathways to team proactivity.
Conclusions
Integrating field and computational evidence, we show that team proactivity emerges as an evolving, relational, and context-sensitive phenomenon. A configural, process-oriented perspective offers a more nuanced understanding of how heterogeneous forms of proactive behavior emerge and evolve over time, deepening theoretical insight and informing more adaptive practices in managing team-level emergence.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2048

TEMPORAL DYNAMICS OF STRESS AND WORKLOAD IN FIREFIGHTERS: AN INTENSIVE LONGITUDINAL STUDY OF SLEEP, HRV AND SELF-REPORTED MEASURES

Arenas A.*[1], Sanclemente F.J.[2], Torrado M.[1], Di Marco D.[1], Escobar--RodrÍguez G.[3], MartÍnez--NÚÑez A.[4]

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Introduction
Firefighting entails acute operational demands layered onto rotating 24-h shifts, with implications for stress biology, sleep, and psychological health. Evidence integrating wearable physiology with psychosocial indicators in real service conditions remains scarce.
Purpose
To characterize short-term (within-shift) changes in physiological stress and sleep alongside dispositional, work condition, and health-related self-reports in a municipal firefighter service, and to describe variability by station and shift.
Method
We analysed data from 145 firefighters (97% men; mean age = 46.9 ± 9.0 years) working 24-h rotating shifts across four stations and five shifts. Measures included: salivary alpha-amylase and cortisol collected pre- and post-shift; Fitbit-derived heart-rate variability (HRV; RMSSD and LF/HF) and deep non-REM sleep; and validated self-reports (e.g., perceived stress, burnout, emotion regulation, resilience, etc.). Operational workload was indexed by types of interventions and frequency.
Results
Across the duty, alpha-amylase decreased while cortisol increased; both biomarkers showed marked variability across stations and shifts. Self-reports indicated low–moderate stress and low burnout, alongside high resilience. Wearable HRV and deep-sleep metrics were feasible to collect and varied by station/shift. During the observation window, 85 interventions were recorded. A predictive model proposes a dual-path mechanism linking emotional demands and station conditions with firefighters' health outcomes. Suboptimal station conditions are posited to increase acute fatigue, undermining recovery between shifts and—through this energetic pathway—contributing to higher burnout and lower well-being. Thus, the model distinguishes a cognitive-affective route (stress → burnout/well-being) from a physiological-energetic route (fatigue → recovery → burnout/well-being).
Conclusions
Station/shift variability suggests organizational and scheduling levers may shape sleep and autonomic recovery. Integrating wearables with multi-level self-reports is feasible and informative for targeted fatigue- and stress-mitigation strategies. Interventions should combine emotion-regulation and supervisory support (to buffer stress) with environmental and scheduling improvements (to reduce fatigue and protect recovery).

Division 1: Work and Organizational Psychology Division 15: Students and Early Career Psychologists Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure

Abstract 62

POSITIVE DEVIANCE: ANALYSIS FROM A TIME-LAPSE STUDY OF AVIATION MAINTENANCE DECISION MAKING

Bannister--Tyrrell T.*

University of Newcastle ~ Newcastle ~ Australia

Introduction: Deviance from approved procedures poses a risk to organisational performance and potentially to individual or collective safety. Understanding attitudes to deviant behaviour provides scope to define the difference between wilful violations and positive deviations. Such a definition, however, cannot mitigate the risk that a process deviation poses, nor its potential for unintended outcomes.
Whilst this study focuses on aviation maintenance processes, it is proffered that similar research could be applied to other highly regulated, high consequence industries where procedural deviance, process workarounds, and organisational norms are common, or indeed accepted, or where due attention is not applied to the capture, codification, and control of positive deviance behaviours.
Purpose: Initial data collection was undertaken as a PhD research project in 2017. A comparison and contrast activity was undertaken in 2025 following collection of further data. The aim of the follow-on study was to ascertain if attitudes identified in the initial study remained extant. In the period 2017-25 the aviation regulatory framework changed from technical compliance to system safety, the aircraft platform aged thereby requiring additional maintenance effort, the operational environment changed, and turnover of maintenance personnel remained high.
Method: Both studies utilised the Maintenance Innovation Survey (MIS). The MIS comprises 60 statements where responses are codified using an anchored 6-point Likert scale from Strongly disagree to Strongly agree.
Results: The comparative analysis is expected to confirm that positive deviance behaviours remain extant and uncontrolled (final analysis to be completed by July 2025).
Conclusion: No pathway should exist that allows deviant decision-making to prosper over logically conceived compliance requirements in highly regulated, high consequence industries. Defining the impact of individual behaviours and understanding attitudes towards compliance is essential to mitigating the risk of positive deviance by well-intentioned individuals. It is this presenters position that positive deviance requires a capture, codify, and control response.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 1384

NOT ALL WORKERS SEE RISK ALIKE: LEADERSHIP AND ROLE-BASED PERCEPTIONS OF RISK TRAINING

Cedeño Bustos J.V.*, Molano Castañeda K., Paredes Peña M.A., Pinilla Castro S.A., Durandeau Gottopo J.

Universidad de la Sabana ~ Chía, Cundinamarca ~ Colombia

Introduction
Knowledge workers are increasingly exposed to psychosocial and digital risks, requiring targeted prevention strategies. Secondary-level interventions, such as risk training, play a key role in building resilience and competencies in diverse occupational groups (LaMontagne et al., 2007; Nielsen & Noblet, 2018).

Purpose
This study analyzes how workers in leadership and non-leadership roles evaluate risk training and compares knowledge workers with front-line workers, while exploring associations with safety motivation and innovative work behavior.

Method
The sample included 670 participants from three large Colombian organizations in the service, production, and construction sectors. In the service and production organizations, the focus was on knowledge workers (n = 481), comparing leaders (n = 143) and non-leaders (n = 338). In the construction company, the analysis centered on occupational roles, contrasting knowledge workers (n = 93) with front-line workers (n = 96). Training was evaluated with the Feedback Instrument for Rescue forces Education (FIRE; Thielsch & Hadzihalilovic, 2020), which measures trainers' behavior, structure, group dynamics, overextension, competence acquisition, and transfer. Additional measures included Personal Motivation for Safety Climate (Williamson et al., 1997) and Innovative Work Behavior (De Jong & Den Hartog, 2010).

Results
Leaders reported more favorable perceptions of training structure and competence acquisition than non-leaders. Across sectors, knowledge workers evaluated training more positively than front-line workers. Significant positive correlations were also observed between FIRE dimensions, safety motivation, and innovative behavior.

Conclusions
Perceptions of risk training vary by role and occupational profile. Knowledge workers consistently rated training more positively than front-line workers, and leaders evaluated it more favorably than non-leaders. These findings are indicative of the importance of advacing tailored programs to these distinct groups to enhance competence development, safety engagement, and innovation.

Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 8

REDUCING VIOLENCE THROUGH ROUTINE RISK ASSESSMENT

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Workplace violence is a serious problem worldwide, with recent Australian data showing a significant increase in workers' compensation claims. The highest rates are found in the healthcare and social assistance industry, with workers frequently exposed to abuse, assault, and threats. The incidence of violence increases significantly in emergency departments (EDs). The challenge of workplace violence is the physical and psychological impact, which can include profound and long-lasting consequences. This PhD research presentation involves data from three publications. Two qualitative studies; including interviews and focus groups of workers who have used the Bröset Violence Checklist (BVC), a well-known and validated risk assessment tool in routine practice at the hospital ED study site for several years. Clinical staff identified what they considered most important in an ED violence risk assessment instrument, as well as benefits and recommendations for improvement. Subsequently, in the third study, nurses collected information over an 8-week period on 14 risk factors, totaling more than 5000 observations on over 1750 patients. Risks were then crossmatched with security incidents and analysed to determine predictive validity. The result of this study was the development of an ED-specific violence risk assessment instrument named the Aggression and Violence Risk Evaluation Tool (AVERT). This tool was developed to improve risk mitigation in this setting and play an integral role in enhancing patient and staff safety. Such a tool, when matched with interventions, can make a significant difference to the reactive culture often associated with EDs and prepare the workforce to anticipate risk and take practical precautions to prevent adverse injury and impact.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2094

ORGANIZATIONAL PSYCHOLOGICAL SAFETY CLIMATE AS A SHIELD AGAINST EXPERIENCING SEXUAL HARASSMENT AT WORK

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Research on workplace sexual harassment (WSH) has predominantly examined organizational psychological safety climate as a factor facilitating formal reporting to organizational authorities. However, limited attention has been paid to its role, along with peer support, in shaping WSH experiences based on anonymous reports. The present study, supported by The Scientific and Technological Research Council of Türkiye (TÜBİTAK – Project No: 124K975), aimed to empirically investigate the influence of organizational psychological safety climate and peer support on four forms of WSH previously identified in the Turkish context: insinuation of interest, sexual hostility, physical sexual harassment, and quid pro quo. Data were collected from 1,005 women employees across six geographical regions of Türkiye, ensuring heterogeneity in individual characteristics, workplace demographics, and attitudinal variables. Four hierarchical regression analyses were conducted, one for each form of WSH, controlling for age, organizational tenure, managerial status, and organizational gender ratio as control variables and organizational psychological safety climate (a composite of the Decent Work Scale-Physically and Interpersonally Safe Working Conditions factor, Organizational Ethical Climate Scale, and Psychological Safety scale) and peer support as predictors. The two predictors added from 4% to 10% of variance in explaining WSH with small effect sizes (Betas from -.11 to -.26) indicating that women employees perceiving higher organizational psychological safety climate and peer support experience less WSH. Perceived safety climate most strongly protected against physical sexual harassment. In addition, moderation analyses indicated that the shielding effect of organizational psychological safety climate on sexual hostility and quid-pro-quo was more pronounced for women working in more male-dominated environments. Our findings highlight the importance of fostering psychologically safe organizational climates and peer support systems in reducing WSH, particularly in contexts characterized by gender imbalance.

01 - Division 1: Work and Organizational Psychology

Organizational Change & Resilience

Friday 24 July 2026 from 15:30 to 16:30

(I-Spadolini)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1628

MAPPING CHANGE THROUGH NETWORKS: A CASE STUDY OF ORGANISATIONAL NETWORK ANALYSIS IN A CORPORATE TRANSFORMATION

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Novartis ~ Dublin ~ Ireland

Organisational Network Analysis (ONA) offers psychology-informed tools to understand how people, information, and resources flow within workplaces. This paper presents a case study of ONA deployment in a large corporate context, drawing on systems theory, social network theory and dynamic network analysis to model relationships among individuals, teams, and knowledge resources. Using both statistical measures and visualisations, we map communication and socio-technical networks to reveal structural patterns and team dynamics that shape organisational effectiveness.

The analysis identifies network silos, key influencers, and collaboration clusters, and links these features to actionable outcomes, including strategies to strengthen employee engagement and support culture change. We compare two complementary approaches to ONA: Active ONA (employee surveys capturing nuanced relational data) and Passive ONA (digital interaction traces that infer connectivity). For each, we outline methodological considerations, ethical trade-offs, and practical limitations relevant to applied psychologists and organisational practitioners.

We further detail core network metrics—such as tie frequency, central tendency, dispersion, and related measures of connectivity and subgraph structure—and demonstrate how these indicators, paired with accessible visualisations, surface meaningful patterns for decision-making. Together, the case insights and methodological synthesis illustrate how ONA can inform evidence-based interventions that improve coordination, reduce friction, and enhance organisational learning. The paper concludes with guidance on integrating ONA into organisations, emphasising the importance of validity, transparency, and the responsible use of employee data.

Division 1: Work and Organizational Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1804

ENHANCING PSYCHOLOGISTS' ROLE IN INTERPROFESSIONAL PRACTICE: A MODEL FOR PRIMARY HEALTHCARE IMPLEMENTATION.

Perri F., Ohtsuka K.*

Victoria University ~ Melbourne ~ Australia

Background:
Psychologists are integral to addressing complex health conditions, yet their capacity to work interprofessionally in primary healthcare remains underutilised in Australia. Despite global evidence supporting interprofessional practice (IPP), barriers such as professional silos, funding constraints, and logistical challenges limit psychologists' engagement. This paper reports the development of an evidence-informed model to enhance the uptake of IPP in primary healthcare clinics.

Objectives:
This paper aims to:
Identify barriers preventing psychologists from working interprofessionally in primary healthcare settings.
Present evidence-based strategies and a practice model to overcome these barriers.
Demonstrate how psychologists can leverage this model to improve collaborative care delivery.

Methods:
A three-phase qualitative study was conducted. Phase 1 involved interviews with 20 health professionals from diverse primary care settings to identify barriers. Phase 2 applied the CDC's Social-Ecological Framework to categorise barriers and explore solutions, including a case study on cost and technology. Phase 3 integrated these findings with Kotter's Change Model and design-thinking principles to develop a practical implementation framework.

Results:
Nine key barriers were identified, including cost, limited understanding of IPP, and logistical challenges. Solutions emphasised multi-level interventions, such as professional education, improved communication systems, and technology-supported coordination. The resulting model provides a step-by-step guide for clinics to embed IPP, adaptable to diverse settings.

Conclusion and Implications:
Psychologists can play a pivotal role in advancing IPP by adopting structured change frameworks and design-driven solutions. The proposed model provides clinics with a roadmap to foster collaboration, reduce fragmentation of care, and enhance outcomes for clients with chronic and complex needs. This research contributes both theoretically, by integrating socio-ecological and change management approaches, and practically, by offering psychologists and their colleagues a viable pathway to implement IPP in everyday practice.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 706

RE-CONCEPTUALIZING EMPLOYEE RESPONSES TO ORGANIZATIONAL CHANGE

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Researchers widely agree that employees make or break organizational change initiatives. Traditional approaches have focused on the valence of recipients' reactions (positive or negative). However, a growing body of research emphasizes the more complex nature of these responses, incorporating another important dimension—activation level, i.e., whether the responses are passive or active. In addition, the endurance of employees' reactions represents another crucial and informative characteristic: one may possess a positive attitude towards a particular change today, but this attitude may not endure over time, thereby limiting sustained benefits.

The present study advances the understanding of responses to organizational change by extending beyond traditional valence-only models. To examine this, we conducted a two-wave qualitative study based on interviews with technology employees of an international betting company headquartered in Switzerland, which had recently undergone multiple acquisitions alongside significant structural and cultural changes. In total, we conducted 31 interviews across two waves and analyzed the data using configurational analysis.

Our findings revealed two key challenges. First, responses to change are not always immediately observable, as they often become entangled with the demands of daily functioning and the fear of being negatively assessed if performance delivery is deemed inadequate. Consequently, we found employees who continued to perform their tasks exceptionally well while simultaneously expressing disbelief, lack of support, or ambivalence toward the change. This raises the question of how resistance to change manifests itself in subtle rather than overt ways. Second, despite the change initiative being implemented simultaneously across the organization and accompanied by uniform communication and events, it exerted varying effects on employees and managers. These variations were explained not by the change itself but by factors such as an individual's position in formal or informal networks, the nature of their work, interpersonal relationships, and personality characteristics.

Division 1: Work and Organizational Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth

Abstract 113

REIMAGINING THE HR BUSINESS PARTNER MODEL: A PSYCHOLOGICALLY-INFORMED FRAMEWORK FOR STRATEGIC IMPACT

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The role of Human Resources (HR) is undergoing profound transformation. Amid technological disruption, economic volatility, and rising employee expectations, HR is expected to evolve from a support function into a strategic enabler of organizational adaptability and performance. At the center of this shift lies the HR Business Partner (HRBP) model—originally introduced to align HR with business strategy, streamline operations, and elevate professional expertise. Yet, despite its widespread adoption, many organizations continue to experience an execution gap between the model's promise and its actual impact.

This session introduces the 5SL HR Effectiveness Framework, developed through a multi-year study of over 1,200 organizations. The framework identifies six interdependent pillars—Strategy, Structure, Skills, Systems of Work, Stakeholders, and Leadership & Culture—as essential to enabling effective HRBP performance. Grounded in applied psychology and systems thinking, it serves as both a diagnostic and developmental tool for assessing and enhancing HR's strategic contribution.

Findings reveal that while 71% of HR leaders report confidence in their strategic alignment, only 56% feel they can demonstrate measurable impact. Barriers include legacy structures, digital skills gaps, and inadequate work systems that fail to translate strategy into action. Notably, smaller HR teams often outperform larger ones due to enhanced agility and clearer role clarity.

The session will explore the psychological, relational, and systemic conditions that shape HRBP effectiveness. Participants will gain practical insights into building digital capabilities, reducing structural complexity, and cultivating leadership that fosters alignment and trust.
By embracing a holistic, behaviourally-informed approach to HR design, this session empowers practitioners to reimagine the HRBP model—not just as a structural blueprint, but as a dynamic enabler of sustained strategic impact

01 - Division 1: Work and Organizational Psychology

TRANSDISCIPLINARY PSYCHOLOGICAL APPROACHES TO SKILLS, TRUST AND SOCIAL INCLUSION IN TIMES OF POLYCRISIS

Friday 24 July 2026 from 17:00 to 18:30

(O-Arsenale)

Concetta Fonzo, Chair and Presenter
Sandra D'Agostino, Discussant

TOPIC: Transdisciplinary Approaches: Collaborate across areas of psychology and disciplines to address complex global challenges
In the context of accelerating and interconnected global challenges, often conceptualised as a “polycrisis”, applied psychology is called to develop new transdisciplinary approaches capable of addressing complexity while promoting inclusion, trust and sustainable development. This symposium responds to this call by integrating organisational, educational, policy and behavioural perspectives to explore how skills, agency and trust can act as key levers for social inclusion. Adopting a multi-level framework, the contributions offer complementary insights. At the organisational level, one paper examines the psychological foundations of systems change in the non-profit sector, highlighting hope, agency and relational trust as critical resources enabling collective action and long-term transformation. At the intersection of psychology and social policy, a second contribution investigates alternative credentials as innovative tools for recognising skills beyond formal education, discussing their implications for equity and life-course opportunities among disadvantaged groups. Expanding the analysis to global and societal challenges, a third contribution applies a polycrisis lens to forced displacement, exploring how educational systems and transnational initiatives can foster inclusion, recognition of prior learning and multicultural integration, particularly across Europe and Africa. At the meso level of vocational education and training, another study presents the development and validation of a soft skills self-assessment tool, addressing the role of interpersonal competences in building trust, collaboration and quality assurance processes. Finally, an interdisciplinary contribution examines how environmental narratives shape consumer behaviour, demonstrating how psychological and cultural factors influence decision-making in sustainability transitions. By bridging theory, empirical research and practice across diverse domains, the symposium advances an innovative and transdisciplinary understanding of applied psychology’s role in responding to polycrisis. It highlights how fostering skills, trust and agency can support more inclusive, resilient and sustainable societies.

Abstract 4802

Hope, Agency and the Psychology of Systems Change in the non-for-profit sector

Norris L.*, Maksimtseva R.*, Crooks A.

Curiosity Society ~ London ~ United Kingdom

Efforts to address complex social challenges increasingly emphasise the need for systems change. Yet while much attention is given to structural reform, funding strategies, or policy influence, less focus is placed on the psychological dimensions of change within the organisations and communities attempting to drive it. This presentation explores how concepts from applied psychology - particularly hope, agency, and relational trust- can support organisations working to change complex social systems.

Drawing on practice-based work with major UK funders including Comic Relief, Nationwide Foundation, and Resonance, we reflect on how organisations seeking to influence systems must also engage in processes of internal change. This includes shifts in mindset, power relationships, and ways of working with partners and communities. Systems change is not only technical or strategic; it is also psychological. It requires individuals and institutions to reconsider assumptions, tolerate uncertainty, and develop new forms of collaboration.

Our approach combines applied psychological insight with participatory and creative practice. Through facilitated learning partnerships, collective reflection, and creative methods drawn from community arts, we create spaces where organisations can explore complexity together, build relationships across sectors, and imagine more hopeful futures. These relational spaces are critical for sustaining motivation and agency in long-term social change work.

A central proposition of the presentation is that hope is not simply an outcome of successful systems change, but a resource that enables change to occur. Building hope within and between organisations helps create the conditions for collective action, trust, and sustained commitment to change.

By sharing examples from real-world practice, the session will explore how human-centred and creative approaches can support organisations to change themselves while working to change the systems around them.

Abstract 4805

Construction and Pilot Validation of a Soft Skills Self-Assessment Scale for Peer Review in VET

Evangelista L.*[1], Boerchi D.[2]

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Peer review in vocational education and training requires not only technical competences but also soft skills that support collaboration, trust, feedback and shared decision making. This study describes the construction and pilot validation of a self-assessment scale designed to measure the soft skills needed to participate effectively in quality peer review processes. Starting from a competency framework previously defined for peer review roles, we developed behaviour-based items referring to everyday actions, written to reduce ambiguity and allow self-evaluation also for people without direct peer review experience. The initial pool included 8 items for each of 10 dimensions. The pilot study involved 75 participants with different levels of familiarity with self-assessment and quality processes. Item analysis and content review were combined to select a parsimonious final version.

The final instrument includes 50 items rated on a 5-point Likert scale, with 10 subscales of 5 items each: adaptability, active listening, attention to detail, collaboration, clear communication, facilitation, critical thinking, problem solving, resilience and time management. Correlations between the 8-item and 5-item versions were always above .90, indicating strong continuity. Internal consistency coefficients ranged from .74 to .89. Compared with the original 8-item version, the 5-item version showed psychometric properties that were, on average, slightly better and more homogeneous across subscales. The scale was designed to support profile reading by role and to identify strengths and areas for development in peer review teams.

The results support the current 5-item version as a practical and conceptually coherent tool for formative and organizational use. Further studies on larger samples are needed to confirm the structure and extend validity evidence.

Abstract 4952

From Quality Standards to Evaluator Competences: A Competence Mapping Framework for Evaluation in Education

Fonzo C.*

INAPP ~ Rome ~ Italy

Evaluation plays a central role in promoting learning and teaching improvement as well as organizational enhancement across education systems. Although frameworks define the standards and dimensions to be assessed, less attention has been devoted to the competences required by evaluators to perform their role effectively. Evaluation is not solely a technical activity; it involves professional judgement, critical thinking, communication, collaboration and the ability to interpret complex organisational contexts. This paper presents a competence mapping framework designed to identify and operationalise the competences underpinning educational evaluation processes. Starting from sixteen Quality Areas commonly employed in evaluation frameworks, the study develops a systematic association between quality dimensions and evaluator competences. The resulting framework organises competences into four domains: contextual knowledge of education systems, evaluation-specific competences, methodological-evaluative competences, and transversal competences. The mapping process reveals considerable variation in competence requirements across Quality Areas. While methodological and procedural competences are consistently represented, other dimensions associated with effective evaluator performance — such as communication, collaboration, adaptability and contextual understanding — appear less systematically embedded. The analysis also identifies competence gaps linked to emerging challenges, particularly digital transformation and sustainability, which are becoming increasingly relevant within educational organisations. By making explicit the relationship between quality standards and competence requirements, the framework contributes to the professionalisation of evaluators and provides a conceptual basis for the design of training programmes, competence assessment tools and professional development pathways. More broadly, the study advances the understanding of educational evaluation as a competence-based professional activity, highlighting the importance of both technical and transversal competences in supporting evidence-informed quality improvement processes.

01 - Division 1: Work and Organizational Psychology

PARTNERSHIPS FOR THE GOALS: GLOBAL COLLABORATION IN WORK AND ORGANIZATIONAL PSYCHOLOGY FOR THE SDGS

Friday 24 July 2026 from 17:00 to 18:30

(R-Arsenale)

Jenna McChesney (Meredith College ~ Raleigh ~ United Sta), Chair and Presenter

The United Nations Sustainable Development Goals (SDGs) outline a shared vision for a healthier, fairer, and more sustainable world, and Work and Organizational Psychology (WOP) offers critical contributions to this agenda, particularly in advancing SDG 3 (Good Health and Well-Being), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). This symposium will bring together scholars and representatives from some of the leading WOP associations, including Division 1 of the International Association of Applied Psychology (IAAP), the European Association of Work and Organizational Psychology (EAWOP), and the Society for Industrial and Organizational Psychology (SIOP), to explore how partnerships across the field can be leveraged to contribute to the 2030 agenda and beyond.

The session will begin with the session's chair, Dr. Jenna McChesney, providing a brief overview of how WOP can contribute to he SDGs, the different professional organizations represented in the session, and an introduction to our speakers. Presenters include: Dr. Ishbel McWha-Hermann (EAWOP) on informing policy around decent work; Dr. Zonke Zungu (SIOP-UN) and Dr. Mahima Saxena (SIOP-UN) on lessons from research-based policy mandates; Dr. Vicente Martínez-Tur (IAAP Division 1 President) on how IAAP advances the SDGs and how IAAP and SIOP support each other through joint efforts, including showcasing IAAP initiatives such as 'This Works in My Place' at SIOP conferences; and Dr. Morrie Mullins (SIOP-UN) on embedding global lessons into WOP education and training.

As we approach 2030, the milestone year for the SDGs and the next ICAP, the session will conclude with a forward-looking discussion of how IAAP, EAWOP, SIOP, and other WOP associations can continue to partner, adapt, and expand psychology's role in contributing to the UN SDGs and shaping global priorities beyond 2030.

Abstract 3660

EAWOP IMPACT INCUBATOR - USING WOP TO INFORM POLICY

Mcwha--Herman I.*

University of Edinburgh ~ Edinburgh ~ United Kingdom

The SIOP-UN team works across two broad areas: working with SIOP members to promote an understanding of (and engagement with) the work of the United Nations, and collaborating on projects with various UN departments to raise awareness of the tools available through work and organisational psychology. Strengthening both aspects of this work means collaborating with other professional associations. IAAP, SIOP and EAWOP work together closely on a range of topics (e.g.,through The Alliance for Organisational Psychology) and work together on promoting one another's work. Advancing Decent Work is a key workstream within the European Association of Work and Organisational Psychology's impact incubator (EAWOP-ii). Established in 2020, EAWOP-ii is designed to engage, inform, and influence policymakers and policymaking across Europe through sharing evidence and insights that are generated from Work and Organisational psychology research and practice. This commitment to translating psychological research for policymakers has forged partnerships such as with City of Edinburgh Council, and Living Wage Scotland. Through this work EAWOP-ii has created numerous research-based animations, briefing papers, and a serious game, on the topic of decent work. We have also hosted events with policymakers and had the opportunity to present this work at the International Labour Organisation in Geneva. This presentation will share how the SIOP-UN team and EAWOP-ii have collaborated on this work around decent work. I have been both the Decent Work lead for EAWOP-ii as well as a SIOP-UN committee member. I will provide an overview of the Decent Work stream at EAWOP-ii and share insights about how to communicate psychology research for policymaker audiences. I will also share lessons learned about engaging with policymakers and offer ideas for how to enhance collaboration between professional associations.

Abstract 3661

PSYCHOLOGY AS A TOOL FOR ADVANCING UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS: PERSPECTIVES FROM COMMUNITY ORGANISATIONS IN THE GLOBAL SOUTH

Zungu Z.*

University of Cape Town ~ Cape Town ~ South Africa

Community organisations in South Africa play a critical role in driving the United Nations Sustainable Development Goals (SDGs), yet their experiences and insights seem to be overlooked in current literature. SIOP-UN committee member, Dr Zonke Zungu, will share the findings of a research project that investigates the factors that shape employee health and well-being in community organisations. It will centre the role of community organisations, particularly in under-resourced community organisations, while foregrounding the challenges, gaps and recommendations for empowering employees on the margins. Overall, this presentation contends that advancing SDGs must be driven by human-centred principles, starting by caring for those on the frontlines of leading these goals, which will ultimately create a ripple effect. It will argue that community organisations are a microcosm of the larger society, shaping not only the well-being of employees, but also families, communities and the planet. Drawing from the findings and the multiple perspectives in the field of Work Psychology, this session will demonstrate how this field can serve as a tool for advancing the SDGs.

Abstract 3662

POLICY AND THE INFORMAL ECONOMY - HOW I-O RESEARCH CAN SUPPORT THE UN SUSTAINABLE DEVELOPMENT GOALS ON DECENT WORK, HEALTH & WELL-BEING, AND INCLUSIVE DEVELOPMENT

Saxena M.*

University of Nebraska Omaha ~ Omaha ~ United States of America

SIOP-UN committee member, based on her research in decent work and well-being, Dr. Mahima Saxena, will discuss how decent work policy mandates can benefit from grassroots research based on the lived experiences of those in non-traditional work and occupations. Dr. Saxena will discuss how policies that center the experiences of those they hope to support, can be more effective for local communities and the SDGs. Grounding the presentation in research that began with SIOP's very first grant for humanitarian work psychology a decade ago, the critical role of research in capturing lived experiences and worker realities will be examined. General recommendations from this research stream and ways forward will be discussed to ultimately promote inclusive sustainable development centered on decent work and wellbeing that leaves no one behind.

Abstract 3663

THIS WORKS IN MY PLACE

Martinez--Tur V.*

University of Valencia ~ Valencia ~ Spain

Dr. Vicente Martínez-Tur will highlight the collaboration between the International Association of Applied Psychology (IAAP) Division 1 and the Society for Industrial and Organizational Psychology (SIOP) in advancing the United Nations Sustainable Development Goals (SDGs). He will share how the two organizations support each other, particularly through their respective congresses, to strengthen the connection between work and organizational psychology and the global development agenda.

As a key example, Dr. Martínez-Tur will present IAAP's "This Works in My Place!" initiative, which collected regionally grounded strategies from Latin American and African experts on addressing SDGs such as no poverty SDG 1, good health and well-being SDG 3, gender equality SDG 5, decent work SDG 8, and innovation SDG 9. This project, also featured at SIOP, illustrates the importance of context-sensitive approaches in promoting sustainable and inclusive development.

The presentation will emphasize how collaboration between professional societies enhances global impact and supports the integration of psychological science into efforts to achieve the SDGs.

Abstract 3664

TRAINING THE NEXT GENERATION OF WOP RESEARCHERS AND PRACTITIONERS INTERESTED IN THE UN SDGS

Mullins M.*

Xavier University ~ Cincinnati ~ United States of America

The surest way to both sustain and extend the work done by WOP as relates to the sustainable development goals (SDGs) is to train new generations of scholars and practitioners on the criticality of the goals. The Society for Industrial and Organizational Psychology (SIOP) has supported such training through its publications, its conference programming, its committee structure, and its mission, for over a decade. Even before being granted special consultative status with ECOSOC, SIOP's quarterly member publication, The Industrial-Organizational Psychologist (TIP), regularly included the work of Professor Stuart Carr and others on humanitarian topics. In 2015, TIP published an article offering guidance to WOP graduate programs on the process of becoming signatories to the United Nations Global Compact. The article included resources based on the experience of the program at Purdue University in becoming the first U.S. psychology graduate program to join the Global Compact. In another TIP article that same year, Ashley Hoffman offered insights on the incorporation of humanitarian work psychology into both graduate and undergraduate psychology classes. Efforts to support engagement with the Global Compact, and to highlight the relevance of the SDGs, are on-going, and find a ready audience in graduate students.

This presentation will focus on efforts made to broaden awareness of the SDGs and their relevance to WOP among student populations, and to support the integration of SDGs into both graduate and undergraduate psychology training. In addition to sharing key milestones and learning points related to SIOP's support of these efforts, we will describe facets of the SIOP United Nations committee that target enhanced student engagement. We will also offer a recent example of an undergraduate course focused on humanitarian work psychology and the SDGs, and lessons learned from that course's design and implementation.

01 - Division 1: Work and Organizational Psychology

Learning, Training & Skill Development 2

Friday 24 July 2026 from 17:00 to 18:30

(L-Lorenese)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2447

FROM AMBIGUITY TO CONFIDENCE: VALIDATING AN ORGANISATIONAL PSYCHOLOGY ENTRUSTABLE PROFESSIONAL ACTIVITIES ASSESSMENT FRAMEWORK

Hess N.*[1], Harrison E.[2], Pritchard E.[3], Zadow A.[4], Auton J.[4]

[1]Macquarie University ~ Sydney ~ Australia, [2]University of Queensland ~ Brisbane ~ Australia, [3]University of Western Australia ~ Perth ~ Australia, [4]Adelaide University ~ Adelaide ~ Australia

Introduction: Assessment of psychology trainees is the cornerstone of developing a skilled psychologist workforce. However, assessment of psychology trainees during practicum placements continues to have reported issues of assessment bias and leniency. To overcome these reported assessment issues, medical and allied health professions have adopted Entrustable Professional Activities (EPA) frameworks. EPAs are the specific tasks of the profession that need to be assessed for safe and effective professional practice.

Purpose: To develop and validate an EPA framework for assessing organisational psychology trainees during placements.

Method: A mixed-methods iterative process led by an Australian national expert group was used to identify and refine the EPAs. Seventeen focus groups were conducted with 68 participants: graduates (n = 27), placement supervisors (n = 27), and academic staff (n = 14). Focus group transcripts were thematically analysed to refine the EPAs for the validation survey. A validation survey with 78 placement assessors evaluated each EPA using seven rubric items to determine the content validity, and one qualitative item, which was thematically analysed.

Results: Focus group themes identified revisions to the initial 12 EPAs for language, specificity, and additional task requirements. One EPA was removed, and three additional EPAs were added, yielding 14 EPAs for validation. The survey content validity outcomes resulted in further revisions, with two EPAs being combined and the removal of one EPA that did not meet the required content validity criteria. The final framework comprised 12 attributes, six met the criteria as EPA descriptors, and six were identified as professional attributes required to achieve the EPAs and were reconceptualised in this way for the final proposed assessment framework.

Conclusions: As an initial attempt to define an EPA framework for organisational psychology trainees during placements, this project may serve to inform the design of EPA frameworks for the other professional psychology training programs.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2202

FROM REFLECTING TO GROWTH: APPLYING PERFORMAPA TO CATALYZE PROFESSIONAL PERFORMANCE

Sandall H.*[1], Mourão L.[2]

[1]Brazilian Society of Work and Organizational Psychology (SBPOT) and Universidade Federal Fluminense (UFF) ~ Brasília ~ Brazil, [2]Universidade do Estado do Rio de Janeiro (UERJ) and Universidade Salgado de Oliveira (UNIVERSO) ~ Rio de Janeiro ~ Brazil

This session introduces the Performap, an inventive and practice-oriented tool designed to guide the mapping of professional performance and support self-directed development. Structured as a visual diagram, it enables workers to identify, organize, and prioritize performance behaviors, as well as to plan targeted interventions that align contextual demands with personal career aspirations. Grounded in functional analysis of contingencies and enriched by design thinking principles, the tool combines behavioral science with creative problem-solving to place workers at the center of their own developmental processes. The session will describe the potential of this approach by presenting results from a series of workshops conducted with six groups of leaders and non-leaders who applied the Performap to map their performance and design initiatives for career development. In follow-up interviews conducted six months later, participants reported substantial outcomes, including greater clarity in career direction, improved negotiation of organizational support, and more consistent pursuit of professional performance catalysts. These findings highlight how organizational and work psychologists can act as facilitators of self-management, supporting individuals in connecting their performance behaviors to broader organizational goals while maintaining a focus on sustainability and well-being. By integrating design thinking with behavioral analysis, the diagram becomes more than an assessment device: it is a developmental resource that supports workers in managing their performance, negotiating resources, and sustaining growth across contexts. One limitation concerns the diagram's current format, which can restrict portability and compromise the privacy of annotations; for this reason, we recommend adopting a planner-based version that enhances usability and protects confidentiality. Ultimately, the Performap exemplifies how Work and Organizational Psychology can deliver applied and inventive tools that foster autonomy, adaptive capacity, and professional development as an ongoing, co-created process between workers and organizations.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1161

PATHS TOWARD WELL-BEING: AN ACTION-RESEARCH FOR PROMOTING QUALITY OF LIFE IN A MULTIDIMENSIONAL PERSPECTIVE

Scalas L.F.*[1], Cuccu S.[1], Pedditzi M.L.[1], Fadda D.[1], Guarnera M.[2], Zarbo R.[2], Magnano P.[2], Buccheri S.L.[2], Lodi E.[3], Perrella L.[3], Patrizi P.[3]

[1]University of Cagliari ~ Cagliari ~ Italy, [2]University of Enna "Kore" ~ Enna ~ Italy, [3]University of Sassari ~ Sassari ~ Italy

In these first decades of the 21st century, interest in the topic of human well-being, as a complex and multidimensional construct, has grown exponentially both in terms of scientific interest and professional psychological practices. Psychological well-being has a significant impact on quality of life and its most important domains. In this scenario, the PRIN project to be presented was carried out in collaboration between three Italian universities (Cagliari, Enna, Sassari) and aimed to: 1) conduct a systematic review of the literature on training for the promotion of subjective well-being in school, university, and workplace, which included 32 studies published between 2009 and 2024. The review confirmed the relevance of structured, evidence-based interventions to promote well-being across different contexts, emphasising the importance of considering individual and environmental factors to maximise their effectiveness; 2) developing and testing of training programmes aimed at improving relevant well-being dimensions highlighted by the first Italian validation study (Scalas et al., 2023a, 2023b) of the Well-being Profile scale (WB-Pro Marsh et al., 2020): optimism, competence, self-esteem, engagement, meaning, positive emotions. The experimentation took place in three different domains of people's lives (school, university, workplace), with the participation of around 300 people: 100 high-school students, 100 university students, and 100 workers. The programme, divided into six sessions, included a pre-post assessment to verify the effectiveness of the intervention through the administration of the WB-Pro scale.
This contribution will present the main phases of the research programme, the techniques and tools used, and the results obtained in terms of enhancing the dimensions of well-being promoted in the training.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 1923

ADVANCING ETHICAL AND RESPONSIBLE RESEARCH THROUGH HYBRID TRAINING INNOVATIONS

Watts L.*, Martín--Raugh M., Martinez L., Tran E.

University of Texas at Arlington ~ Arlington ~ United States of America

Training programs aimed at facilitating ethical and responsible research (ER2) are a central mechanism for improving researchers' familiarity with rules, policies, and professional norms, as well as for cultivating more complex competencies such as ethical reasoning and decision-making. Although computer-based programs (e.g., CITI) are widely used, their efficacy in strengthening ethical reasoning is limited compared to face-to-face formats. This research sought to close that gap by developing and rigorously testing innovative hybrid training approaches that integrate the interactivity and engagement of in-person instruction with the scalability of computer-based delivery.

The interventions focused on early-career researchers, who practiced responding to animated video- and text-based ethical dilemmas relevant to the social sciences (e.g., data management, study conduct, professional and business practices). Embedded, real-time expert feedback was designed to enhance reasoning and decision-making in ethically complex situations. A randomized study compared the relative effectiveness of situational judgment test (SJT)-based training with more traditional critical incident-based approaches, providing the first empirical comparison of these methods for ER2 training.

This work contributes to understanding how ethical decision-making can be taught in scalable, digital environments and applied across diverse research contexts. It also advances knowledge of video- and SJT-based training methods, which show strong promise but remain underexamined in the ethics domain.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 340

THE IMPACT OF SOCIAL MEDIA ON GENERATION Z'S WORKPLACE COMMUNICATION: THE MEDIATING ROLE OF ANXIETY AND THE MODERATING ROLE OF LEADER SOCIAL SUPPORT

Fontes A.*

ISCTE ~ LISBON ~ Portugal

In an increasingly digital professional context, the rise of social media has been transforming the way individuals communicate and interact in the workplace, especially Generation Z. The growing reliance on social media raises concerns about its effects on interpersonal communication and social anxiety, potentially compromising the communication effectiveness of younger workers. Furthermore, studies indicate that social support may play a moderating role in mitigating the negative effects of anxiety, fostering a healthier and more productive work environment.

This study aims to analyze (1) how the use of social media influences Generation Z's communication in professional settings, (2) the impact of anxiety on this process, (3) whether workplace social support moderates the relationship between anxiety and communication, and (4) whether anxiety explains the link between social media use and communication styles.

The research involved a sample of 181 participants, aged between 17 and 27, and revealed that intensive use of social media is associated with less effective workplace communication. Additionally, it was found that anxiety mediates the relationship between social media use and communication, such that increased digital engagement heightens anxiety, which in turn impairs communication. The study also found that this effect is significantly moderated by the social support provided in the professional environment, particularly by supervisors.

The results highlight the need for organizations to adopt strategies that promote balanced digital habits and foster a workplace culture based on social support. Understanding these dynamics will enable companies to implement practices that minimize the negative impacts of anxiety and enhance Generation Z's communication effectiveness in the workplace.

01 - Division 1: Work and Organizational Psychology

Artificial Intelligence at Work 3

Friday 24 July 2026 from 17:00 to 18:30

(T-Monumentale)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 1378

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) USE AT WORK, JOB INSECURITY, AND WORK MEANINGFULNESS: A MODERATED MEDIATION MODEL IN EUROPEAN COUNTRIES

Ariño--Mateo E.*, González--Romá V.

University of Valencia ~ Valencia ~ Spain

Drawing on the Conservation of Resources theory, this study investigates how information and communication technology (ICT) use at work relates to employees' perceptions of work meaningfulness, focusing on the mediating role of job insecurity and the moderating role of organizational participation. Data was collected from the seventh European Working Conditions Survey (Eurofound), across 37 European countries and 71,451 employees and analyzed using multilevel modelling. Results showed a dual pattern: ICT use was negatively related to job insecurity, which in turn was negatively related to meaningfulness, yielding a positive indirect effect of ICT on meaningfulness via job insecurity. At the same time, ICT showed a negative direct association with meaningfulness. Organizational Participation showed a moderating effect on the relationship between ICT use and Job Insecurity, indicating that higher levels of Organizational Participation strengthen the negative relationship between ICT use and Job Insecurity. These findings highlight ICT skills and participatory practices as key protective resources that reduce job insecurity and sustain work meaningfulness in the context of digital transformation.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2176

AI, COLOURISM, BLACK WOMEN & CARE: THE IMPACT OF STEREOTYPES IN IMAGE-GENERATING ALGORITHMS

Doudy--Michez O.*, Pohl S., Faleu L.

Université libre de Bruxelles ~ Bruxelles ~ Belgium

Colourism is a positive bias towards people with lighter skin, which manifests itself at the intra- and/or inter-ethnic level (Doudy-Michez, Pohl and Moerenhout, 2024). In Belgium and France, this research is the first to evaluate AI-generated images in relation to colourism among black women according to their hierarchical level in the care sector. Black women are overrepresented in care professions, particularly in subordinate positions (Gatugu, 2017). Among Black women, ethnic group and gender stereotypes, as well as the type of profession, influence the perception of skills (Cuddy, et al., 2008). Generative AI algorithms reproduce the biases affecting people who are discriminated against in the real socio-professional world (Lacroux & Lacroux, 2021).

In the design of this study, 50 prompts were submitted to three AIs: Copilot, Sora (ChatGPT) and Gemini. The prompts included three skin colour types: light mixed race, dark mixed race and black, and the hierarchical level of the position (care assistant, nurse and paediatrician).

Analysis of the images shows that AI fails to take into account colourism affecting dark-skinned mixed-race black women and that there are differences in skin colour depending on hierarchical level. The generated photos show that they have the same skin colour as dark-skinned black women. Our research demonstrates that generative AI must include colourism in order to represent the existing professional realities in the care sector.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 17: Partnership for the goals

Abstract 1456

ACCEPTANCE OF WORK ALLOCATION TO INTELLIGENT ROBOTS IN MONETARY AND MORAL CONTEXTS: BASED ON INDEPENDENT AND COLLABORATIVE WORK

Jiang D.*

School of Psychology, Shenzhen University ~ Shenzhen ~ China

With the advancement of artificial intelligence, intelligent robots are increasingly integrated into the workforce, raising critical questions about how tasks should be allocated between humans and robots. According to mind perception theory, robots are attributed with moderate agency but low experience, leading to disparities in the types of tasks they can effectively undertake. These differences shape judgments of responsibility and influence task allocation. Despite their lower perceived agency and experience, robots' computational and storage advantages highlight the emerging trend of human-robot teams. Moreover, collaboration extends beyond individuals to group forms (human-human, human-robot, robot-robot), raising questions about collective mind and its implications for responsibility and task allocation.

This research employs four behavioral experiments. Studies 1 (N = 100) and 2 (N = 100) use contextual decision-making tasks to test whether individuals accept work allocations to humans or robots under monetary and moral scenarios. Studies 3 (N = 100) and 4 (N = 100) further examine whether collaborative teams influence acceptance of work allocation, comparing human-human, human-robot, and robot-robot teams within the same contexts.

The results show: (1) in both monetary and moral tasks, loss-related work is more readily allocated to robots, while benefit-related work is assigned to humans; (2) The differentiated mind of humans and robots lead to differences in the responsibilities they can assume, ultimately resulting in the allocation of tasks with distinct gain-loss works; (3) collaborative teams exhibit a collective mind; and (4) collective mind declines progressively from human-human to human-robot to robot-robot teams, with corresponding reductions in accepted monetary and moral responsibilities.

Grounded in mind perception theory, this study clarifies the psychological mechanisms driving acceptance of task allocation across entity types and teams, offering insights for the rational integration of intelligent robots into the division of labor.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2466

MIRROR, MIRROR, ON THE WALL: WHO DELIVERS FEEDBACK BEST OF ALL?

Gardner A.*[1], Michalsen K.[1], Carlson C.[1], Czaja A.[1], Kiger M.[1], Bilyeu C.[2], Lockspeiser T.[1]

[1]University of Colorado School of Medicine ~ Aurora ~ United States of America, [2]University of Manitoba ~ Thompson ~ Canada

Introduction

We investigate the accuracy of feedback delivery scores provided by artificial intelligence (AI) powered avatars in comparison to feedback delivery ratings created by supervisors and peer observers.

Methods

Supervisors attended a two-hour professional development workshop focused on enhancing feedback delivery skills. After a 20-minute lecture, participants took turns in groups of four providing feedback to the avatar while the remaining participants observed. After each scenario, all participants and the avatar independently rated the feedback delivery skills using the DOCS-FBS feedback delivery scale (1-3 scale; 1=not done;3=successfully done). Scenario complexity was calculated with a 9-item 1-4 scale (4=most complex). Paired-samples t-tests with post-hoc Tukey tests were used to examine differences between groups.

Results

Twenty-four supervisors with an average of 10(± 5) years in practice participated across six groups. A total of 120 feedback evaluations were collected across 24 unique avatar interactions. Scenario complexity ratings ranged from 1.89 to 3.11, with an average scenario complexity rating of 2.50 (±0.46). Across each of the four scenarios, no differences emerged between self and avatar feedback delivery ratings. For the two scenarios with above average complexity ratings, however, peer ratings were higher than both self ratings (scenario 3: 2.91±0.08 vs 2.47±0.42,$p<0.05$); scenario 4: 2.97±0.03 vs 2.80±0.16,$p<0.01$) and avatar ratings (scenario 4: 2.74±0.22 vs 2.97±0.03,$p<0.05$). No differences emerged between self and peer ratings or avatar and peer ratings for either of the below-average complexity scenarios.

Discussion

Feedback delivery ratings produced by self, peers, and the avatar platform itself were similar the majority (75%) of the time. With higher complexity, however, we found peers provided higher feedback delivery ratings than self or avatars. Our study supports the value of using AI-powered avatars to simulate the feedback delivery process and offers supervisors an opportunity to rehearse and refine their feedback skills in a safe, convenient, repeatable setting.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 687

GETTING SOCIAL IN LEADERSHIP: AN INVESTIGATION INTO HOW ENTERPRISE SOCIAL MEDIA AFFECTS LEADERSHIP IN SERVICE ORGANISATIONS

Yang W.Y.*, Budjanovcanin A.

King's College London ~ London ~ United Kingdom

The adoption of enterprise social media (ESM) – web-based platforms that facilitate communication within organisations – has grown rapidly in recent years, particularly in service organisations where leaders and followers often rely on ESM for daily operations. A defining characteristic of effective leadership is the ability to influence followers, yet with the growing use of ESM in leadership, it is often assumed that such practices will be as effective on these digital platforms as they are in person. However, whether leadership processes, such as leaders' use of influence tactics, translate effectively into these settings, and how ESM affordances may shape such processes, remains empirically unclear.

This study therefore investigates leadership in which ESM is used as a primary mode of communication between leaders and their followers in the service sector, in two key ways. First, we explored how transformational and transactional leadership affect their respective influence tactics – consultation and collaboration – which in turn mediate followers' perceptions of leader effectiveness and their extra effort. Second, we examine how the ESM affordance of interdependence, defined as the extent to which ESM enables leaders to foster mutual reliance and coordination and facilitates followers to build on one another's input to complete tasks, moderates this relationship.

Regression analyses of 228 employees across three time points in UK service organisations indicate that transformational leadership positively influences follower extra effort (but not perceived leadership effectiveness) via consultation influence tactics, with this indirect effect strengthening as leaders leverage greater interdependence affordance. In contrast, transactional leadership positively affects perceived leader effectiveness (but not follower effort) via the collaboration tactics, with the indirect effect weakening and eventually disappearing as interdependence affordance increases. This study offers insights about how ESM and its affordance may shape leadership and outcomes, highlighting both their benefits and potential overuse.

01 - Division 1: Work and Organizational Psychology

Psychosocial Risks at Work 3

Friday 24 July 2026 from 17:00 to 18:30

(P -Arsenale)

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 809

WORKPLACE BULLYING IN CHINESE CULTURE: CONTENT AND BULLIES

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Recent studies have shown that workplace bullying consistently impacts workers' physiological and psychological well-being, as well as organizational effectiveness. Although researchers have described various workplace bullying behaviors and developed corresponding measures, workplace bullying behaviors may be influenced by social cultures, resulting in different manifestations. In particular, compared to Western organizations, Enterprises influenced by the Chinese culture may place greater emphasis on guanxi, face, and social orders, which may be exploited to facilitate certain forms of workplace bullying. Additionally, bullies are not only superiors or colleagues; subordinates may also engage in bullying behaviors toward their supervisors. As a result, this study employs critical incident techniques, collecting critical incidents from 83 workers in various organizations in Taiwan, which yielded 825 reported incidents. After excluding unclear or irrelevant incidents, 636 valid incidents remained. Through a lexical classification and concept generation process, nine categories emerged: illegal workplace behaviors (26%), social undermining (23%), emotional outbursts (14%), verbal abuse (12%), harassment (7%), physical violence (7%), oppression behaviors based on social order (6%), information manipulation (3%), and scapegoating (3%). Among these categories, bullies may originate from superiors, colleagues, and subordinates; however, illegal workplace behaviors are more often committed by superiors, scapegoating and information manipulation more by colleagues, and social undermining by subordinates. This preliminary exploratory study indicates that the cultural context in which workers operate may give rise to culturally specific forms of workplace bullying that require particular attention. Furthermore, the study highlights that managers and supervisors can also be subjected to bullying from subordinates, emphasizing the need for organizational understanding and support. Ultimately, the findings will inform the development of measures for workplace bullying tailored to Chinese cultural contexts, facilitating the exploration of the underlying mechanisms of bullying behaviors and the development of effective coping strategies for various forms of bullying.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 1579

THE POLICY-PRACTICE GAP IN WORKPLACE WELL-BEING: INSIGHTS FROM EUROPEAN OCCUPATIONAL PSYCHOLOGY PRACTITIONERS

Martín J.*[1], Frida R.[2], Csukonyi C.[3], Dias L.[4], Sušanj Z.[5], Jungmann F.[6]

[1]Universitat Jaume I ~ Castellón de la Plana ~ Spain, [2]Aston University ~ Birmingham ~ United Kingdom, [3]University of Debrecen ~ Debrecen ~ Hungary, [4]Pact for Mental Health in the Workplace ~ Lisboa ~ Portugal, [5]University of Rijeka ~ Rijeka ~ Croatia, [6]SARIA Group ~ Dresden ~ Germany

Across Europe, stress and burnout are growing challenges, and despite existing legal frameworks, there is a notable gap between well-being policies and their practical implementation. This fosters a "box-ticking" culture where compliance is prioritised over genuine commitment. This multi-country qualitative study, led by the European Federation of Psychologists' Associations (EFPA), explores best practices, implementation challenges, the role of policies, and the intersection with Equality, Diversity, and Inclusion (EDI) initiatives through interviews with occupational psychology practitioners in eight European countries.

The findings indicate that a successful approach must be proactive and systemic, not reactive. Key elements include psychosocial risk assessment, leadership training, mental health literacy, and the integration of EDI initiatives, which are intrinsically linked to improved mental health outcomes. However, implementation faces systemic challenges, such as the underutilisation and misunderstanding of the occupational psychologist's role, a lack of integration among key stakeholders, and sectoral disparities, with public organisations and small enterprises lagging behind larger corporations.

The conclusions highlight the need for a cultural shift. It is recommended to elevate the professional status of occupational psychologists, update legislative frameworks to focus more on well-being promotion rather than just risk prevention, and foster interdisciplinary collaboration to ensure holistic and sustainable initiatives.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1328

SEPARATING THE WHEAT FROM THE CHAFF: THE RELATIVE IMPORTANCE OF CHALLENGE AND HINDRANCE JOB DEMANDS FOR BURNOUT AND WORK ENGAGEMENT

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Introduction: In psychosocial risk assessments, the relevance of job demands is often attributed to their frequency of exposure. However, frequency does not necessarily reflect impact: prevalent stressors may contribute little, whereas less common ones can be decisive. Within the challenge–hindrance stress framework, little is known about the weight of each specific stressor in predicting occupational health.

Purpose: To examine the relative importance of challenge and hindrance demands in predicting burnout and work engagement.

Method: A multi-occupational sample of 822 (68.5% women) employees completed an online survey that assessed 37 job demands extracted from the scientific literature. Burnout and engagement were measured using the BAT-12 and the UWES-3, respectively.

Results: Twenty-five demands were experienced as hindrances (rBAT=.13 – .51, p< .001; rUWES=.01 – -.33, p< .001 – ns), and four as challenges (rBAT=.08 – .21, p< .001 – p=.02; rUWES=.08 – .20, p< .001 – p=.03). Eight stressors showed inconsistent associations with outcomes and were not classified as demands. Cognitive demands (98.8%) and variability of work task (98.7%) were the most frequently reported demands; both were challenges. Relative importance analyses indicated that hindrance and challenge demands explained 97.0% and 3.0% of the variance in burnout (R2=.52, 95%CI [.49 – .59]), respectively, with life-work conflict as the most important predictor (RW=12.4, 95%CI [7.9 – 16.1]). For engagement, while hindrance demands explained 81.1% and challenge stressors 18.9% of the variance (R2=.34, 95%CI [.31 – .42]), job responsibility (a challenge demand) showed the highest relative weight (RW=10.9, 95%CI [5.4 – 16.3]).

Conclusions: Although nearly all employees were exposed to cognitive demands and variability of work task, these stressors played a marginal role in predicting burnout or engagement. When considering health outcomes, it is more important to differentiate the nature and relative weight of job demands than their prevalence.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1323

THE CHANGING NATURE OF WORK-RELATED STRESSORS: A SYSTEMATIC REVIEW OF CHALLENGE AND HINDRANCE JOB DEMANDS

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Introduction: Not all job demands are equally detrimental. Hindrance stressors involve undesirable constraints that interfere with an individual's ability to achieve valued goals, while challenge demands can foster positive emotions and attitudes that contribute to beneficial outcomes. Nevertheless, the nature of some demands remains unclear: the same demand may be experienced as a challenge or a hindrance depending on the context.

Purpose: Clarify which job demands are categorized as challenges and/or hindrances, their effects on workers' well-being, and the contextual conditions that shape their impact.

Method: A thorough search of PsycINFO, MEDLINE, Web of Science, and Scopus was conducted to identify peer-reviewed articles in English or Spanish, following the PRISMA statement. Reference lists of previous reviews and meta-analyses were also screened. Eligibility criteria required quantitative or mixed-methods studies evaluating the effects of a job demand classified as a hindrance or a challenge on burnout and/or engagement.

Results: From 1,233 records retrieved, 129 publications (135 studies) were included, covering 91 job demands and 113,235 employees (54.5% women). Hindrance demands (49.5%), mostly organizational politics and administrative hassles, were associated with higher burnout, anxiety, and turnover intentions, along with lower engagement and job satisfaction. Challenge demands (38.3%), most often cognitive and problem-solving demands, were linked to higher burnout, engagement, job satisfaction, and performance. Time pressure and workload were the most studied ambiguous demands (18.6%), showing mixed effects characteristic of both types, related to higher burnout and presenteeism, and greater or lower engagement and self-efficacy. Social support and leadership emerged as key mediators/moderators of their impact on burnout and engagement.

Conclusions: This research contributes to identifying which job demands are experienced as challenges, hindrances, or both. These findings underscore the importance of considering organizational factors to better understand the changing nature of work-related stressors and to guide contingent workplace practices aimed at managing psychosocial hazards.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 150

THE ROLE OF JOB STRESSORS AND STRAIN FOR CONTENT MODERATORS: A MIXED-METHODS STUDY

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Content moderators are front-line workers keeping digital spaces safe by filtering and removing harmful and unpleasant content. There is empirical evidence that the psychological demands in this role are can lead to distress. However, there is limited understanding of the mechanisms of this relationship. One possibility can be the nature of the role rather than the content which leads to this distress. Thus, here we aim to investigate the role of occupational stress, on content moderators. Through a survey, key occupational stressors and strains were measured with content moderators, using subscales of the Occupational Stress Inventory-Revised and open-ended questions. The results showed that content moderators scored significantly higher on all subscales ($p < .001$) except for Role Boundary and Responsibility. Significantly higher scores on Role Overload were reported by participants ($t(112) = 3.38$, $p < 0.001$) which overlapped considerably with the qualitative findings. Additionally, expanding on the significantly higher scores of psychological strain ($T = 4572$, $p < .001$), qualitative results of exposure to distressing content, user aggression, ethical dilemmas in decision-making which reflected the nuances involved in content moderation. These findings indicate significant organisational and individual factors associated with stress in the role of content moderation. Additionally, occupational stress-strain cannot be adequately measured using present scales as they do not capture the nuances of this complex job. Finally, future research should not only focus on poor mental health outcomes for content moderators but also explore occupational stressor-strain relationships.

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 314

HEALTHY ORGANIZATIONS IN THE EDUCATIONAL FIELD: A CASE STUDY BASED ON THE HERO MODEL

Mirica A.R.*, Cruz--Ortiz V., Salanova M.

Universitat Jaume I ~ Castellón ~ Spain

Mental health at work has become a strategic priority due to the rising organizational costs and the economic impact of disorders such as depression and anxiety, which generate annual productivity losses nearing one trillion dollars (WHO, 2022; Nielsen et al., 2023). This highlights the need to address psychosocial risks through a positive perspective (Salanova & Llorens, 2025). The objectives of this study were: (1) to conduct a diagnostic assessment of psychosocial factors, and (2) to design a multilevel intervention (Nielsen et al., 2017) tailored to identified needs. The methodology combined quantitative methods (a survey of 73 employees) and qualitative methods (10 interviews and 4 focus groups).

The assessment identified critical areas compared to an external normative sample: low feedback ($M = 2.40$; $p = .000$), high quantitative ($M = 4.32$; $p = .000$) and emotional overload ($M = 4.83$; $p = .000$), and high role ambiguity ($M = 2.30$; $p = .000$). Leadership also emerged as a key driver of well-being, distress, and organizational outcomes in both predictive models and qualitative analysis.

Based on these findings, three interventions were implemented following the IGLO model (Nielsen et al., 2017; Salanova & Llorens, 2024): (1) a leader-coach program with group and individual sessions; (2) appreciative survey feedback for departmental representatives to foster participatory reflection; and (3) the DESA program (Development of Healthy Teams), using a quasi-experimental design with an intervention and a waiting list control group.

We are currently analyzing the effects of these positive psychology interventions on indicators of well-being (e.g., work engagement, horizontal/vertical trust) and distress (burnout). Preliminary results indicate improvements in social support climate, leadership perception, and organizational commitment.

These findings reinforce the HERO model as a valuable framework for promoting healthy organizations. Positive psychological interventions are effective strategies to enhance well-being and prevent occupational distress, supporting more sustainable organizational management.

01 - Division 1: Work and Organizational Psychology

NEW DIRECTIONS IN TOXIC LEADERSHIP: MECHANISMS AND CONSEQUENCES ACROSS ORGANIZATIONAL CONTEXTS

Saturday 25 July 2026 from 08:00 to 09:30

(O-Arsenale)

Lara Pico (Nova School of Business and Economics ~), Chair and Presenter
Pedro Neves (Nova School of Business and Economics ~), Discussant

Organizations are increasingly confronted with destructive leadership behaviors that systematically undermine employee well-being, organizational effectiveness, and ethical climates. This symposium presents five complementary studies from three different countries (Canada, Germany, and Portugal) that advance our understanding of how various forms of problematic leadership create uncertainty, stress, and dysfunction across organizational contexts. Using multiple theoretical frameworks (e.g., Uncertainty Reduction Theory, Affective Events Theory, Cognitive-Affective-Behavioral-Trait) and diverse methodological approaches—experimental designs, longitudinal studies, critical incident techniques, and multi-source assessments—the set of presentations provides robust empirical evidence for the mechanisms through which leaders inadvertently or deliberately create dysfunctional workplace dynamics. The symposium discusses inconsistent and exploitative leadership behaviors and highlights important leader-follower perceptual discrepancies, showing that reluctant leaders may remain unaware of their destructive behaviors, while followers readily identify these patterns and associate them with passive and inconsistent leadership. Additionally, research on paradoxical leadership situations reveals anxiety as a predominant leader emotion, with systematic differences in emotional experiences between leaders and followers during challenging scenarios. Collectively, these studies offer context-specific insights for organizational interventions. For remote work environments, organizations should prioritize strengthening organizational identification and monitoring exploitative behaviors. In military and hierarchical settings, implementing systems to detect and address leadership reluctance before destructive patterns emerge is crucial. Across all contexts, leadership development programs should incorporate emotional regulation training and establish multi-source feedback mechanisms to bridge leader-follower perceptual gaps. This symposium makes a timely contribution to leadership research by integrating multiple perspectives on destructive dynamics within a unified theoretical framework. By examining leadership challenges across traditional, remote, and military contexts, these studies provide both comprehensive theoretical insights and immediately applicable solutions for organizations navigating increasingly complex leadership demands in the contemporary workplace.

Abstract 3610

HOW INCONSISTENT LEADERSHIP PROMOTES UNETHICAL PRO-ORGANIZATIONAL BEHAVIORS AND COWORKER UNDERMINING

Pico L.*, Neves P.

Nova School of Business and Economics ~ Lisbon ~ Portugal

Inconsistent leadership refers to a pattern where a leader's actions, decisions, and interactions with employees shift unpredictably, making it difficult for employees to understand their leader's expectations. This inconsistency fosters an environment of ambiguity, prompting behaviors that deviate from the organization's core values. Drawing on Uncertainty Reduction Theory, we propose that employees, when faced with inconsistent leadership, resort to deviant behaviors such as unethical pro-organizational behaviors and coworker undermining to gain advantage in such a competitive environment and reduce the uncertainty stemming from that environment. We also propose that this relationship occurs because employees adopt competitive and aggressive behaviors, characteristic of masculinity contest cultures. To empirically test these relationships, we conducted a time-lagged study across three waves, gathering data from 300 employees across various organizations. Our findings highlight that inconsistent leadership indeed promotes both unethical actions intended to benefit the organization and behaviors that undermine colleagues to maintain or enhance their status. Additionally, we identify perceptions of masculinity contest cultures as a key mediator in these relationships. Our study not only deepens the understanding of how inconsistent leadership fosters deviant behaviors in the workplace but also offers actionable insights for organizations aiming to reduce these negative outcomes. Specifically, we show that inconsistent leadership, by exposing employees to unpredictability, induces a climate of hypercompetition that drives individuals to engage in self-preserving behaviors misaligned with organizational ethics. Our research further extends the theoretical discourse on the nomological network of inconsistent leadership, offering a nuanced view of how uncertainty disrupts ethical climates and interpersonal relationships within organizations.

Abstract 3611

LEADING FROM HOME: THE INFLUENCE OF EXPLOITATIVE LEADERSHIP ON JOB SATISFACTION, EMPLOYEE´S PERCEIVED STRESS, LEADER-MEMBER-EXCHANGE AND ORGANIZATIONAL IDENTIFICATION

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Introduction: In recent years, the prevalence of working from home and digital collaboration has increased significantly. However, the role of managers and especially it´s potentially negative aspects, has not yet been sufficiently investigated. Purpose: Our study addresses this research gap and focuses on the concept of exploitative leadership (i.e., a destructive leadership style, that represents self-serving and manipulative leadership behaviour that can happen in a seemingly friendly manner towards the employee). Specifically, we examine how exploitative leadership behavior affects employees perceived stress, job satisfaction and organizational identification in remote work settings. Further, we want to explore if the quality of the relationship between the leader and the employee (i.e., the Leader-Member-Exchange), is affecting this relationship. Method: Using a comprehensive online questionnaire, data were collected from a sample of 1,922 Internet-using, German employees. The study employed multiple regression analysis, mediation analysis and moderated mediation analysis. Results: Initial results indicate that exploitative leadership correlates positively with stress and negatively with job satisfaction. Furthermore, organizational identification appears to mediate this relationship. Leader-Member-Exchange shows no moderating effect. Conclusion: These findings have important implications for leadership development in remote work settings. Specifically, it seems important that companies implement measurements to strengthen the organizational identification.

Abstract 3612

THE IMPACT OF INCONSISTENT LEADERSHIP ON EMPLOYEE ATTITUDES AND PERCEPTIONS

Biricik Gulseren D.*

York University ~ Toronto ~ Canada

Introduction: Inconsistent leadership, defined as variability in a leader's actions, decisions, and behaviours, is associated with negative employee outcomes. Most prior research relies on cross-sectional surveys, which limits causal conclusions about these effects.
Purpose: This study aims to experimentally examine how inconsistent leader behaviours influence employee reactions and attitudes compared to unethical and passive leadership styles.
Method: A between-subjects design will be used with 200 participants recruited via Prolific. Participants will read vignettes describing leaders exhibiting unethical, passive, or inconsistent behaviours. Outcomes measured will include confusion, frustration, moral distress, trust, and perceived leadership effectiveness. Data will be analyzed using ANOVA and mediation analyses to assess differences across conditions.
Results: We expect inconsistent leadership to generate higher confusion, frustration, and moral distress, as well as lower trust and perceived leadership effectiveness, compared to other leadership styles.
Conclusions: Findings will enhance understanding of the detrimental consequences of inconsistent leadership and inform interventions aimed at reducing its negative impact in organizational contexts.

Abstract 3613

DOES LEADERSHIP RELUCTANCE BREED TOXICITY? LEADER–FOLLOWER DISCREPANCIES IN PERCEIVED DESTRUCTIVE LEADERSHIP BEHAVIOURS

Suurd Ralph C.*, Bartolozzi B., Glover I.

The Royal Military College of Canada ~ Kingston ~ Canada

Introduction: Although leadership roles are often framed as opportunities for personal growth and achievement, not all individuals aspire to lead—and some accept such roles reluctantly. Reluctant leaders may experience heightened stress and diminished well-being, which could manifest in destructive or toxic leadership behaviours.
Purpose: The present research examined the construct of reluctance to lead (RTL) among naval and officer cadets at the Royal Military College of Canada (RMC), where occupying a leadership position is mandatory.
Method & Results: In Study 1, 77 naval and officer cadets holding a leadership role completed measures of their own RTL, leadership self-efficacy, and leadership behaviours. Results indicated that, even when they were employed in a position they had not sought out, most cadet leaders did not endorse being reluctant to lead. RTL was also not significantly related to leadership self-efficacy or to self-reported leadership behaviours. In Study 2, a group of 52 naval and officer cadets in follower roles rated their cadet leaders' reluctance and destructive leadership behaviours. Followers' perceptions of their leaders' reluctance were positively associated with three forms of destructive leadership, including passive management by exception, laissez-faire, and inconsistent leadership.
Conclusions: Together, these findings suggest that individuals may be hesitant to acknowledge their own leadership reluctance, especially when holding a leadership role. In contrast, cadet followers perceived reluctance in their leaders, and that reluctance was associated with their evaluations of the leaders' destructive leadership including passive, laissez-faire, and inconsistent leadership behaviours. These studies raise important questions about how socially desirable responding may mask leadership reluctance, emphasizing the need for future research using multi-source or longitudinal designs to better capture its relationship with destructive leadership behaviour.

Abstract 3614

THE AFFECTIVE CORE OF LEADERSHIP: EMOTIONAL DYNAMICS IN PARADOXICAL LEADERSHIP SITUATIONS

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[1]Technical University of Braunschweig ~ Braunschweig ~ Germany, [2]German Computer Society ~ Berlin ~ Germany

Introduction & Purpose: The interplay between paradoxical leadership, emotions, and regulatory strategies remains underexplored. This study examines paradoxical leadership situations and associated discrete emotions at both the individual and dyadic levels. Guided by Affective Events Theory (Weiss & Cropanzano, 1996) and the Cognitive-Affective-Behavioral-Trait (CAB-T) framework (Shao, 2024), the study emphasizes discrete emotions, their contextual triggers, and emotion regulation strategies beyond broad positive/negative affect measures. Paradoxical leadership—balancing contradictory yet interdependent demands - has been studied primarily in terms of cognition, while emotional processes remain understudied. This research addresses that gap by analyzing emotions across phases of paradoxical leadership situations and resolving strategies as well as highlighting followers' emotions and perceptions.
Method: Semi-structured interviews were conducted with 15 leaders and 15 matched followers, using the Critical Incident Technique to explore paradoxical leadership situations. Data were analyzed through deductive-inductive content analysis, allowing for category expansion to strengthen the study's theoretical contribution.
Results: Preliminary findings highlight anxiety as the predominant leader-emotion. Compared with labeled "easy" paradoxical situations, anxiety peaks later, intensifies over a longer period of time and reaches higher levels in "difficult" situations. In addition a broader range of emotions characterize difficult paradoxical situations. Resolving mechanisms include optimism, perspective-taking, and emotion-regulation-strategies. Followers primarily reported joy when leadership was perceived as effective. When leadership was ineffective, followers reported anxiety, anger, and sadness. Notably, followers rarely recognized leader emotions.
Contributions: The findings advance understanding of emotional processes in paradoxical leadership by incorporating both leader and follower perspectives. They highlight factors shaping the success or failure of paradox management, guide future research directions, and provide practical insights for supporting leaders and followers in such contexts.

01 - Division 1: Work and Organizational Psychology

PERSPECTIVES IN ADDRESSING THE NEEDS OF VULNERABLE POPULATIONS

Saturday 25 July 2026 from 08:00 to 09:30

(R-Arsenale)

Ines Martínez-Corts (Universidad de Sevilla ~ Sevilla ~ Spain), Chair and Presenter
Carolina Moliner (Universidad de Valencia ~ Valencia ~ Spa), Co-Chair

With a focus on vulnerable individuals, along the five studies we examine how working conditions (demands, resources, support, etc.) impact the psychological well-being and professional development of people in vulnerable situations, whether due to disability, intellectual disability (ID), precarious work, limited work capacity, or challenging conditions in the long-term care (LTC) sector. Each study aims to understand how psychosocial and organizational factors affect these vulnerable groups, with the goal of identifying strategies and resources that can improve their well-being, employability, and job satisfaction.
More concrently, by applying the Job Demands-Resources model, the researcb by De Carlo provides empirical evidence on how acceptance of disability contributes to the psychological well-being of individuals with disabilities, both employed and unemployed. The study by van Ruitenbeek, highlights the role of workplace acceptance and support in fostering the cognitive and work behavior development of individuals with limited work capacity (LWC), emphasizing its impact on employability and growth over time. The research by Cuinen explores whether precarious work can be a stepping stone or a stumbling block to more stable employment, examining the experiences of workers in domestic cleaning in Flanders through the lens of Conservation of Resources Theory. The study by Martinez-Corts examines the psychosocial and organizational factors impacting the well-being of long-term care workers in Europe, highlighting how job demands, resources, and vulnerabilities—especially among women and migrant workers—affect stress, burnout, and job satisfaction. Finally, the study by Moliner on inclusive leadership underscores its importance in promoting the autonomy of employees with ID. Inclusive leadership not only enhances autonomy but also shapes positive attitudes toward hiring individuals with similar profiles, creating a more diverse and inclusive work environment. This emphasis on leadership can be extended to other work contexts, such as LTC and precarious work, where leadership can mitigate negative working conditions and improve job satisfaction.
The integration of these studies emphasizes the need for inclusive leadership and supportive work environments to foster the well-being and professional growthofvulnerable workers.By focusingonautonomy,workplacesupport,andacceptance,organizationscancreateconditions thatreduceburnout,improvejobsatisfaction,andpromotediversehiringpractices.Ultimately, thesefindingscallforcomprehensivestrategiestoimproveworkingconditionsandinclusivity acrossdifferentsectors,ensuringthatvulnerableindividualscanreachtheirfullpotentialin the workforce.

Abstract 4060

ACCEPTANCE OF DISABILITY AS A PROTECTIVE FACTOR FOR EMOTIONAL EXHAUSTION: AN EMPIRICAL STUDY ON EMPLOYED AND UNEMPLOYED PERSONS WITH DISABILITIES

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A diagnosis of disability represents a significant event in an individual's life, as it brings with it a series of challenges and adjustments in both personal and professional areas. Acceptance of disability plays a key role in the process of adaptation, indirectly promoting the psychological well-being of persons with disabilities. Acceptance of disability (hypothesized as a resource) in the work context may promote the reduction of emotional exhaustion (a sub-dimension of burnout), thus significantly influencing the achievement of well-being. Based on these assumptions and according to the Job Demands-Resources the study involved 102 employed and unemployed persons with disabilities. This research sought to contribute to an understanding of the dynamics between acceptance of disability and psychological well-being also in the work context. The analysis of key variables led to highlighting the importance of promoting acceptance as a crucial factor in reducing the emotional exhaustion of people with disabilities, which inevitably has several practical implications

Abstract 4061

WORKPLACE LEARNING AND DEVELOPMENT OF PEOPLE WITH LIMITED WORK CAPACITY

Van Ruitenbeek G.*

Maastricht University ~ Maastricht ~ Netherlands

Workplace learning and development is crucial for sustained employability, especially for people with limited work capacity (LWC). We explored the development in cognitive functioning and work behaviour of people with LWC and to which extent this is moderated by workplace acceptance and support.
In total, 182 people with LWC and 172 workplace mentors provided data on dimensions of cognitive functioning and work behaviour on three timepoints over 4 months. Furthermore, people with LWC provided data on workplace acceptance and support.
Results showed significant development over time for both, self- and observer-rated cognitive functioning, such as planning and organising, learning and memory, problem solving, and for self-rated adaptability and concentration. Development over time emerged for the self-rated work pace, a work behaviour dimension. Moreover, the growth curves on selfrated variables such as learning and memory, work accuracy, social behaviour and work pace were moderated by workplace acceptance and support.
This study provides initial insight into growth patterns of cognitive functioning and work behaviour of people with LWC and illustrates the relevance of a supportive climate for development.

Abstract 4062

STEPPING STONES OR STUMBLING BLOCKS? OPPORTUNITIES AND CHALLENGES IN DOMESTIC CLEANING WORK

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Precarious work often carries a rather negative connotation, being associated with unstable, insecure and unhealthy employment (Allan et al., 2021), However, it is frequently framed in policy discourse as a stepping stone to labour market inclusion, offering non-workers initial access to employment and, potentially, pathways to more stable job opportunities (de Graaf-Zijl et al., 2011). This idea of precarious work as a stepping stone also underpins the recent surge in policies and programs focused on activation of non-workers (Rubery et al., 2018). However, recent research has shown that precarious work can also cause individuals to fall into cycles of unemployment and precarious work or lead to discouragement from jobsearching altogether (Aldrich & Callanan, 2011).

In this study, we explore whether, and if so, how precarious work can serve as a stepping stone. Through interviews with individuals in precarious work, we want to gain insight into their experiences and identify factors that render precarious work a stepping stone or a stumbling block. We approach these questions from Conservation of Resources Theory (Hobföll, 1989, 2011): we assume that individuals with sufficient personal resources are better equipped to navigate precarious job conditions and use their resources to secure less precarious employment. Conversely, those with fewer resources may struggle to escape such conditions.

We select a work context that has distinct precarious characteristics in Flanders (the Dutch-speaking part of Belgium), namely domestic cleaning work. Domestic cleaning work is rather unstable and insecure as it is characterized by a volatile demand for labour and unhealthy because of the physically demanding tasks.

Abstract 4063

WELL-BEING, AND WORKPLACE CONDITIONS IN LONG-TERM CARE: A WEEKLY STUDY ACROSS EUROPE

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The European long-term care (LTC) sector faces significant challenges, including staff shortages, precarious working conditions, and low professional recognition. Many LTC workers belong to vulnerable groups, such as women, migrant workers, or individuals lacking legal protection. These factors negatively impact their mental health, leading to stress, burnout, and reduced job satisfaction. This study explores psychosocial and organizational determinants of well-being in LTC workers, aiming to inform policies that foster inclusion and improve working conditions.

A four-week longitudinal study was conducted in six EU Member States: Spain, France, Italy, Poland, Germany, and Sweden. Participants from the LTC sector provided data on working conditions, job demands, available resources, and well-being indicators. The study examined how these factors evolved over time and influenced each other.

Findings reveal critical job demands that heighten stress and protective resources that enhance well-being. Vulnerable workers, particularly migrants and women, experience heightened risks due to job instability and limited support. Identified key resources—such as social support, fair wages, and job security—mitigate stress and foster resilience.These insights provide an empirical foundation for targeted interventions.

Organizational psychologists can design workplace support systems to enhance well-being and retention, while policymakers can implement strategies to improve job security, fair labor conditions, and legal protections for LTC workers. Strengthening these measures is crucial to fostering an inclusive and sustainable workforce in LTC.

Abstract 4064

THE ROLE OF INCLUSIVE LEADERSHIP IN SHAPING ATTITUDES TOWARD THE HIRING OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES: THE MEDIATING EFFECT OF AUTONOMY

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Workplace inclusion is increasingly recognized as both an ethical imperative and a driver of organizational effectiveness and innovation (Shore et al., 2018). However, individuals with intellectual disabilities (ID) remain among the most marginalized, facing barriers in hiring, advancement, and integration (Bonaccio et al., 2020; Fajardo-Castro et al., 2024). In this study we focus the attencion on inclusive leadership characterized by valuing, respecting, and leveraging diversity within organizations. Inclusive leaders promote equity, encourange active participation, and the creation of an environment where all individuals feel safe, heard, and valued thus promoting a fair treatment and contributing to more equitable workplaces.

Our research investigates whether the autonomy of workers with intellectual disabilities (ID) in the workplace mediates the relationship between inclusive leadership and the attitudes of coworkers without ID toward hiring individuals with ID. We collected data from 26 teams, each including at least one worker with an intellectual disability (ID). A total of 130 coworkers without ID provided insights into team dynamics and leadership practices. Using a time-lagged design,inclusive leadership was measured at T1, while the autonomy of workers with ID and hiring attitudes were assessed five working days later (T2)

The results supported the full mediation role of autonomy. Inclusive leadership was positively related to the autonomy of workers with ID. Autonomy, in turn, was associated with positive attitudes of coworkers without ID toward hiring individuals with ID. The results suggest that inclusive leadership with a strong sense of justice,

improves positive attitudes toward hiring individuals with ID in organizations, enhances their autonomy, and contributes to a more inclusive and supportive organizational culture.These findings highlight the importance of fostering inclusive environments to improve the quality of life and opportunities for people with intellectual disabilities in both organizational contexts.

01 - Division 1: Work and Organizational Psychology

WORK PLACE COACHING: EXPLORING EFFECTIVE FACTORS, MECHANISMS AND COACHING FORMATS

Saturday 25 July 2026 from 09:30 to 11:00

(R-Arsenale)

Conny Antoni (Trier University ~ Trier ~ Germany), Chair and Discussant

This symposium discusses the factors and mechanisms through which workplace coaching is effective and the situational, technological, and temporal factors that influence its efficacy. Workplace coaching describes customised activities that are based on a collaborative, reflective, and goal-focused relationship between a professional coach (without formal supervisory authority) and one or more coachees to facilitate a range of positive work outcomes. Several meta-analyses have demonstrated the overall effectiveness of workplace coaching in reaching coaching goals and enhancing work performance. Nevertheless, the field continues to require rigorous theoretical underpinnings and research designs to facilitate a more profound comprehension of the factors that influence its efficacy, the mechanisms through which coaching is effective, the demographic characteristics of those who benefit from it, and the temporal parameters within which it is most effective. The studies presented in this symposium contribute to close this research gap.
Mühlberger and colleagues analyze in four empirical studies how the coachee's self-regulation and self-access facilitate coaching success and how coaches can foster coachees' self-development. Tatar and Antoni investigate the general and differential mediation effect of occupational self-efficacy in two coaching modalities, coaching by coaches (N = 60) and self-coaching (N = 32), by using moderated longitudinal multi-level mediation analysis. Gil Bozer and Silja Kotte explore in their qualitative study how organizational context shapes the workplace coaches' adaptation to an artificial intelligence (AI)-Coaching platform and challenges the core mechanisms of their practice. Nicky Terblanche compares in his two-wave experimental study (N = 592), how generative AI chatbots based on different coaching models influence goal attainment, working alliance, and client perceptions of the coaching experience. The discussant reflects the theoretical and methodological approaches of the presented studies, and their implications for theory development, research methods and ethical standards for AI-coaching.

Abstract 3585

THE SELF IN WORKPLACE COACHING: HOW THE COACH'S RELATIONSHIP BEHAVIOR FOSTERS COACHEES' SELF-REGULATION AND SELF-ACCESS

Jonas E.*[1], Zerle G.[1], Behrendt P.[2], Mühlberger C.[1]

[1]University of Salzburg ~ Salzburg ~ Austria, [2]Freiburg Institut ~ Freiburg ~ Germany

Introduction: The coachees' self-development, particularly self-regulation and self-access, is central to coaching. Through a strong relationship, the coach plays a vital role in supporting the coachee's self. However, it remains unclear how exactly the self is activated through the coach behaviors within the coaching relationship.
Purpose: Using Personality Systems Interactions theory, we investigated how the coachee's self-regulation and self-access facilitate coaching success and how coaches can foster coachees' self-development.
Method: In two studies, we investigated whether the coachee's self-development can predict coaching success. Study 1 (N = 37) employed a longitudinal design with a 5-month coaching program for caregivers in management positions. In Study 2, we matched self-reported data of 298 coachees with self-reported data of their 75 respective coaches. In two additional studies, we investigated the impact of coach behavior on success. We hypothesize that three relationship-oriented coach behaviors are important for coaching success: Providing structured guidance, providing personalized support, and activating the coachee's resources. In Study 3 (N = 108), we used video ratings to analyze coach behavior and assessed goal attainment after one month. In Study 4 (N = 1,217), we asked coachees about their goal attainment, coaching satisfaction, and need satisfaction based on past coachings.
Results: In Study 1, the coachees' self-regulation and self-access increased from before to after coaching. Self-regulation further predicted goal attainment. In Study 2, a strong coaching relationship reported by the coaches positively related to the coachees' self-regulation and self-awareness, an aspect of self-access, further predicting goal attainment, satisfaction, and need fulfillment. In Studies 3 and 4, the coach's resource activation had the strongest positive effect on coaching success. Self-regulation and self-access mediated this effect.
Conclusion: The client's self-development significantly contributes to coaching success. Coaches should focus on fostering self-regulation and self-access by building a strong relationship and activating the coachee's resources.

Abstract 3586

GENERAL AND DIFFERENTIAL MEDIATION EFFECTS OF OCCUPATIONAL SELF-EFFICACY IN SELF-COACHING AND COACHING BY COACHES ON STRESS AND WELL-BEING

Tatar A.*, Antoni C.

Trier University ~ Trier ~ Germany

Workplace coaching is known to reduce stress and improve well-being. A significant factor that has been demonstrated to be efficacious in the reduction of stress in other areas of research is self-efficacy, which is a key concept in social learning theory. Coaching can enhance individuals' occupational self-efficacy. As occupational self-efficacy is related to stress and can be enhanced by coaching, we regard occupational self-efficacy as a promising mediating mechanism in coaching for reducing stress and increasing wellbeing. As coaches are costly, accessible and cost-effective alternative coaching formats, such as self-coaching, are advocated. However, whether these coaching formats can support the sources of occupational self-efficacy (mastery experience, social modeling, social persuasion and physical and emotional states) can be doubted. While mastery experience and emotional states might be triggered in self-coaching, social modeling and social persuasion both require another person, i.e. a coach. Therefore, we assume stronger mediation effects for coaching by coaches than for self-coaching.

The present study employs a longitudinal design, conducted over five measurement points, to assess the effectiveness of manualized stress coaching in self-coaching and coaching by coaches modalities on coachees' perception of stress and well-being. Furthermore, we investigated the general and differential mediation effect of occupational self-efficacy by using moderated longitudinal multi-level mediation analysis. In both coaching by coaches (N = 60) and self-coaching (N = 32), coachees completed online questionnaires before and after each session. The results show that the stress coaching intervention reduced coachees perception of stress and improved their well-being. Occupational self-efficacy partially mediates the impact of the intervention on stress and well-being in coaching by coaches, but not in self-coaching. These results indicate that self-coaching could rather supplement than substitute coaching by coaches. Theoretical and practical implications for different coaching formats are being discussed.

Abstract 3588

COMPARING GROW, SOLUTION-FOCUSED, AND CBT COACHING CHATBOTS: A SELF-DETERMINATION AND TRANSFORMATIVE LEARNING PERSPECTIVE

Terblanche N.*

Stellbosch University Business School ~ Stellenbosch ~ South Africa

Artificial intelligence (AI) coaching chatbots are increasingly used to support personal and professional development, yet little is known about how different coaching models translate into AI-mediated practice. This study compares three established coaching approaches: GROW, Solution Focused (SF), and Cognitive Behavioral Therapy (CBT) as implemented in generative AI chatbots. Drawing on Self-Determination Theory (SDT) and Transformative Learning Theory (TLT), we examine how these approaches influence three outcomes central to coaching: goal attainment, working alliance (bond, goal, task), and client perceptions of the coaching experience. In a two-wave experimental study (N = 592), participants were randomly assigned to engage with one of the three coaching chatbots over two sessions. Contrary to expectations derived from human coaching literature, the CBT-based chatbot outperformed both GROW and SF chatbots across most measures, suggesting that AI-mediated coaching may activate different psychological processes than human coaching. These findings extend coaching theory by exploring how established models function in AI contexts and highlight implications for coaching practice, training, and the integration of AI into organizational and developmental settings. The study also raises critical questions about the unique contribution of human coaches in an era of increasingly capable AI coaching tools.

01 - Division 1: Work and Organizational Psychology

FROM CAMPUS TO CAREER: PSYCHOLOGICAL RESOURCES AND VALUES FOR SUSTAINABLE AND PROACTIVE EMPLOYABILITY

Saturday 25 July 2026 from 09:30 to 11:00

(M-Lorenese)

Greta Mazzetti (University of Bologna ~ Bologna ~ Italy), Chair
Vicente González-Romá (University of Valencia ~ Valencia ~ Spa), Discussant

This symposium brings together five international research teams to explore how psychological resources, values, and emotional processes foster sustainable and proactive employability during the transition from higher education to work. Drawing on frameworks such as the Job Demands–Resources model, the Career Sustainability Framework, and Proactive Motivation Theory, the contributions collectively illustrate how values, self-regulation, and affective mechanisms shape adaptive and meaningful career trajectories.

The opening paper (Panari et al.) examines how intrinsic and extrinsic work values influence perceived employability through protean career orientation, emphasizing the importance of value-driven self-management. The second study (Floris et al.) adopts a longitudinal approach to show how career resources such as self-exploration and clarity predict sustainable academic success. The third paper (Milani et al.) highlights the motivational power of positive affect in envisioning Future Work Selves and its role in enhancing career proactivity. The fourth contribution (Gerritsen et al.) presents a scalable intervention promoting proactive career behaviors during the school-to-work transition. Finally, the closing paper (Signore et al.) investigates how soft skills and psychological capital contribute to sustainable employability and readiness for decent work.

Together, these studies offer a comprehensive and integrative view of psychological mechanisms underpinning sustainable and self-directed career development. The symposium highlights implications for career education, guidance, and policy, emphasizing interventions that cultivate values alignment, emotional engagement, and soft skills to support lifelong employability and well-being.

Abstract 3907

DYNAMIC INTERCONNECTIONS BETWEEN UNIVERSITY STUDENTS' CAREER RESOURCES AND SUSTAINABLE ACADEMIC SUCCESS: A LATENT CHANGE SCORE MODEL

Floris M.*[2], Hirschberger S.[1], Kauffeld S.[1], Mazzetti G.[2], Guglielmi D.[2]

[1]Technical University of Braunschweig ~ Braunschweig ~ Germany, [2]University of Bologna, Department of Education Studies ~ Bologna ~ Italy

Introduction.
In line with the Career Sustainability Framework, higher education represents a crucial learning environment where individuals begin to shape their future career trajectories. From this perspective, academic success can be considered an early indicator of sustainable career success, encompassing dimensions of productivity (e.g., number of exams), happiness (e.g., satisfaction), and health (e.g., psychological well-being). Although previous research has highlighted the importance of career self-management in promoting sustainable careers, the specific role of career resources in fostering sustainable outcomes during university years remains underexplored.
Purpose.
This study examined the extent to which three key career resources (i.e., career clarity, self-exploration, and career exploration) predict changes in academic performance (i.e., GPA), well-being, and satisfaction over the course of one academic year. Furthermore, we investigated the interdependence among changes in these outcome variables.
Method.
A sample of 846 university students (53.4% female; M = 20.5, SD = 2.11) completed an online questionnaire at two time points, one year apart. A Latent Change Score Model was employed to estimate the effects of Time 1 (T1) career resources on changes in outcomes between T1 and T2.
Results.
All three career resources positively predicted at least one indicator of sustainable academic success. Specifically, self-exploration at T1 predicted increases in the number of exams completed, well-being, and satisfaction, whereas career clarity predicted increases in satisfaction. Conversely, career exploration negatively predicted the number of exams completed, suggesting that extensive engagement in exploration activities may temporarily redirect students' efforts away from academic performance.
Conclusions.
These findings underscore the importance of fostering students' career resources as a means of promoting sustainable academic and career development. Interventions aimed at enhancing self-exploration and career clarity could strengthen students' well-being, satisfaction, and academic engagement, thereby laying the foundations for sustainable career growth from the earliest stages of higher education.

Abstract 3908

HOW POSITIVE AFFECT IN IMAGINING FUTURE WORK SELVES DRIVES CAREER PROACTIVITY

Milani G.*[1], Cortellazzo L.[1], Bonesso S.[1], Strauss K.[2]

[1]Venice School of Management, Ca' Foscari University ~ Venice ~ Italy, [2]ESSEC Business School ~ Cergy-Pontoise (Paris Area) ~ France

Introduction.
Future Work Selves (FWSs; Strauss et al., 2012), cognitive representations of one's hopes and aspirations related to work, have been widely recognized as motivators of proactive career behaviors. To explain this relationship, previous research has predominantly focused on the extent to which FWSs are clear and easy to imagine (i.e., salient), while largely overlooking the affective dimension involved in envisioning FWSs.
Purpose.
The purpose of this study is to investigate the previously neglected role of affect associated with FWSs and to examine its motivational potential, as well as the factors that influence the level of affect individuals experience. This is critical for developing a more comprehensive understanding of the mechanisms that enhance proactive behaviors. We argue that, beyond the role of salience, the affective dimension motivates proactive career behaviors by energizing individuals and sustaining motivation toward future-oriented goals.
Method.
To substantiate our hypotheses, we conducted two studies. Study1 relied on a three wave-survey with a sample of graduate students (N = 220) who were asked to write about their FWSs. We gathered data on personality (T1), FWS salience and FWS positive affect (T2), and proactive behaviors (T3). Study2 is an experiment conducted on a sample of employees, that is expected to confirm preliminary text analyses identifying which characteristics of the narratives predicted higher levels of FWS affect.
Results.
Study1 showed that, after controlling for FWS salience, higher levels of positive affect in envisioning the FWS were significantly associated with proactive career behaviors. Expected results from Study2 are that experienced affect is positively influenced by process-oriented narratives while the acknowledgment of over-optimism negatively influences the relationship.
Conclusions.
This study advances the literature on FWS by identifying positive affect as an additional mechanism driving proactive career behavior and by uncovering narrative dimensions that enhance the positive affect associated with FWSs.

Abstract 3909

SHAPING SUSTAINABLE CAREERS: STIMULATING PROACTIVE CAREER BEHAVIOR DURING THE SCHOOL-TO-WORK TRANSITION

Gerritsen S.*[1], Pak K.[2], Darouei M.[4], Van Der Heijden B.I.[3], Akkermans J.[4]

[1]University of Applied Sciences Rotterdam, Rotterdam Business School ~ Rotterdam ~ Netherlands, [2]Tilburg University, School of Social and Behavioral Sciences, Human Resource Studies ~ Tilburg ~ Netherlands, [3]Radboud University, Institute for Management Research ~ Nijmegen ~ Netherlands, [4]Vrije Universiteit Amsterdam, School of Business and Economics, Department of Management and Organization ~ Amsterdam ~ Netherlands

Introduction

Navigating the school-to-work transition (STWT) is a formative stage in shaping sustainable careers. Proactive career behaviors are critical during this phase, fostering sustainable careers marked by happiness, health, and productivity (Akkermans et al., 2024; De Vos et al., 2020). However, it remains uncertain whether such behaviors can be effectively trained through scalable interventions.

Drawing on proactive motivation theory (Parker et al., 2010), we examined whether a supervision-embedded, three-session intervention could enhance proactive career behaviors and indicators of sustainable careers during the STWT.

Method

We conducted a quasi-experimental, mixed-methods study comparing an intervention group (N = 72) with a control group (N = 84). Three sessions, spaced three weeks apart, were integrated into existing supervision meetings. Analyses used repeated-measures GLM and hierarchical regressions controlling for T0.

Qualitative data from student focus groups (n = 76), a supervisor survey (n = 14), a six-month supervisor focus group (n = 5), and six-month student interviews (n = 2) contextualized the quantitative findings.

Results

Quantitative results showed a significant increase in network building, with marginal effects for skill development and career consultation. Unexpectedly, increases in proactive behaviors correlated with lower job satisfaction, higher stress, and reduced employability perceptions, suggesting short-term trade-offs rather than immediate benefits. Qualitative findings clarified these patterns: students valued reflection, peer dialogue, and future planning, but faced competing demands during graduation that limited behavioral enactment.

Conclusions

Overall, the study demonstrates that proactive behaviors can be stimulated during the STWT but develop unevenly across sub-domains. Action-oriented behaviors (e.g., networking) adapt more quickly than reflective or planning behaviors. Embedding interventions in existing supervision proved feasible and realistic, though timing and sustained reinforcement are essential for lasting impact. These insights inform both theory and practice on how to design scalable, context-sensitive interventions that lay the groundwork for sustainable career development.

Abstract 3910

ARE UNIVERSITY STUDENTS READY TO WORK? THE ROLE OF SOFT SKILLS AND PSYCHOLOGICAL CAPITAL IN BUILDING SUSTAINABLE EMPLOYABILITY

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Introduction
The transition from university to work requires students to develop both transversal competencies and psychological resources that sustain employability and well-being over time. In a rapidly evolving labor market, soft skills such as communication, adaptability, and teamwork are increasingly recognized as essential personal assets that promote motivation and proactive career engagement. Understanding their role in fostering sustainable employability can guide educational policies and interventions aimed at preparing students for meaningful, human-centered careers.

Purpose
This study examined how soft skills predict employability, psychological capital, and adaptive behaviors among Italian university students. It also explored potential differences between students from STEM and non-STEM disciplines, aiming to identify whether disciplinary background moderates these associations.

Methods
Grounded in the Job Demands–Resources (JD–R) model and Positive Organizational Psychology frameworks, a structural equation model (SEM) was tested on a balanced sample of 501 Italian university students. The model assessed relationships between self-reported soft skills, employability, psychological capital, and proactive career behaviors. Multi-group analyses compared STEM and non-STEM students to detect possible differences in the strength of these relationships.

Results
Soft skills significantly predicted employability, psychological capital, and proactive behaviors in both groups. The association between soft skills and psychological capital was slightly stronger among non-STEM students, while the link between soft skills and employability was robust and consistent across disciplines. Multi-group comparisons revealed no significant overall differences between the two models, indicating a similar structural pattern across fields of study.

Conclusions
Findings highlight the pivotal role of soft skills as sustainable personal resources that enhance employability and psychological well-being across academic disciplines. Universities should implement evidence-based programs to cultivate students' soft skills and psychological capital, strengthening their readiness for sustainable and adaptive career paths.

Abstract 3906

THE RELATIONSHIP BETWEEN WORK VALUES AND EMPLOYABILITY: THE ROLE OF PROTEAN CAREER ORIENTATION IN UNIVERSITY STUDENTS

Panari C.*[2], Bonini A.[2], Caricati L.[3], Tonelli M.[1], De Caro M.[2]

[1]IFOA – Institute for Training of Business Operators ~ Reggio Emilia ~ Italy, [2]University of Parma, Department of Economics and Management ~ Parma ~ Italy, [3]University of Parma, Department of Humanistic Studies ~ Parma ~ Italy

Introduction.
Research on university students showed that protean career orientation, focused on the sense of responsibility in managing their career based on personal values, is becoming increasingly important to one's career development in the dynamic business environment, and is strictly related to employability. Meanwhile, employability has a central role in the evaluation of new career opportunities that fit with one's values and goals. In this sense, the study of the system of work values plays an important role in understanding how people pursue their work goals.

Purpose.
This study aims to examine the mediating role of protean career orientation between intrinsic and extrinsic work values and perceived employability in graduate students.

Method.
A self-report online questionnaire was sent to a sample of 120 university students (57.4% female; Mean Age = 22.7, SD = 2.54). We tested our hypotheses using the PROCESS macro. To be specific, Model 4 was performed to test the mediating role of a protean career between each work value (three intrinsic values and three extrinsic values) and perceived employability. The six mediational analyses were performed separately.

Results.
The results showed that the influence of intrinsic work values on perceived employability was mediated by protean career orientation. Self-achievement, risk, and freedom had an impact on protean career orientation that, in turn, influenced students' perception of employability – even if the mediation was not total. On the contrary, extrinsic work values, such as approval from others and facilitating work conditions in terms of location and informal context, lead people to underestimate both their own skills and, as well, opportunities within the labour market.

Conclusions.
These results highlight the role of protean career orientation as a mechanism linking personal values to employability. Interventions fostering self-directedness, clarity of values, and proactive goal setting could strengthen students' adaptive career behaviors and readiness for sustainable employability.

01 - Division 1: Work and Organizational Psychology

TRUST: THE CEMENT THAT HOLDS THE WORLD TOGETHER IS ERODING

Saturday 25 July 2026 from 09:30 to 11:00

(O-Arsenale)

Walter Reichman (OrgVitality ~ Larchmont, New York, ~ Uni), Chair
Annamaria Di Fabio, Discussant

Trust is the cement that holds people, organizations, communities, countries and the nations of the world together. Multilateralism was the name given to the cement created after World War II which gave rise to the United Nations and regional organizations to maintain peace and improve our social and economic lives. Multilateralism is now being supplanted by a return to nationalism ,individuality, competition for resources and threats of conflict. This symposium is designed to describe the intricacies of establishing trust, its fragility and the difficulty of resurrecting it when it ends. There will be four presenters and a discussant who are recognized experts in their area of research and advocacy.
Jeffrey Saltzman is CEO of a leading management consulting firm who has consulted with organizations around the world in methods of building trust and engagement within their organizations.
Richard Plenty and Terri Morrissey have worked for over 20 years on assignments that support international collaboration. They received the Presidential Citation from the American Psychological Association for their activities.
Raymond Saner has been a researcher and consultant to the United Nations for several decades and has fostered the acceptance and implementation of the UN's Sustainable Development Goals (SDGs) in Europe, Asia and Africa.

The first presentation by Raymond Saner will examine the UN's 17 Sustainable Development Goals (SDG), only17%of them having been achieved. He will point to the necessity of collaboration among governments, private sector and civil society if the goals are to be achieved.
The second presentation by Richard Plenty will describe ways of dealing with complex global challenges using his four-step model of Reflect, Strategize, Explore, and Act to develop trust and transformational relationships.
The third presentation by Jeff Saltzman will focus on how to build trust within organizations using businesses as an example. He will describe how trust promotes organizational success and participant satisfaction, and how it can be resurrected when eroded.
The fourth presentation by Her Excellency Bint Hamad Hessa from Qatar will focus on research and clinical applications of a culturally-rooted measure of wellbeing: the Al-hayat Al-tayiba Wellbeing instrument. Well-being could be a crucial and promising ingredient in building trust.
The discussant is Annamaria Di Fabio, Professor of Work and Organizational Psychology as well as Psychology of Sustainability and Sustainable Development (PS&SD) at the University of Florence. She founded the PS&SD research and intervention area officially in 2016 as Section editor in the Journal Sustainability Science (Editor in chief Kazuhiko Takeuchi).

Abstract 4122

TRUST, PRINCIPLES, AND THE SUCCESSFUL IMPLIMENTATION OF THE 2030 UN AGENDA

Saner R.*

Centre for Socio-Eco-Nomic Development ~ Geneva ~ Switzerland

The 2030 Agenda for Sustainable Development outlines an ambitious global roadmap. Its successful implementation depends on two critical elements: sustained trust among stakeholders and strict adherence to core principles—multi-stakeholder engagement and integrated sustainability. Trust is built when governments, the private sector, and civil society collaborate transparently and inclusively. Governments provide the legal and institutional frameworks; businesses contribute innovation and financial resources; civil society organizations ensure accountability and protect marginalized voices. Authentic participation from all sectors can increase the Agenda's legitimacy and momentum.

Equally, the 2030 Agenda integrates three dimensions of sustainability: economic growth, social inclusion, and environmental protection. Addressing these dimensions simultaneously is not optional but essential. Prioritizing one dimension over the others undermines resilience, exacerbates inequalities, and depletes natural resources.

Experience from business and NGO diplomacy demonstrates that sustainable partnerships are built on trust, openness, and respect for shared values. Where exclusion, short-termism, or disregard for sustainability occur, trust erodes quickly—leading to fragmentation, inefficiency, and ultimately failure to meet development goals. Non-compliance with the Agenda's principles would severely compromise implementation efforts. It would diminish institutional credibility, weaken public support, and jeopardize long-term development outcomes.

Therefore, restoring and maintaining trust through respect for multistakeholder engagement and the three dimensions of sustainability is not merely advisable—it is imperative. The 2030 Agenda must be implemented through collective responsibility, with full recognition that without trust, sustainable development cannot be achieved.

Saner, R, Yiu,L., (2022) « Leveraging Business Diplomacy: The Role of Multinational Enterprises Supporting the United Nations' SDGs, chapter 10, in The Role of Multinational Enterprises Supporting the United Nations', edited by John McIntryre, Silvester Ivanaj and Vera Ivanaj, Edward Elgard, 2022)

https://www.diplomacydialogue.org/publications/businessdiplomacy.html https://www.csend.org/publications/agenda-2030

Abstract 4121

INTERNATIONAL COLLABORATION WORKING: A MODEL FOR BUILDING TRUST

Plenty R.*

Thisis ~ Kingston Upon Thames ~ United Kingdom

This presentation describes a model of trust developed from many years' experience of working internationally on organisation and leadership development in the energy, aviation and climate change areas as well as from the facilitation of the Global Psychology Alliance (GPA) since its inception in 2019.
The model builds on the Richmor Framework for dealing with uncertainty, a four step approach consisting of Reflect, Strategise, Explore and Act. This model was first articulated in the book 'Uncertainty Rules?' written by Richard Plenty and Terri Morrissey in 2019. He applies this to the development of trust and transformative, rather than transactional, relationships. Examples will be given of how this approach has been used in the Alliance's work on climate change and other complex global challenges.

Abstract 4120

BUILDING TRUST IN ORGANIZATIONS

Saltzman J.*

OrgVitality ~ Pleasantville New York ~ United States of America

Trust is won in a slow accretion of behaviors and values over time but can be lost in an instant. Once lost, trust is extremely difficult to regain. This holds true for any kind of organization.
There are myriad defini-ons of trust, depending on discipline and circumstance. A defini-on of trust that works for the employer/employee rela-onship will be presented, covering integrity, the belief that a person or organiza-on is fair and just; dependability, the belief that a person or organiza-on will do what they say; and confidence, the belief that a person or organiza-on has the ability to do what they say they will do. Addi-onally, the personality characteris-cs of leaders who can build trust will be discussed.
Generally, this presentation will focus on the world of work and on the organizations that employ people. The presentation will examine the conditions and culture within an organization that can bring about a trusting environment, those actions and values that will destroy trust, and what an organization must do to begin to regain trust once lost.
There are many negative consequences to being in a low-trust environment and those consequences will be spelled out with supporting data. Alternatively, the benefits of working in a hightrust environment will also be examined.
Finally, methods that can be used to measure trust and to build a trust index, that can be tracked over time, in an organization will be presented and which are best for differing situations.

Abstract 4950

BUILDING AND MEASURING TRUST THROUGH AL-HAYAT AL-TAYIBA SCALE FOR GLOBAL WELLBEING

Al Thani H.e. Dr. Hessa Bint Hamad Bin Khalifa*

Chairperson and Founder, The Center for Wellbeing- Qatar

Wellbeing is a central concept in global mental health, reflected in the United Nations 2030 Agenda for Sustainable Development and increasingly recognized as essential for informing policy, programming, and clinical practice. Despite advances in wellbeing research, existing assessment tools have been developed within Western contexts and do not adequately capture culturally-specific understandings of human flourishing for Middle Eastern populations. This presentation introduces the Al-Hayat Al-Tayiba Wellbeing Framework and the development of the Al-Hayat Al-Tayiba Wellbeing Instrument (HTI), a culturally-grounded measure that assesses holistic wellbeing within Middle Eastern contexts. Drawing on extensive scholarly research conducted in Qatar, the framework conceptualizes wellbeing through five interconnected pillars: Spiritual, Emotional, Intellectual, Physical, and Social Wellbeing. Together, these dimensions provide a comprehensive model of human flourishing while maintaining relevance across diverse cultural settings. Using a sample of 400 undergraduate students from Qatar University, the study conducted extensive statistical analyses to establish the reliability and validity of the instrument. Results provide strong initial evidence supporting the HTI as a psychometrically sound and culturally-relevant measure of wellbeing. These findings address an important gap in culturally rooted wellbeing assessment and contribute to ongoing efforts to develop more inclusive approaches to measuring and promoting wellbeing globally. Implications for research, clinical practice, and cross-cultural applications will be discussed, along with directions for future studies in other cultural contexts.

01 - Division 1: Work and Organizational Psychology

PSYCHOLOGY AND GLOBAL ACTION FRAMEWORKS COMPETENCIES, ETHICS AND RESPONSIBILITY IN A WORLD IN CRISIS

Saturday 25 July 2026 from 11:00 to 12:30

(R-Arsenale)

Luis Carrizo, Chair

Abstract 4894

Psychology, Multilateralism, and International Action Frameworks

Neves P.*

President Elect, International Association of Applied Psychology ~ Portugal ~ Portugal

Inspired by recent IAAP discussions on global responsibility, interdisciplinarity, and the social relevance of applied psychology, the presentation may emphasize the importance of international cooperation, professional networks, and partnerships with global organizations in addressing complex, interconnected challenges. It may also reflect on how applied psychology can strengthen its impact by aligning research, training, and professional practice with global policy agendas, while remaining sensitive to cultural diversity and local contexts.

Abstract 4895

International Professional Competencies as a Global Reference for Training and Practice

Iliescu D.*

President, Psychology Competencies International Project ~ Romania ~ Romania

This presentation will focus on the International Declaration of Core Competencies in Professional Psychology as a global benchmark for quality, relevance, and ethical responsibility in professional training and practice. It will explore how competency-based frameworks support international mobility, comparability of qualifications, and social accountability, while remaining sensitive to cultural diversity. The presentation will also address current challenges in implementing competency-based education across different higher education systems worldwide.

Abstract 4896

Psychology, History and Global Responsibility. Lessons for Contemporary Global Challenges.

Hayes N.*

IUPsyS, Executive Committee member. Former President, British Psychologial Society ~ United Kingdom ~ United Kingdom

Drawing on a historical perspective, this presentation will examine how psychology has evolved in response to major social, political, and ethical challenges, and how global frameworks have increasingly shaped the discipline's identity and responsibilities. By situating contemporary debates within a broader historical trajectory, the presentation will offer insights into how psychology can learn from its past to better navigate current global demands related to ethics, human rights, and social transformation.

Abstract 4897

TRAINING PSYCHOLOGISTS IN THE 21ST CENTURY: A UNIVERSITY EXPERIENCE ALIGNED WITH INTERNATIONAL FRAMEWORKS

Carrizo L.*

Dean, Faculty of Psychology, Universidad CLAEH ~ Uruguay ~ Uruguay

This presentation will showcase the experience of the newly established bachelor's degree in psychology at the Faculty of Psychology of Universidad CLAEH. The program has been explicitly designed in alignment with the International Declaration of Core Competencies in Professional Psychology and the Sustainable Development Goals, integrating ethical responsibility, social relevance, and interdisciplinary approaches into its curriculum. It also highlights the direct alignment of its curriculum with UNESCO's Recommendation on Education for Peace, Human Rights and Sustainable Development.

The presentation will highlight how global frameworks are translated into concrete curricular decisions, learning outcomes, competency development, and professional identity formation.

01 - Division 1: Work and Organizational Psychology

PROMOTING GENDER EQUALITY IN THE WORKPLACE AND BEYOND: HAVE WE GOTTEN ANYWHERE YET?

Saturday 25 July 2026 from 11:00 to 12:30

(O-Arsenale)

Kristina Potočnik (University of Edinburgh Business School), Chair and Presenter
Fanny Cheung, Discussant

This symposium critically examines contemporary challenges and progress in workplace gender equality through four interconnected perspectives. The selected presentations collectively explore how gendered power dynamics manifest across diverse organizational contexts and life stages, revealing persistent barriers for some gender groups despite formal equality policies in place.
González-Morales critiques recent calls for "more masculine" workplace cultures and proposes transforming toxic power cultures into "brave relational cultures" that redefine masculinity as one that is brave and advocates for marginalized groups. Her proposed framework advances our understanding of workplace power dynamics by showing how psychological safety and belonging can be fostered by promoting noble aspects of masculinity while at the same time addressing systemic inequalities.
Kowalski and Suter explore 12-hour shifts in the UK national healthcare sector and show how flexible work policies, when implemented without genuine employee input, can disproportionately impact women. Their findings suggest that persistent "double shifts" amplify workplace inequalities, threatening both employee wellbeing and the sustainability of workforce in female-dominated sectors.Unger et al.’s presentation discusses the results of a systematic review of 45 years of multidisciplinary research of unemployment effects on children’s education and career outcomes. Their research demonstrates how parental unemployment affects children's educational and career trajectories differently based on gender, with maternal unemployment showing stronger detrimental effects than paternal unemployment on children's future employment prospects.Potočnik examines menopause transition at work and discusses how this complex, individualized transition may affect job performance, retention, and occupational wellbeing.Among other findings, this presentation explores how the use of flexible work arrangements can help manage menopause symptoms but potentially compromise retirement affordability.She advocates for context-sensitive approaches to support employees transitioning menopause rather than standardized policies that may inadvertently create new inequities.Together, these presentations illuminate the multifaceted nature of gender equality challenges across different life domains and career stages.They emphasizethatmeaningfulprogressrequiresaddressingbothsystemicpowerstructuresandindividual lived experiences through evidencebasedcontextsensitiveapproachesthatrecognizetheintersectionalityofgenderwithothera spectsofidentityandexperience.

Abstract 3982

TRANSFORMING TOXIC POWER CULTURES INTO BRAVE RELATIONAL CULTURES

González Morales M.G.*

Claremont Graduate University ~ Claremont ~ United States of America

In 2025, US corporate culture is at a crossroads, particularly in the technology sector, as political shifts and executive orders reshaped workplace policies and DEI initiatives in early 2025. While some industry leaders, including Meta's CEO Mark Zuckerberg, advocated for a return to "more masculine" workplace cultures, this presentation argues that such calls misinterpret both the nature of gender roles and the requirements for modern organizational innovation. Instead of reverting to traditional power dynamics, I propose a transformation toward "brave relational cultures" that redefine masculinity and organizational effectiveness.

The technology sector exemplifies these tensions, with men holding 65% of jobs and 89% of executive positions, while women continue to exit the industry at higher rates. Instead of perceiving inclusive environments as "emasculated" cultures, I argue that true organizational effectiveness is achieved by fostering spaces where diverse perspectives can be engaged. The author presents the concept of brave relational cultures, where masculinity, rather than being toxic, is brave in amplifying marginalized voices, challenging harmful norms, and creating psychological safety for innovation.

Drawing on feminist management scholarship and critical intersectional feminist perspectives, the paper presents a theoretical framework for understanding workplace power dynamics and toxic phenomena such as victimization, imposter syndrome, code-switching, and emotional labor. These issues are framed as symptoms of a broken system requiring transformation through relational practices and Positive Organizational Scholarship. The proposed framework aims to foster psychological safety, innovation, work engagement, well-being, and belonging in organizations by elevating noble aspects of masculinity while addressing systemic power and oppression.

Abstract 3983

FLEXIBLE WORKING, BUT ON WHOSE TERMS? IMPORTANCE OF EMPLOYEE CHOICE AND PERCEIVED CONTROL

Kowalski T.*, Suter J.

University of York, School for Business and Society ~ York ~ United Kingdom

The national health care system in the UK (NHS) is renowned for the financial and resource pressures that it continues to be under. High volumes of vacancies exist across NHS departments, which can have knock-on effects for the quality of patient care. To help address these workforce shortages, various flexible working policies have been introduced across NHS Trusts. One example of this is the introduction of 12-hour shifts, however, evidence is mixed as to the potential impact of these on employee wellbeing and performance. Underpinned by Job Demands-Resources model, the aim of this study was to explore the impact of moving to 12-hour shifts on employee wellbeing for staff working in a large mental health NHS Trust.

Semi structured interviews were held with mental health ward staff across four different levels of job role (n=35 at T1), with follow up interviews conducted 6-9 months later (n=35 at T2). Two thirds of the sample were women, which shares parallels with the gender distribution of the wider NHS.

Although a 'consultation' had been held between staff and senior managers regarding the move to 12-hour shifts, there was a sense of distrust in management and concerns over how transparent or genuine this process was. Irrespective of respondents' perceptions of this change, the fact that many had misgivings about the consultation process itself had a significant impact on employee wellbeing, with many respondents citing that they felt they had little control over the proposed change to working patterns.

The move to 12-hour shifts, for female workers in particular, may have far reaching consequences due to the 'double shift' that still seems to permeate in current times and how this might impact non-work commitments. Our research also has implications relating to the sustainability of the NHS workforce.

Abstract 3984

SCARRED OR SPARED? A REVIEW OF MICRO- AND MACRO-LEVEL UNEMPLOYMENT'S GENDERED EFFECTS ON CHILDREN'S EDUCATION AND CAREERS

Zografia Bika B.[1], Debus M.E.[2], Hopp C.[3], Klehe U.C.[4], Unger D.*[5]

[1]2Norwich Business School, University of East Anglia ~ Norwich ~ United Kingdom, [2]3Institute of Work and Organizational Psychology ~ Neuchâtel ~ Switzerland, [3]4Institute of Psychology, RWTH Aachen ~ Aachen ~ Germany, [4]5Department of Psychology, University of Giessen ~ Giessen ~ Germany, [5]1Department of Psychology, UiT The Arctic University of Norway ~ Tromsø ~ Norway

Unemployment has profound implications for individuals and societies. The impact of micro- (i.e., parental) and macro-level (i.e., local, regional, or national) unemployment on children's education and career outcomes is particularly relevant, as detrimental effects may perpetuate a vicious cycle, with unemployment causing more unemployment. Furthermore, the role of gender is not sufficiently elucidated in this context. This systematic review summarizes studies conducted from 1979 to 2024 worldwide across economics, sociology, psychology, education sciences, and public health, adopting an integrative, multidisciplinary approach. Furthermore, we coded gender effects (i.e., maternal vs. paternal unemployment; education and career outcomes measured in girls and boys).
Key findings reveal that micro-level unemployment adversely affects children's education and career outcomes, whereas macro-level unemployment appears to have both beneficial and detrimental effects. In terms of gendered effects, we found a beneficial effect of macro-level unemployment on the participation in post-compulsory schooling, particularly in boys. Further, the detrimental effect of maternal unemployment on children's adult unemployment seems stronger than paternal micro-level unemployment.
Our results underscore the importance of probing homology (i.e., whether macro- and micro-level effects go in the same direction) when assessing unemployment's impact on children's education and careers, as this study shows that effects on the micro- and macro-level are not necessarily the same. Furthermore, our review highlights that the gender of the parent and child can be an important boundary condition in this context.
Future research should focus on investigating mediating mechanisms of these gendered effects. Additionally, we need more research on the topic from countries that are not Western, educated, industrialized, rich, and democratic (WEIRD). We provide recommendations for parental and professional caregivers, teachers and principals, as well as decision-makers in politics and organizations.

Abstract 3985

IT IS MORE THAN THE HOT FLUSHES AND MOOD SWINGS: MANAGING MENOPAUSE TRANSITION IN THE WORKPLACE

Potočnik K.*

University of Edinburgh Business School ~ Edinburgh ~ United Kingdom

Menopause is a workplace issue, which affects women and other gender groups, including non-binary, transgender, and gender non-conforming. Menopause or a point in time when the menstruation has completely ceased for 12 months, is often considered as part of ageing process, but not everyone experiences natural menopause. Hot flushes, followed by fatigue, night sweats and insomnia are some of the most common symptoms that can last for a number of years; however, the experience of menopause is highly complex and individualized.

Most of the existing research on menopause at work is cross-sectional and has predominantly found the experience of menopause to be linked with negative outcomes, such as higher burnout, poorer perceived job performance, and higher intention to quit. Considering these results, as well as raising awareness of menopause and how it may affect individuals, it has become increasingly important to explore how employees can best be supported as they navigate through this complex and individualized transition.

This presentation draws from the mixed-methods research program on menopause at work using different samples of cis-women to discuss diverse menopause symptoms and their effects on job performance, retention, and occupational wellbeing. Drawing from selection, optimization, and compensation (SOC) model, it explores the role of individual agentic behaviors to manage menopause symptoms at work. Following the conservation of resources (COR) theory, it also addresses the role of workplace resources, such as social support from line managers and colleagues that was observed as useful in helping employees navigate this complex transition.

The presentation concludes with a discussion of flexible work arrangements and how the use of this type of workplace support can be a double-edged sword. Whereas the use of such arrangements can be helpful for managing symptoms, at the same time, it may have unintended consequences on late careers and pension provision.

02 - Division 2: Psychological Assessment and Evaluation

HARMONIZING TRADITION AND INNOVATION: CULTURAL COMPETENCE IN ASEAN PSICHOLOGY

Wednesday 22 July 2026 from 08:00 to 09:30

(C- Spadolini)

Maria Luisa Guinto (University of the Philippines, Diliman ~), Chair and Presenter

The ASEAN Regional Union of Psychological Societies (ARUPS) is characterized by rich cultural diversity, with each member country possessing unique traditions, languages, and worldviews. As applied psychology continues to expand across the region, cultural competence becomes essential in ensuring the effectiveness of psychological practices. This symposium convenes scholars and practitioners from the Philippines, Indonesia, Malaysia, and Singapore to discuss the role of cultural competence in various domains of applied psychology, including clinical, counseling, organizational, educational, and sport psychology. The symposium will explore the conceptualization of cultural competence in ASEAN, highlighting how local values and indigenous knowledge systems shape psychological practice. Presenters will share research findings, case studies, and good practices that uphold culturally responsive psychological assessment, intervention, and training approaches. Topics will include integrating traditional practices with modern psychological interventions, navigating through collectivist versus individualist orientations to well-being, and managing the challenges of cross-cultural competency in a globalizing world. The Philippines will highlight the application of indigenous psychological concepts in sport psychology, including inner self, shared identity, communal resilience, and spirituality, in the context of performance enhancement and mental health support services. Malaysia will discuss multiculturalism and interethnic relations, particularly in the context of psychological research and its practical applications. Indonesia will feature the integration of keroncong music in psychotherapy. Singapore will address multicultural competence in psychological assessment and practice in a highly diverse, urbanized setting. This symposium aims to affirm collaboration across borders among psychologists, promote culturally inclusive psychological practices, and encourage the development of culturally competent policies in the fields of mental health, education, and the workplace. Through this exchange of knowledge and experiences, the team aspires to enhance psychological services that are both effective and respectful of the diverse cultural fabric of ASEAN.

Abstract 4446

RECLAIMING CULTURAL ROOTS: INTEGRATING INDIGENOUS PSYCHOLOGY INTO SPORT PSYCHOLOGY

Guinto M.L.*

College of Human Kinetics, Department of Sports Science, ~ Philippines ~ Philippines

As a specialized field within applied psychology, sport psychology has largely been shaped by WEIRD (Western, Educated, Industrialized, Rich, and Democratic) paradigms. These dominant frameworks often prioritize individualism, performance metrics, and cognitive-behavioral models that may not fully resonate with the lived experiences of athletes in non-WEIRD settings. In the Philippines, fostering both high performance and athlete well-being requires incorporating culturally framed relational, communal, and spiritual values. This presentation demonstrates how Indigenous Filipino psychological concepts can enrich and inform sport psychology practice, making it more context-specific and culturally grounded for Filipino athletes, coaches, teams, and communities. Employing qualitative methodologies—such as narrative inquiry, case study analysis, and program evaluation—the study draws from decades of sport psychology consultations, performance enhancement interventions, participatory research, and community-based initiatives. Findings reveal how core indigenous constructs—such as loob (relational inner self), kapwa (shared identity), bayanihan (communal unity), and pananampalataya (faith/spirituality) —are meaningfully integrated into both elite sport and communities in crisis. By embedding Indigenous Filipino psychology into sport psychology, this work offers a pathway to reclaim cultural roots, challenge one-size-fits-all approaches, and promote psychological practices that value relationality, spirituality, and collective strength. This work contributes to the global discourse on new directions in applied psychology, especially in culturally diverse and historically underrepresented regions such as those in the ASEAN.

Abstract 4448

INTEGRATION OF KERONCONG MUSIC IN PSYCHOTHERAPY: OPPORTUNITIES AND CHALLENGES FOR CULTURALLY BASED MENTAL HEALTH INTERVENTIONS IN INDONESIA

Ningdyah A.*, Pratiwi W.P., Noviekayati I., Saragih S.

Faculty of Psychology, Universitas 17 Agustus 1945 ~ Indonesia ~ Indonesia

Mental health has become an increasingly urgent global concern, along with the rising prevalence of psychological disorders such as anxiety, chronic stress, and depression. Various therapeutic approaches have been developed to address these issues, including cognitive-behavioral therapy, humanistic psychotherapy, and integrative approaches. Music therapy—an alternative approach to psychotherapy that utilizes musical elements to enhance psychological well-being—has rapidly developed and is recognized for its effectiveness in reducing stress, alleviating anxiety, and improving mood. However, most of these interventions are still based on Western values and paradigms, often less contextual when applied in non-Western societies, including Indonesia. Music therapy used in Indonesia mainly adopts popular Western instrumental music and has not yet utilized the richness of local traditional music. In the context of Indonesian culture, keroncong music has its own distinct characteristics, marked by a slow tempo, gentle harmony, and poetic lyrics. This music is often associated with a peaceful, reflective, and melancholic atmosphere. As a cultural heritage, keroncong not only serves as entertainment but also as a medium for emotional expression and the meaning of life. With these characteristics, keroncong has the potential to be integrated into psychotherapy practices as a form of culturally based mental health intervention. Studies exploring the integration of keroncong into psychotherapy practices have not been widely conducted in Indonesia. Therefore, this research aims to understand how keroncong can be used in psychotherapy, including the opportunities it offers and the challenges faced in its implementation. This research emphasizes a qualitative approach to explore the meanings, perceptions, and direct experiences of practitioners and clients, and to provide a conceptual and practical foundation for the development of culturally relevant therapeutic interventions.

Abstract 4449

BRIDGING WORLDS: ADAPTING PSYCHOTHERAPY TO SINGAPORE'S MULTICULTURAL REALITIES

Neo H.L.M.*

National University Hospital, Singapore ~ Singapore ~ Singapore

Singapore's multicultural society, defined by intersecting ethnic, linguistic, and religious traditions, offers a dynamic context for advancing culturally competent psychological assessment. As a densely urbanized and globally connected city-state, Singapore is shaped by the lived experiences of Chinese, Malay, Indian, and migrant communities. Psychological assessment must therefore address the diverse ways individuals interpret and express psychological distress. Rapid socio-economic development, educational shifts, and digital exposure have contributed to changing generational perspectives on mental health, increasing the demand for tools that are both linguistically accessible and culturally meaningful. This presentation examines culturally competent practices in psychological assessment in Singapore, with a focus on adapting and validating instruments for use across diverse linguistic and cultural groups. Examples include the local validation of the Center for Epidemiologic Studies Depression Scale (CES-D) among Chinese, Malay, and Indian populations, revealing differential symptom expression and varying prevalence rates of depression across ethnicities. The cross-cultural application of cognitive assessments, such as the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) and the Montreal Cognitive Assessment (MoCA), highlights the need to move beyond direct translation toward cultural adaptation that ensures semantic, conceptual, and criterion equivalence. Recent work adapting tools like the EQ-5D-Y for Singaporean youth demonstrates the value of involving expert panels and cognitive debriefing interviews to ensure language and concepts are locally relevant and developmentally appropriate. The presentation will outline best practices derived from local and international guidelines for cultural adaptation, including co-production with users, expert consultation, and rigorous content validation. The discussion will also address ethical imperatives, including fairness, inclusivity, and reducing diagnostic bias. Singapore's experiences offer valuable insights for ASEAN member states aiming to harmonize psychological measurement with local norms, advancing culturally competent practice across the region.

Abstract 4450

BEYOND TRANSLATION: CULTURAL ADAPTATION OF PSYCHOLOGICAL ASSESSMENTS

Toh A.*

Singapore Psychological Society ~ Singapore ~ Singapore

Singapore's multicultural society, defined by intersecting ethnic, linguistic, and religious traditions, offers a dynamic context for advancing culturally competent psychological assessment. As a densely urbanized and globally connected city-state, Singapore is shaped by the lived experiences of Chinese, Malay, Indian, and migrant communities. Psychological assessment must therefore address the diverse ways individuals interpret and express psychological distress. Rapid socio-economic development, educational shifts, and digital exposure have contributed to changing generational perspectives on mental health, increasing the demand for tools that are both linguistically accessible and culturally meaningful. This presentation examines culturally competent practices in psychological assessment in Singapore, with a focus on adapting and validating instruments for use across diverse linguistic and cultural groups. Examples include the local validation of the Center for Epidemiologic Studies Depression Scale (CES-D) among Chinese, Malay, and Indian populations, revealing differential symptom expression and varying prevalence rates of depression across ethnicities. The cross-cultural application of cognitive assessments, such as the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) and the Montreal Cognitive Assessment (MoCA), highlights the need to move beyond direct translation toward cultural adaptation that ensures semantic, conceptual, and criterion equivalence. Recent work adapting tools like the EQ-5D-Y for Singaporean youth demonstrates the value of involving expert panels and cognitive debriefing interviews to ensure language and concepts are locally relevant and developmentally appropriate. The presentation will outline best practices derived from local and international guidelines for cultural adaptation, including co-production with users, expert consultation, and rigorous content validation. The discussion will also address ethical imperatives, including fairness, inclusivity, and reducing diagnostic bias. Singapore's experiences offer valuable insights for ASEAN member states aiming to harmonize psychological measurement with local norms, advancing culturally competent practice across the region.

02 - Division 2: Psychological Assessment and Evaluation

INVESTIGATING THE EARLY DEVELOPMENT OF EXECUTIVE FUNCTIONS: A DEBATE ABOUT DIFFERENT APPROACHES

Wednesday 22 July 2026 from 09:30 to 11:00

(C- Spadolini)

Sabrina Panesi (University of Genoa ~ Genova ~ Italy), Chair and Presenter
Gaia Scerif, Discussant

The development of Executive Functions (EFs) in the first years of life is foundational to later-life success. For this
reason, assessing EFs in young children is fundamental and several approaches are currently used.
This symposium aims to create a debate about different approaches concerning the assessment of EFs in the first years
of life. Specifically, different direct measurements of EFs are explored.
Berni and colleagues present a novel scale designed to assess EFs and self-regulation in children aged 18 to 36 months,
encompassing both typical and atypical developmental trajectories. The study explores the scale's structure and its
correlations with various aspects of daily functioning.
Bandettini and colleagues examine the structure of EFs in 208 preschoolers using a large test battery composed of three
working memory, three updating, three shifting and nine inhibition tasks. CFAs show that the best-fitting model comprises two correlated factors (factor 1: inhibition measures; factor 2: working memory, shifting, and updating
measures).
Downes presents research that explores performance on a scaffolded tool (Preschool Executive Task Assessment;
PETA), developed following an ecological approach. Results show some links between performance on the PETA task
and behavioral functioning, environmental factors, academic ability.
Panesi and colleagues examine an updating task for preschoolers, the Magic House task, comparing analog and digital
versions, also exploring the role of Working Memory (WM) capacity. 127 preschoolers completed both versions of the
Magic House task and two WM capacity tasks. Results show higher performance in the analog version of the Magic
House task.
Gaia Scerif leads the discussion.

Abstract 4452

THE EMERGENCE OF EXECUTIVE FUNCTIONS: A NEW SCALE FOR ASSESSING PRECURSORS IN EARLY CHILDHOOD

Berni M.*

University of Florence ~ Florence ~ Italy

Many studies highlight how executive function precursors begin to emerge in the second half of the first year of life, with rapid development during the first three years, and predictive associations with future behaviors (Hendry et al., 2016; Mulder et al., 2014). However, tools for the early assessment of these processes, particularly in clinical settings, remain limited.
In this study, we introduce a scale for the direct assessment of executive functions and self-regulation, designed for children between 18 and 36 months of age, both with typical and atypical development. The tool consists of 14 stimulus situations and a free-play session, accompanied by an integrated quantitative and qualitative coding system, as well as an observer-completed questionnaire.
Data collected from a sample of typically developing children will be presented, analyzing the structure of the scale and highlighting correlations with various aspects of daily functioning.

Abstract 4454

THE EXPLORATION OF EVERYDAY EXECUTIVE FUNCTION SKILLS IN EARLY CHILDHOOD USING A SCAFFOLDED TOOL

Downes M.*

University College Dublin ~ Dublin ~ Ireland

Executive function (EF) is an umbrella term that describes an intricate group of cognitive processes that operate in an integrated way to regulate behaviours, organise mental processes, shift between tasks flexibly, and solve problems. EF subdomains such as working memory, cognitive flexibility and inhibitory control become increasingly complex and integrated during development and are influenced by internal and external factors. The development of scaffolded tools that tap executive function in the classroom could support teachers to promote learning in the classroom. The current research explores performance on the Preschool Executive Task Assessment (PETA), designed to more easily translate feedback into the classroom. Links to behavioural functioning, environmental factors and academic ability will also be discussed. The PETA is a multistep, table-top task designed for 3-6 year olds that requires structured scaffolding for the child and aims to reflect a novel task which children at this stage of development often face at home or at school. The practical implications of using tools such as the PETA in order to promote early learning skills will be discussed. Qualitative feedback on task design from teachers will be considered. Finally, we will discuss the challenges of the current development of similar tasks for the earlier toddler stage

Abstract 4455

ASSESSING THE EXECUTIVE FUNCTION "UPDATING" IN PRESCHOOLERS WITH THE MAGIC HOUSE TASK: ANALOG VERSUS DIGITAL VERSIONS AND THE ROLE OF WORKING MEMORY CAPACITY

Panesi S.*

University of Genoa ~ Genova ~ Italy

In the digital age, the integration of both analog and digital tools to study the development of Executive Function (EF), particularly the "updating" component, in preschoolers is crucial. Few studies have focused on updating tasks for young children, and even fewer have compared analog and digital versions of these tasks. Additionally, the developmental growth of Working Memory (WM) capacity is likely to significantly impact performance in updating tasks. This study examined an updating task for preschoolers, the Magic House task, comparing analog and digital versions to identify potential differences. It also explored how changes in WM capacity influenced performance in both versions. A total of 127 children aged 4 to 6 years participated in the study. They completed both analog and digital versions of the Magic House task and two WM capacity tasks (Mr. Cucumber and BWS) in balanced order. Results revealed significant differences in performance between analog and digital versions, with analog version yielding higher average scores, regardless of task order. Furthermore, children with lower WM capacity struggled more to achieve threshold scores, particularly in the digital version.
These findings suggest that preschoolers find the analog version of the Magic House task easier than the digital version. The study also highlights qualitative differences in the cognitive processes required for each version, emphasizing the need to consider WM capacity when designing and implementing digital updating tasks for young children.

Abstract 4453

INVESTIGATING THE LATENT STRUCTURE OF EFS IN PRESCHOOLERS USING A LARGE TEST BATTERY

Bandettini A., Traverso L.*

University of Genoa ~ Genova ~ Italy

Executive Functions (EF) are higher-level cognitive processes critical for achieving goaloriented behaviors. Research in adults has identified three distinct yet interconnected EF components: inhibition, shifting, and updating (Miyake et al., 2000). While these components are well-defined in adults, their organization during early development, particularly in preschool-aged children, remains unclear. The multicomponent nature of EF and the relationships among its components continue to be subjects of debate. This study investigates the structure of EF in a sample of 208 preschool children (age range: 4;2 - 6;4) using Confirmatory Factor Analysis (CFA). Children completed a large test batttery composed by 18 tasks assessing EF and Working Memory (WM). The results support a two-factor model, distinguishing inhibition as a separate factor, while WM, updating, and shifting are combined into a single factor.

02 - Division 2: Psychological Assessment and Evaluation

INSIGHTS AND IMPACTS FOR APPLIED PSYCHOLOGISTS USING TESTS, IN PARTICULAR WITH THE UPDATED EFPA TEST REVIEW MODEL

Wednesday 22 July 2026 from 11:00 to 12:30

(C- Spadolini)

Mark Schittekatte (Ghent University ~ Ghent ~ Belgium), Chair and Presenter

The aim of the EFPA Board of Assessment (BoA) was to develop and improve assessment practice in Europe. It was one of the oldest and largest working groups of the European Federation of Psychological Associations (EFPA).
The panel will share insights and impacts of the work of the BoA, in particular on using the updated Test Review Model, published in the summer of 2025.
Covering 37 countries, EFPA has a reach to impact test use practice for almost half the practicing Psychologists in the world. How far have we come, and what should we focus on further? To this end, the BoA panel will discuss:

- Using the (updated, version 5.0) European Test Review Model (https://www.efpa.eu/consultation-model-review-description-and-evaluation-psychological-and-educational-tests), for official and unofficial review processes
- Test user standards with Euro Test certification processes for meeting expected competence
- Online and mobile assessment, particularly drawing on the European survey of test attitudes
- Digitization, AI, and other technological advances
- Lobbying government and institutions across respective countries

Abstract 3652

PANEL MEMBER 2 HELEN BARON

Baron H.*

Independent Practitioner ~ London ~ United Kingdom

Abstract 3653

PANEL MEMBER 3 URSZULA BRZEZIŃSKA

Brzezinska U.*

Pracownia Testow Psychologicznych Polskiego Towarzystwa Psychologicznego ~ Warschau ~ Poland

Abstract 3654

PANEL MEMBER 4 NIGEL EVANS

Evans N.*

NEC Advisory ~ Stroud ~ United Kingdom

Abstract 3655

PANEL MEMBER 5 IAN FLORANCE

Florance I.*

Only Connect Ltd. ~ London ~ United Kingdom

Abstract 3656

PANEL MEMBER 6 ANA HERNANDEZ

Hernandez A.*

University of Valencia ~ Valencia ~ Spain

Abstract 3657

PANEL MEMBER 7 DRAGOS ILIESCU

Iliescu D.*

University of Bucharest ~ Bucharest ~ Romania

02 - Division 2: Psychological Assessment and Evaluation

ARTIFICIAL INTELLIGENCE IN PSYCHOLOGICAL ASSESSMENT: RISKS, NOVEL OPPORTUNITIES, AND EMERGING SOLUTIONS ACROSS APPLIED CONTEXTS

Wednesday 22 July 2026 from 12:30 to 14:00

(C- Spadolini)

Antonia Hogrefe (Hogrefe Publishing Group ~ Göttingen ~ G), Chair and Presenter

Artificial intelligence (AI) has rapidly entered the field of psychological assessment, reshaping long-standing practices in both applied and clinical contexts. While offering unprecedented opportunities, AI also poses significant challenges for the validity and integrity of established assessment methods. This symposium brings together five diverse contributions that illustrate the dual role of AI: as both a threat to traditional assessments and a driver of innovative solutions. The first presentation addresses one example of the most pressing risks—AI-assisted faking in personality assessment. Generative AI can produce highly convincing response patterns, raising serious concerns for fairness and validity in personnel selection, but also pointing to new design strategies for prevention. A second contribution highlights how AI can reduce human subjectivity in neuropsychological testing by introducing fully automated scoring of the Rey Complex Figure Test, with promising implications for early detection of cognitive impairment. The third presentation explores AI as an effective and valid alternative to human expert ratings in situational assessments, comparing self-report, expert, and AI-based ratings of open responses. The fourth contribution critically examines whether AI can simulate normative data, using ChatGPT to generate norms for a verbal reasoning task—providing early evidence of both potential and current limitations. Finally, the MAPA project demonstrates how AI-powered natural language processing can be used to assess psychopathology, offering validated digital tools for OCD and anxiety that integrate seamlessly into clinical practice. Together, these perspectives show that AI represents a “next-level challenge” for psychological assessment—undermining validity in some contexts, while offering novel and paradigm-shifting pathways to overcome existing limitations. By addressing both risks and opportunities, this symposium invites applied psychologists to critically reflect on how AI can be integrated responsibly, ensuring assessments remain scientifically rigorous, fair, and clinically useful.

Abstract 3705

FAKING IN PERSONALITY ASSESSMENT IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE: RISKS, DETECTION, AND PREVENTION STRATEGIES

Schwarz A., Hogrefe A.*

Hogrefe Publishing Group ~ Göttingen ~ Germany

Personality assessments are widely used in applied psychology, particularly in personnel selection, where they help predict workplace behavior. Their validity, however, critically depends on honest responding. Faking—intentionally distorting responses to create a favorable impression—has been a long-standing challenge. With the rise of generative artificial intelligence (AI), this challenge has reached a new level: applicants now have access to powerful tools capable of producing highly tailored, convincing responses that mimic desirable personality profiles. What was once a matter of individual strategy and test-taking skill has become a qualitatively different challenge that raises fundamental questions about the integrity of assessment results. This presentation examines how AI is transforming faking in personality assessment, the limitations of current prevention and detection methods, and possible strategies to safeguard validity. We synthesize findings from recent empirical studies comparing AI-generated responses with human faking attempts, review the effectiveness of traditional detection tools, and explore emerging approaches such as behavioral data analysis, test design adaptations, and preventive interventions. Evidence suggests that AI can, under certain conditions, outperform human fakers by producing highly socially desirable profiles aligned with job requirements. Traditional detection methods often fail to reliably identify such responses. At the same time, test formats such as forced-choice and situational judgment tests show greater resistance. Preventive strategies—including warnings, proctored testing, and technical safeguards—offer practical ways to reduce faking. Importantly, AI use may not always be a threat: in some contexts, the ability to leverage AI tools could itself represent a job-relevant skill. Generative AI therefore presents both risks and opportunities for applied psychology. Safeguarding the integrity of personality assessment requires a shift from purely detection-focused approaches toward prevention and innovative test design. Ongoing research and collaboration are crucial to ensure assessments remain valid, fair, and practically useful in the age of AI.

Abstract 3706

REDEFINING NEUROPSYCHOLOGICAL TESTING: FULLY AUTOMATED RCFT SCORING

Puig Navarro Y.*[1], Rincón Zamorano M.[2], Martínez--Tomás R.[2]

[1]Hogrefe TEA Ediciones ~ Madrid ~ Spain, [2]Escuela Técnica Superior de Ingeniería Informática (UNED) ~ Madrid ~ Spain

Mild Cognitive Impairment (MCI) is a prevalent condition among older adults and can progress to dementia if not detected early. Neuropsychological tests, such as the Rey Complex Figure Test (RCFT), are widely used for early detection by evaluating visuospatial construction, memory, and executive functions. However, traditional manual scoring is time-consuming and subject to inter-rater variability. Recent advances in artificial intelligence (AI) and computer vision provide new opportunities for automated and objective evaluation. This study proposes and evaluates a fully automated system for scoring RCFT drawings, aiming to enhance diagnostic precision, reduce subjectivity, and facilitate large-scale cognitive screening. A dataset of RCFT drawings was digitized and analyzed using a combination of computer vision techniques and machine learning models. The system was designed to identify core structural elements, quantify accuracy and organizational strategies, and compute standardized scores aligned with test norms. Preliminary analyses suggest that the automated approach can approximate human ratings and highlight organizational strategies in the drawings. While performance varies across specific scoring domains, the system shows potential to reduce rater subjectivity and evaluation time. Early results also indicate that novel digital features, such as drawing complexity or error patterns, may provide complementary insights, although further validation with larger datasets is needed. Fully automated RCFT scoring offers a reliable, efficient, and scalable alternative to manual evaluation. By combining standardized assessment with novel digital biomarkers, this approach has the potential to support earlier and more accurate detection of MCI and related neurocognitive disorders, while streamlining both clinical and research applications.

Abstract 3707

A MULTI-METHOD COMPARISON OF SELF-REPORT, EXPERT, AND AI RATINGS OF BEHAVIOR IN STANDARDIZED STATE ASSESSMENTS

Freudenstein J.*

Hogrefe Publishing Group ~ Göttingen ~ Germany

Standardized State Assessments, a method of assessing psychological states in hypothetical situations, have recently been shown to be highly reliable and to have convergent validity with other self-report measures. These assessments require respondents to indicate their behavior in hypothetical situations in an open-response format and to rate their own behavior on a set of construct-specific self-report items. This study examines (a) how self-report ratings in Standardized State Assessments converge with human subject matter expert ratings of the same behaviors and (b) whether natural language processing capabilities of GPT can provide an economically attractive alternative to human ratings. Results showed that GPT provided highly reliable ratings of open-ended responses with small to moderate correlations with self-report ratings of the same open-ended response and with self-report trait measures. These results are discussed in relation to subject matter expert ratings as well as their relevance for future assessments.

Abstract 3708

CAN AI ESTIMATES NORMS? SIMULATED NORMS FOR A VERBAL REASONING TASK

Ciancaleoni M.*

Hogrefe Editore ~ Florence ~ Italy

AI is a very powerful tool that is widely used in many aspects of daily life. In recent years, several studies have investigated the potential application of AI in psychology (e.g., Dillon et al., 2023). However, there is still no evidence to suggest that AI can simulate test-taker responses to questionnaires (Harding, 2024). This study aimed to provide a preliminary evaluation of ChatGPT-based norms for a verbal reasoning task in children aged 5 and 10, examining both the overall sample and age-specific subgroups. The Naming Opposites subtest of the Intelligence and Development Scales – 2 (Grob & Hagmann-von Arx, 2018) was administered to a sample of 450 children and ChatGPT (GPT-4 Omni) was used to replicate the test score distribution. The items of the scale were provided to ChatGPT and, iteratively, the item parameters, mean and standard deviation, were disclosed to the model. The results showed that AI cannot estimate the mean and standard deviation of the sample without knowing the item parameters. When the item parameters were added, the mean estimations improved, but the standard deviation estimates remained inconsistent with the real data. These patterns were consistent across the age-specific subgroups, except for the youngest and oldest children, for whom ChatGPT encountered greater challenges due to floor and ceiling effects. Furthermore, even when item parameters were provided, ChatGPT did not always improve the accuracy of its estimations. Further research is needed (e.g. using Item Response Theory parameters) to better understand ChatGPT's ability to estimate standard deviations and reduce the number of item parameters required to produce mean estimates that match real data. Currently, ChatGPT is unable to provide suitable norms, despite showing some awareness of typical verbal reasoning abilities in children aged 5 to 10, but it does not adequately account for variability among children of the same age.

Abstract 3710

GIVING VOICE TO PSYCHOPATHOLOGY: MAPA, AN AI-POWERED DIGITAL ASSESSMENT TOOL FOR OCD AND ANXIETY

De Francisco Carvalho L.*

University of São Francisco ~ São Francisco ~ Brazil

The integration of artificial intelligence (AI) into psychological assessment is transforming clinical practice, offering scalable solutions that complement traditional methods. This presentation introduces the Measure for Artificial Intelligence-based Psychopathology Assessment (MAPA), a platform of digital assessment tools designed to analyze natural language with high contextual accuracy. MAPA operates through a mobile interface accessible on standard smartphones and is structured around a semi-structured interview format, where patient speech is recorded, transcribed, and analyzed by transformer-based language models (TLMs). The system then generates structured clinical reports mapping disorder-specific symptomatology to support clinicians. MAPA represents a growing suite of tools, of which two modules are currently available: MAPA-OCD, developed for obsessive-compulsive disorder, and MAPA-ANX, developed for pathological anxiety. Tool development followed a multidisciplinary process, combining AI engineering expertise with clinical specialization in psychopathology to ensure both technological robustness and clinical validity. Validation was performed with two clinical cohorts: 30 adults diagnosed with OCD for MAPA-OCD, and 38 adults with anxiety disorders for MAPA-ANX. Participants provided extended speech samples, and AI-generated reports were benchmarked against traditional clinician-administered assessments. Results demonstrated strong stability across repeated analyses, high agreement with clinician ratings, and compelling evidence of external validity, supporting the reliability of MAPA in detecting disorder-specific symptoms. Three major contributions emerge: first, evidence that TLMs can accurately parse complex clinical narratives across distinct psychopathologies; second, demonstration of the feasibility of remote digital screening via accessible mobile technology; and third, the potential to enhance clinical efficiency by providing clinicians with structured, AI-supported reports. Together, MAPA-OCD and MAPA-ANX illustrate the promise of MAPA as an innovative framework for integrating AI into clinical practice. Future directions include refining algorithms for cultural and linguistic variability, expanding validation with diverse populations, and exploring adaptive, real-time feedback during assessments.

02 - Division 2: Psychological Assessment and Evaluation

FROM IQ TO DEVELOPMENTAL PROFILES: INTERNATIONAL PERSPECTIVES ON MULTIDIMENSIONAL ASSESSMENT IN CHILDREN AND ADOLESCENTS WITH THE IDS-2

Wednesday 22 July 2026 from 14:00 to 15:30

(C- Spadolini)

Antonia Hogrefe (Hogrefe Publishing Group ~ Göttingen ~ G), Chair and Presenter

This symposium highlights recent international research on the Intelligence and Development Scales – 2 (IDS-2), a multidimensional tool for assessing children's and adolescents' cognitive and developmental functioning. The symposium addresses the scientific and practical relevance of advancing assessment practices in school, clinical, and cross-cultural contexts from pure reliance on IQ measures to multidimensional approaches. The symposium presents a breadth of perspectives: from understanding the requirements and opportunities of valid international test adaptations to innovative approaches for profiling strengths and challenges, linking cognitive abilities with emotion regulation, and developing new clinically sensitive indices of intelligence. Together, these contributions emphasize how the IDS-2 can provide evidence-based, culturally valid, and clinically useful insights that move beyond reliance on global IQ scores alone. The first contribution examines the rigorous international adaptation of the IDS-2. It highlights the balance between cross-national comparability and local cultural validity, showing how coordinated processes and collaboration with domain experts ensure robust test adaptations across languages and contexts. A second presentation provides evidence of factorial, convergent, and differential validity across six countries, demonstrating that the added value of combining cognitive and developmental measures is both valid and generalizable. In the third contribution incremental value of developmental profiles is being investigated through latent profile analyses, illustrating how multidimensional assessment refines educational decision-making. Building on this, another study examines how intelligence and executive functions predict emotion regulation strategies, highlighting the role of the cognitive profile in understanding youth mental health. Finally, the symposium presents the proposal of two new indices (Central Ability Index, Balanced Intelligence Quotient) to strengthen the theoretical and clinical sensitivity of IDS-2 intelligence measurement. In sum, the symposium showcases how the IDS-2 can advance psychological assessment by integrating methodological rigor, cultural adaptation, multidimensional profiling, and clinical innovation, thereby enhancing both scientific knowledge and practical application.

Abstract 3714

MAKING ASSESSMENTS WORK ACROSS CULTURAL CONTEXTS: COORDINATED INTERNATIONAL ADAPTATIONS OF THE IDS-2

Hogrefe A.*

Hogrefe Publishing Group ~ Göttingen ~ Germany

Adapting a comprehensive psychological assessment tool such as the Intelligence and Development Scales – 2 (IDS-2) to diverse cultural contexts requires a careful balance between ensuring cross-national comparability and achieving local validity for each language version. This contribution outlines the rigorous procedures underlying the international adaptations of the IDS-2, highlighting methodological standards as well as collaborative practices. We will present how central coordination of test adaptations ensures consistency in the test materials and the psychometric quality while allowing necessary modifications of the test material to account for cultural and linguistic specificities. Given the comprehensive nature of the IDS-2 we can demonstrate how the involvement of local experts from the developmental domains assessed (e.g., psychomotor skills, social-emotional development, scholastic abilities) is essential for developing culturally appropriate test materials. At the same time, adapting intelligence measures across cultures requires a focus on high comparability to enable factorial stability across language versions for generalizable interpretations of results. We also illustrate how standardization data can be used not only to establish reliable local norms but also to support secondary analyses and research. This approach fosters further research into an internationally adapted instrument and enables both continuous refinement of the measure and basic research on the assessed constructs. Applying this dual approach—combining rigorous quality assurance with openness to empirical scrutiny—to the international adaptations of the IDS-2 ensures that the IDS-2 remain both scientifically robust and practically useful across language versions. In sum, we present how the adaptation of the IDS-2 exemplifies best practice in cross-cultural test development by integrating methodological precision, interdisciplinary expertise, and international collaboration. These efforts enhance the clinical and educational utility of assessments like the IDS-2 and ensure their ongoing alignment with the latest scientific knowledge and practical needs.

Abstract 3715

GENERALIZABLE VALIDITY OF THE INTELLIGENCE AND DEVELOPMENT SCALES 2ND EDITION (IDS-2) ACROSS DIVERSE CLINICAL APPLICATIONS AND CULTURAL CONTEXTS

Grob A.*[1], Hogrefe A.[2]

[1]University of Basel ~ Basel ~ Switzerland, [2]Hogrefe Publishing Group ~ Göttingen ~ Germany

The Intelligence and Development scales - 2 (IDS-2) provide a comprehensive diagnostic assessment with 30 subtests covering six domains: two cognitive domains (Intelligence and Executive Functions) and four developmental domains (Psychomotor Skills, Social-Emotional Skills, Scholastic Skills, and Motivation and Attitude). The IDS-2 offers detailed insights into children's and adolescents' strengths and developmental needs, enabling psychologists to identify specific areas requiring support to help individuals reach their full potential. The IDS-2 can be applied in diverse contexts, including the identification and diagnosis of intellectual disabilities and learning disorders, the evaluating of cognitive and motor skills, and understanding emotional resources and weaknesses. Currently, the IDS-2 has been adapted or is being adapted across multiple countries with a combined sample size of approximately 15.000 children and adolescents aged 5;0 to 19;11 years in the U.S., United Kingdom, Brazil, Denmark, Finland, France, Germany/Austria/Switzerland, Italy, Portugal, the Netherlands, Norway, Poland, Sweden, and Spain. This presentation will provide an overview of the factorial, convergent (e.g. WISC, WPPSI, RIAS; SON-R, SPM, TEA, BRIEF, M-ABC, SDQ), and differential validity (e.g. high/low intelligence, learning disability, reading/writing disability, dyslexia, ADHD, DCD, ASD) across the available language versions. We conclude that (1) the IDS-2 clearly meet the expected validity standards, and that the (2) validity evidence is comparable across cultural contexts.

Abstract 3716

MOVING BEYOND IQ: ADVANCING MULTIDIMENSIONAL ASSESSMENT OF COGNITIVE AND DEVELOPMENTAL PROFILES

Hasselhorn K., Freudenstein J.*

Hogrefe Publishing Group ~ Göttingen ~ Germany

To address diverse learning needs, school psychologists require assessments that go beyond a single intelligence score. Focusing exclusively on IQ may obscure other critical developmental aspects (e.g., Alzahrani et al., 2019; Best et al., 2011). Integrating both cognitive and developmental measures within a single tool allows for a more comprehensive understanding of a child's strengths and challenges. This presentation first presents the validity of the cognitive assessment integrated in the Intelligence and Development Scales – 2 (IDS-2; Grob & Hagmann-von Arx, 2018) by comparing it with the Wechsler Intelligence Scale for Children (WISC-IV/V; Wechsler, 2003/2014) across multiple language versions. To investigate the added value of developmental measures alongside cognitive ability, we conducted latent profile analyses on a large international sample assessed with the IDS-2 (N = 8,446; from Germany, Italy, Netherlands, United Kingdom, U.S., Sweden, in 2018–2025). In this study we identify distinct subgroups with unique constellations of cognitive and developmental characteristics that extend beyond general intelligence. Findings are expected to replicate aligned profiles previously reported (e.g., Grieder & Grob, 2020), but also to reveal subgroups with specific strengths and weaknesses. Such profiles offer practical insights for tailoring support, moving beyond static IQ cutoffs that risk misrepresenting the needs of gifted as well as underperforming learners. By highlighting the incremental validity of developmental profiles, this study underscores the value of multidimensional assessments for nuanced student profiling and evidence-based decision-making in school psychology.

Abstract 3717

LINKING COGNITIVE ABILITIES AND EMOTION REGULATION: THE ADDED VALUE OF MULTIDIMENSIONAL ASSESSMENT IN YOUTH MENTAL HEALTH

Hasselhorn K., Freudenstein J., Hogrefe A.*

Hogrefe Publishing Group ~ Göttingen ~ Germany

Emotion regulation is crucial for psychological well-being, particularly in children and adolescents. The use of ineffective regulation strategies has been identified as an early indicator of mental health problems, including depression and anxiety (e.g., Joormann & D'Avanzato, 2010). Cognitive processes such as intelligence and executive functions have also been linked to effective emotion regulation (e.g., Bridgett et al., 2013). This study examines the effects of intelligence and executive functions on both cognitive and behavioral emotion regulation strategies using path analysis. Data will be drawn from a subset of the U.S. standardization sample (N = 166) who completed both the Intelligence and Developmental Scales -2 (IDS-2; Grob & Hagmann-von Arx, 2028; U.S. adaptation in preparation) and the new Emotion Regulation Strategies Questionnaire (FEEL-KJ-2; Grob et al., 2025), which assesses both cognitive and behavioral strategies. Based on previous findings (Te Brinke et al., 2021), we hypothesize positive effects of intelligence and executive functions on cognitive strategies, and negative effects on behavioral strategies. These results will highlight the value of multidimensional, evidence-based assessments of cognitive factors for understanding the origins of emotional regulation difficulties in children and adolescents and for informing targeted interventions to improve mental health.

Abstract 3718

ENHANCING THE POTENTIAL OF IDS-2: PROPOSAL FOR TWO NEW CLINICALLY SENSITIVE INDICES OF INTELLECTUAL ABILITY

Toffalini E.*, Cornoldi C.

University of Padua ~ Padua ~ Italy

The Intelligence and Development Scales-2 (IDS-2) represent a valuable tool for assessing intellectual functioning in children and adolescents. In this presentation, we will argue that the typical use of its intelligence battery can be enriched by introducing two new indices. First, because short-term memory is split into separate domains, and together with memory and speed constitute four of the seven areas used to compute the global IQ score, the current structure risks overemphasizing neuropsychological efficiency while underrepresenting central reasoning abilities, which are more directly relevant to the g factor. Second, unlike Wechsler scales, the IDS-2 does not provide an equivalent of the General Ability Index (GAI), an alternative proxy of g particularly valuable in neurodevelopmental conditions, where working memory and processing speed are not only weaker but also less strongly related to general ability, as shown by recent literature. To address these issues, we propose the development of two new indices for the IDS-2. The first is a Central Ability Index (CAI), designed to capture core abstract reasoning abilities (both verbal and nonverbal) while excluding memory and processing speed. This index would provide a more central estimate of g and help avoid underestimation of intellectual potential in children with uneven cognitive profiles, such as those with specific learning disorders or ADHD. The second is a Balanced Intelligence Quotient (BIQ), designed to provide a theoretically more balanced representation of intellectual ability in line with hierarchical models of intelligence. To this end, we examine the incremental value of supplementing the global IQ score with two additional reasoning subtests, thereby reducing the disproportionate influence of memory and processing speed. Together, these new indices could enhance the IDS-2's clinical utility and theoretical validity, offering complementary perspectives on the assessment of intellectual ability.

02 - Division 2: Psychological Assessment and Evaluation

Assessment in Educational Contexts

Wednesday 22 July 2026 from 15:30 to 16:30

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 766

ASSESSING CRITICAL THINKING THROUGH PERFORMANCE-BASED ASSESSMENTS IN HIGHER EDUCATION: A SYSTEMATIC-NARRATIVE REVIEW

Hyytinen H.*[1], Tuononen T.[2], Jämsä M.[1], Kleemola K.[2]

[1]University of Eastern Finland ~ Joensuu ~ Finland, [2]University of Helsinki ~ Helsinki ~ Finland

Critical thinking is widely recognized as a key objective of higher education, encompassing a complex interplay of cognitive skills, knowledge, and dispositions. However, assessing critical thinking in authentic educational contexts remains a challenge. This presentation introduces findings from a systematic-narrative review that examined how performance-based assessments are used to evaluate critical thinking in higher education. Performance-based assessments aim to elicit authentic responses by placing students in real-world-like situations that require critical thinking. The review focused on peer-reviewed empirical studies published between 2013 and 2023, identified through searches in EBSCOhost, Scopus, and the Social Science Database. A total of 28 studies were included. The review process followed four phases: identification, screening, data extraction, and synthesis. The first three phases adhered to the PRISMA protocol, while the final phase involved qualitative content analysis. Findings showed that most studies employed open-ended performance tasks, with selected-response formats being less common. There was no consistent theoretical framework across the studies. Critical thinking was typically defined as a skill or a set of skills, though a few studies acknowledged the role of dispositions. Evaluation and inference were the most frequently assessed skills, while dispositions were not explicitly targeted in any of the assessments. The results revealed a misalignment between how critical thinking is defined and how it is assessed through performance-based methods. This raises important questions about the validity and comprehensiveness of current assessment practices. The presentation will discuss implications for future research and higher education, highlighting the need for more integrated frameworks that encompass both skills and dispositions in the assessment of critical thinking.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 510

IMPLEMENTING A GROUP-BASED CAREER GUIDANCE INTERVENTION IN SOUTH AFRICAN HIGH SCHOOLS: A SOCIAL JUSTICE IMPERATIVE

Naidoo T., Jäckel--Visser M.*

Stellenbosch University ~ Stellenbosch ~ South Africa

Introduction
Three decades after the end of apartheid in 1994, the youth unemployment rate in South Africa is alarmingly high at 45%. Notwithstanding the central role that career guidance and counselling plays in high school education, there are major disparities in the provision of career guidance services at high school level with the majority of schools not having dedicated personnel, services and resources for this vital function.

Purpose:
Using a community based participatory action research approach with post-graduate students working at 10 partner schools, we describe an intervention to develop, implement and evaluate a group-based career guidance intervention. Due to Covid-19 restrictions, adaptations were made to shift to developing self-directed resources for students and teachers.

Method:
A combination of quantitative and qualitative methods was used to implement the intervention with the students. Formative evaluation methodology was then used with the teachers and students to garner feedback that was helped to improve the intervention and the resources.

Results:
Findings from 2021 and 2022 indicated an overwhelming positive impact of the self-directed manual intervention. This emphasized the importance of promoting career preparedness and the facilitation of self-exploration among adolescents.

Conclusions.
Inspite of the positive findings of the impact of the intervention, significant challenges persist in the South African educational system including the inadequate time allocation in the Life Orientation curriculum to career guidance and counselling and the limited access that students have to adequate physical and digital resources as a result of socio-economic limitations. The study emphasized the importance of direct one-on-one personal discussion and the role of competent counsellors to engage with students' queries about career questions and subject choices and their personal contexts. This research directs systemic attention to the urgent need for comprehensive and appropriate career counselling services and resources and emphasizes this as a significant social justice concern.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 2112

POST-PANDEMIC ASSESSMENT OF CHILDREN'S COGNITIVE PERFORMANCE

Parcon A.M.*

University of the Philippines ~ Diliman ~ Philippines

This study assessed the baseline IQ scores of 317 children from Philippine' public and private schools, ages 4-7 years old, through individually administering the WPPSI-IV. Among the subtests, the children scored highest in the Processing Speed tests (Bug Search and Cancellation tests), followed by Working Memory (Picture Memory), Visual-Spatial (Block Design), and Matrix Reasoning, The children, however, scored lowest in subtests that measure verbal knowledge and comprehension (Information and Similarities). Nevertheless, looking at their Full Scale IQ scores, only .95% reached Superior, 4.1% reached High Average IQ, and 40.1% Average IQ. The rest rendered low scores with 22.4% falling within Low Average IQ, 21.8% Borderline IQ, and 5.0% Extremely Low IQ. Significant differences among the subtests were also observed, particularly between the nonverbal and verbal tests. To give context to the scores in Verbal tests (Information and Similarities), the team did a qualitatively study on the responses of the children, by systematically taking note and coding their wrong answers in these subtests. The thematic analysis revealed the gaps in educational system and the value of culture, context, and daily conversations and experiences in the way the children understood and responded to verbal questions. These studies showed the possible concerns and potential problems on how the Philippine educational system teaches concepts to children. Further, this study discussed some recommendations in order to help children to have a more meaningful learning and integration of knowledge and concepts..

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2625

PSYCHOMETRIC PROPERTIES OF THE NOC OUTCOMES COPING AND SELF-ESTEEM IN TURKISH ADULTS WITH MENTAL ILLNESS

Aşkan T.*[1], Özkan B.[2], Kamis G.Z.[1], Ugurlu M.[2]

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Abstract

Introduction

In mental health services, implementing and evaluating interventions that enhance coping and self-esteem are essential, as these factors play a critical role in promoting individuals' recovery. A Turkish adaptation of the Nursing Outcomes Classification (NOC) outcomes "Coping" (1302) and "Self-Esteem" (1205) has not yet been identified in the literature.

Purpose

This study was conducted to examine the validity and reliability of the Turkish translations of the NOC outcomes "Coping" and "Self-Esteem".

Method

This methodological study was conducted with a sample of 145 individuals who visited a psychiatric outpatient clinic. The validity of the outcomes was assessed using content, convergent, and construct validity methods, while reliability was evaluated by calculating Cronbach's alpha and McDonald's omega reliability coefficients and intraclass correlation coefficients. The data for the study were collected between December 2023 and July 2024 using the Information Form, NOC outcomes "Coping", "Self-Esteem", Coping Strategies Brief Form, Rosenberg Self-Esteem Scale, and Trait Anger and Anger Expression Styles Scale. The data were analysed using IBM SPSS 28.0 and Mplus 8.3 software.

Results

The NOC outcome "Coping" consists of 19 indicators and a single dimension, demonstrating excellent inter-rater reliability, good internal consistency, criterion validity, and discriminant validity. The NOC outcome "Self-Esteem" comprises 19 indicators and 3 sub-dimensions, demonstrating excellent inter-rater reliability, adequate internal consistency, criterion validity, and discriminant validity.

Conclusions

In conclusion, NOC outcomes "Coping" (1302) and "Self-Esteem" (1205) were determined to be valid and reliable instruments for use with individuals diagnosed with mental illness. The results of this study will enable the evaluation of mental health care through an international nursing classification system. Therefore, the study is expected to contribute to the body of nursing knowledge, the dissemination of an internationally standardized language, and the improvement of the quality of care.

02 - Division 2: Psychological Assessment and Evaluation

Poster Session 1 - Division 2

Wednesday 22 July 2026 from 15:40 to 17:10

(X- Poster 2)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1109

CROSS-CULTURAL ADAPTATION AND VALIDATION OF THE PERCEIVED STRESS QUESTIONNAIRE IN THE ECUADORIAN POPULATION

Hernández--Martínez M.A., Cadena--Povea H.*, Bastidas--Amador G.

Universidad Técnica del Norte ~ Ibarra ~ Ecuador

Objective: To linguistically and culturally adapt the Perceived Stress Questionnaire (PSQ) by Levenstein to the Ecuadorian context and to validate its psychometric properties in an adult population. Method: The process followed five phases: translation and back-translation, expert review, two pilot tests (N = 600), exploratory factor analysis (395 participants), confirmatory factor analysis (391 participants), and sex-based invariance analysis. A non-clinical sample was selected to ensure that results represent the normative range of perceived stress in the general population. Reliability was assessed using Cronbach's alpha and McDonald's omega, while convergent and discriminant validity were examined through correlation analyses. Results: The general version was optimized to 23 items across three factors, explaining 49.8% of the variance, while the specific version comprised 21 items in four factors with a distinct structure, accounting for 54.97% of the variance. Both versions demonstrated excellent internal consistency (α y ω > 0,90) and satisfactory fit indices in the CFA ($\chi^2/gl \approx 2,2$; CFI ≈ 0,92; RMSEA ≈ 0,056). Construct validity was confirmed, and metric and scalar invariance by sex supported their use in group comparisons. Conclusions: The Ecuadorian adaptation of the PSQ is a valid and reliable instrument for assessing perceived stress in adults. The specific version is suitable for detecting acute stress and monitoring short-term interventions, while the general version is appropriate for longitudinal studies. These findings reinforce evidence of cross-cultural validity and provide a foundation for developing national norms and mental health promotion programs.

Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1013

PSYCHOLOGICAL RESILIENCE IN THE ERA OF INDUSTRY 5.0: DEVELOPMENT AND PRELIMINARY EVALUATION OF THE CHANGE ADAPTATION RESILIENCE EVALUATION QUESTIONNAIRE FOR INDUSTRY 5.0

Bassi G.*[1], Valente A.[2], Tassoni S.[2], Salcuni S.[2]

[1]Dipartimento di Psicologia dello Sviluppo e della Socializzazione, Università degli Studi di Padova; Human-inspired Technologies Research Centre, Università degli Studi di Padova ~ Padova ~ Italy, [2]Dipartimento di Psicologia dello Sviluppo e della Socializzazione, Università degli Studi di Padova ~ Padova ~ Italy

Introduction: Within the evolving paradigm of Industry 5.0, resilience is increasingly recognized as a strategic resource for promoting well-being and adaptability in high-tech manufacturing settings. However, existing assessment tools often lack the contextual sensitivity and fail to account for the specific demands of human-technology interaction. Purpose: This study introduces the Change Adaptation Resilience Evaluation Questionnaire for Industry 5.0 (CARE-QI 5.0), a novel multidimensional instrument designed to evaluate both individual and contextual dimensions of resilience among operators engaged in technologically advanced environments. Method: Using a sequential mixed-methods approach, the questionnaire was developed in four phases: literature review, expert content validation, focus groups and pilot administration in two Italian high-tech companies. The resulting instrument encompasses 88 items distributed across a global resilience score and two overarching domains: individual (i.e., change management and adaptation, self-efficacy, cognitive flexibility, and coping strategies) and contextual (i.e., perceived social support and organizational resilience) resilience, organized into 18 subscales. Results: A total of 64 operators (M = 46.11 years, SD = 10.71) took part in the study. Preliminary psychometric analyses indicated good internal consistency across most subscales (α = from 0.76 to 0.94). Key correlational findings ($r \geq .30$, $p < .05$) highlighted the importance of support from significant others, colleagues, and the organization, as well as individual resources such as interpersonal self-efficacy and problem-oriented coping. Several additional subdimensions, particularly those related to skill-based resilience, cognitive flexibility, and change management and adaptation, also showed substantial relational density. Conversely, technology readiness, usage frequency, and job tenure appeared more peripheral within the network. Conclusions: CARE-QI 5.0 provides a theory-based, context-sensitive tool for enhancing both individual and organizational resilience and well-being, identifying strengths and vulnerabilities, and tailoring support accordingly in advanced manufacturing.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 902

ENHANCING THE CLINICAL UTILITY OF THE DIFFICULTIES IN EMOTION REGULATION SCALE (DERS): USING EXPLORATORY GRAPHICAL ANALYSIS TO REFACTOR THE DERS

Gardner F.*, Moore Z.

Touro University ~ New York City ~ United States of America

The Difficulties in Emotion Regulation Scale (DERS) evaluates the transdiagnostic construct of emotion dysregulation and its connection to various psychopathologies. However, researchers have questioned the validity of the original six-factor structure. This research examines the latent variables implicated in the DERS using Exploratory Graphical Analysis among 428 university students in the northeastern United States (ages 18-30). EGA is a psychometric approach that evaluates constructs through visually represented graphical networks. These networks provide an understanding of the interconnection among items through nodes and edges. Clusters of nodes signify distinct variables/communities, while the edges between nodes indicate the predicted statistical associations between variables. The total sample was divided in half, and an EGA was run on half of the sample; the resulting factor structure was then confirmed using the other half of the sample. EGA results suggest the DERS is better explained as five interrelated latent variables. Based on the stability analysis, 10 DERS items were eliminated when using a 0.7 factor loading cutoff. Confirmatory factor analysis was run on the remaining 26 items on the second sample, which reaffirmed a 4-factor model as a good fit for the data (CFI=.911; RMSEA=.071; p<.001). Due to a significant interaction between communities in the EGA, a higher-order confirmatory factor analysis was run. Results showed an adequate fit (CFI=.89; TLI=.88; p<.001). As the original CFA produced a better fit than the higher-order CFA, four interrelated but independent factors may be a better conceptualization of difficulties in emotion regulation than one overarching factor with four subscales. Revising the DERS using EGA facilitates a comprehensive understanding of the scale's construct validity, highlighting the shared variance among factors. The implementation of a DERS-Revised version, characterized by four interrelated factors (Emotional Awareness, Helplessness, Self-Deprecation, Difficulties with Executive Function), enhances assessment strategies and promotes interventions to address emotion regulation difficulties.

Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 998

INTRA-INDIVIDUAL VARIABILITY AND CHARACTERISTICS OF FRONTAL CEREBRAL BLOOD FLOW DURING PERSONALITY SELF-RATINGS

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The purpose of this experiment was to examine the relationship between prefrontal cerebral blood flow and questionnaire responses during personality self-rating. Participants were 61 university students experimented between May and December 2023. Frontal cerebral blood flow was measured with nIR-HEG under six conditions: three computer-based self-rating tasks, two questionnaire-based tasks, and one eyes-closed baseline. Personality trait scores were obtained using the Big Five, BIS/BAS, and POMS2, and correlation coefficients were calculated between these scores and frontal cerebral blood flow under each condition. To investigate changes in blood flow during personality self-rating, the means and standard deviations of cerebral activity were computed for each participant across conditions. The nIR-HEG index was calculated as the ratio of oxyhaemoglobin (mol / micro L) to deoxyhaemoglobin (mol / micro L), measured with near-infrared and red visible light. The displayed measurement value was 200 times this ratio, producing a unitless nIR-HEG index (Serra-Sala et al., 2012). To explore inter-individual variability in blood flow, cluster analysis was conducted using Ward's method with case-wise standardisation and Euclidean distance. Four clusters were identified, suggesting that individual differences in frontal cerebral blood flow during self-rating could be classified into four distinct patterns. The ANOVA was then performed to examine the relationship between these clusters and personality questionnaire scores. Significant differences were found in Big Five scores for F ($F(3,55) = 3.34$, $p < .05$) and Att ($F(3,55) = 4.11$, $p < .05$). No significant difference was observed for BIS ($F(3,55) = 2.13$, n.s.), but BAS scores differed significantly ($F(3,55) = 3.25$, $p < .05$). Overall, the findings suggest that personality can be classified according to intra-individual differences in self-rating, and that certain personality traits may influence the degree of curiosities for performance.

Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 67

VALIDATION OF PODSAKOFF'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR SCALE IN A DEVELOPING COUNTRY

Mitonga--Monga J.*

University of Johannesburg ~ Johannesburg ~ South Africa

Background: Organisational citizenship behaviour (OCB), also known as extra-role behaviour, plays an important role in increasing the effectiveness of organisations. The Organisational Citizenship Behaviour Scale (OCBS) developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) have demonstrated high reliability and validity in Western contexts. However, the applicability and relevance of the scale in a Central African culture have only been explored to a limited extent. Purpose: This study's purpose was to validate the OCBS in a sample of permanent employees (N = 839) working in the transport sector in the Democratic Republic of Congo (DRC). Methods: Psychometric analyses, including a confirmatory factor analysis, were conducted to examine the structure of the scale. Results: Results support the five-dimensional model of OCB. In addition, the sub-dimensions of the OCBS showed high internal consistency. Furthermore, the second-order measurement models showed good model fit, whereas a competing first-order model did not adequately fit the data. Conclusion: The findings provide robust evidence for the reliability and validity of the scale in the context of the Democratic Republic of Congo, supporting its use in similar developing countries and culturally diverse settings

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology SDG 4: Quality Education

Abstract 229

MEASURING MATHEMATICAL REASONING: A SYSTEMATIC REVIEW OF ASSESSMENT TOOLS AND VALIDITY CONSIDERATIONS

Moncalieri G.*, Tagliabue S.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Introduction
Mathematical reasoning is a fundamental competence in mathematics education (Khardita et al., 2023). Although there is a lack of consensus on a unique definition of mathematical reasoning (Jeannotte & Kieran, 2017), several measurement tools have nonetheless been proposed, from traditional standardized tests to adaptive digital platforms and AI-enhanced systems (Mustafa, 2024). However, no comprehensive review has systematically examined how mathematical reasoning is defined and assessed, especially regarding validity and fairness (Zumbo, 2009).
Purpose
This systematic review aims to identify, categorize, and critically evaluate tools used to assess mathematical reasoning in educational settings.
Method
Following PRISMA guidelines, a systematic search will be conducted in Scopus, PsycINFO and ERIC to find peer-reviewed studies. Included studies will focus on tools explicitly designed to assess mathematical reasoning at all educational levels. Tools will be categorized by features such as instrument type (e.g., paper-based, computer-based, AI-enhanced), development method (manual, AI-assisted) and task characteristics (e.g. multi-step problems, visual-spatial tasks). Evaluation will follow Zumbo's framework of validity (2009), which treats validity as an integrated concept including reliability and fairness.
Results
The review is expected to reveal a wide range of tools, reflecting differing definitions and characteristics. Variation is also expected in the quality of validity evidence. Findings may highlight gaps in equitable and meaningful score interpretation across diverse populations.
Conclusions
This review will provide a timely synthesis of current definitions and assessments of mathematical reasoning, emphasizing validity and fairness. The findings will guide development of psychometrically sound and equitable tools, supporting ethical educational practices.

Division 2: Psychological Assessment and Evaluation Division 7: Applied Gerontology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 745

LISTENING TO SILENCE: UNWANTED LONELINESS AND ITS PSYCHOSOCIAL DETERMINANTS IN OLDER ADULTS IN A RURAL AREA OF SOUTHERN SPAIN

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Background: Unwanted loneliness is a growing public health concern among older adults, with documented negative effects on mental and physical health. Despite its relevance, little evidence exists regarding its prevalence and associated factors in rural southern Spain. This project, funded by the Provincial Council of Jaén (Spain) through Resolution No. 295 of August 19, 2025, investigates unwanted loneliness in older adults, focusing on risk and protective factors through an in-depth analysis in the province of Jaén. Objectives: This study aimed to evaluate the prevalence of unwanted loneliness among individuals aged 60 and over in Jaén and to identify sociodemographic, family, and psychosocial risk and protective factors. Methods: An analytical, cross-sectional, observational study was conducted with approximately 429 older adults recruited from community and residential centers in urban and rural areas of Jaén. Loneliness was assessed using the De Jong-Gierveld Loneliness Scale, while complementary instruments measured depression, resilience, and perceived social support. Sociodemographic and mobility data were also collected. Statistical analyses included descriptive statistics, Spearman correlations, regression models, and non-parametric tests. Results: A high prevalence of moderate and severe unwanted loneliness was found, particularly among single, widowed, or those living without a partner. Protective factors included having children, greater social support, and resilience. Depressive symptoms were a significant risk factor. Loneliness was also associated with limited mobility, poor physical or mental health, financial difficulties, and loss of loved ones. Social and environmental factors, such as living alone, geographic isolation, lack of transportation, or weak support networks, further increased risk. Conclusions: The study revealed a high prevalence of unwanted loneliness among older adults in rural southern Spain, particularly linked to living without a partner, widowhood, and poor health. Findings underscore the urgent need for targeted interventions to strengthen protective resources, reduce risks, and design community and health strategies adapted to older adults.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 184

GENDER EQUALITY, DIVERSITY AND SOCIAL INCLUSION: VALIDATION AND DEVELOPMENT OF INSTRUMENT FOR HIGHER EDUCATION

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Gender Equality, Diversity and Social Inclusion (GEDSI) are critical in achieving the Sustainable Development Goals number 4 (Quality Education), number 5 (Gender Equality) and number 10 (Reduced Inequalities) , impacting various aspects of society, organizations, and individual well-being. While GEDSI issues are still a pressing issue worldwide, this study aims to design an instrument for the GEDSI situationer tool for students, administrative staff and faculty members. This instrument underwent a thorough validation and development process utilizing a mixed-method design. First, the item is designed through Focus Group Interviews (FGIs) on GEDSI in a prominent state university in the Philippines. Through Exploratory Factor Analysis (EFA)- using survey responses from 374 students and PLS-SEM for 40 faculty and 51 administrative staff, the study found that the data met all four fit statistics cutoffs outlined in the literature Cronbach alpha 0.9 excellent in most of the factors except for factor 1 of the Student Tool, which has a score of 0.78 acceptable , item loadings, average variance extracted (AVE) and composite reliability results. The validated GEDSI Situationer Tool proved to be a reliable technique for assessing gender related issues in the institution. This would help make evidenced-based decisions and develop solutions to create a more inclusive and equitable environment.

Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 997

INDIVIDUAL DIFFERENCES IN FRONTAL CEREBRAL BLOOD FLOW DURING PERSONALITY SELF-RATINGS AND VARIATIONS ACROSS RATING CONDITIONS

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The purpose of this experiment was to measure changes in cerebral blood flow in the prefrontal cortex during personality self-rating and to examine intra-individual variability during self-rating and the characteristics of cerebral blood flow by conditions.
The participants were 61 university students (29 men and 31 women, missing value1) and was conducted in May-December2023. Participants were performed Big Five inventory before we used NIRS-based Hemoencephalography to measure frontal cerebral blood flow under six self-rating conditions: three PC conditions, two questionnaire conditions, and one eyes-closed condition as an individual baseline. For each participant, the Means and SD of all intervals were standardized within each individual, with a mean of 100 and a standard deviation of 15 for each condition.
We calculated the Means and SD to compare frontal cerebral blood flow for each experimental participant and the six conditions. The ANOVA results showed that there was a significant difference between participants($F(60,363)=134.9, p<.01$), so it was revealed that there were individual differences in frontal cerebral blood flow during self-rating. When examining the Means for each condition of the participants, it was shown that all participants had different baseline values for frontal cerebral blood flow, and that each task condition fluctuated based on this value. As there was a significant difference for conditions($F(5,363)=6.84, p<.01$), it suggested that participants were able to discriminate between the self-rating tasks. When comparing the Means across task conditions, the Means cerebral blood flow was higher in the questionnaire condition than in the PC condition, it suggested that questionnaires using paper and pen enable greater concentration self-rating than PC rating. These results supported previous research (Sato & Matsuda, 2019), it showed that self-rating tasks result in individual differences in frontal cerebral blood flow and that there are differences depending on the rating tasks.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 223

FITTING PSYCHOLOGICAL DEVELOPMENT CURVES SEPARATELY FOR MALES AND FEMALES USING POLYNOMIAL EQUATIONS

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This study attempted to represent psychological development curves separately for males and females using polynomial equations. We utilized standardized data from the 2020 edition of the Kyoto Scale of Psychological Development (KSPD) to specify these equations. The participants included 1281 males and 1355 females ranging in age from 0 to 20 years. This age range was chosen because, after the age of 20, there is little to no increase in KSPD scores. Using the least squares method, polynomial equations from the first to the sixth degree were calculated, with age (in days) as the x-axis and scores as the y-axis. As a result, for both males and females, no differences were observed in the coefficient of determination for second-degree or higher equations, with the highest average agreement rate found in third-degree equations (males 96.0%, females 95.7%). The cubic equation for males was y= 4.272･10−1x−4.592･10−5x2+ 1.586･10−9x3+1.293 (R2=.986), and the cubic equation for females was y= 4.284･10−1x−4.623･10−5x2+ 1.437･10−9x3+3.932 (R2=.985). We determined that the third-degree equation provided the best fit for both males and females and calculated the maximal value. The maximal value was calculated because it is estimated to correspond to the peak of development. The maximal value for males was x = 7818.5, y = 1292.3, while for females, it was x = 6770.9, y = 1231.2. In other words, males were estimated to reach their developmental peak at 7818.5 days (256.9 months: 21.4 years) with a score of 1292.3, while females were estimated to reach their peak at 6770.9 days (222.5months: 18.5 years) with a score of 1231.2. These results may suggest slight differences in the developmental timing between males and females.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 367

DEVELOPMENT AND VALIDATION OF THE POSITIVE EGOGRAM SCALE

Tokuyoshi Y.*

Coaching Psychology Center ~ Tokyo ~ ??

Introduction
Egograms, derived from Eric Berne's Transactional Analysis (TA), represent distinct ego states within an individual's personality. John M. Dusay, influenced by TA principles, developed a personality diagnostic tool based on this framework, which has since been applied across various domains. In recent years, Positive Psychology has emerged as a key applied discipline, contributing to the study of well-being. As part of this development, an egogram scale incorporating a positive perspective was designed to further support research and applications related to well-being. This scale was named the Positive Egogram, with the hypothesis that it would be associated with the positive dimensions of the Big Five personality traits.

Method
This study developed the Positive Egogram, consisting of 15 items representing five ego states: Critical Parent, Nurturing Parent, Adult, Free Child, and Adapted Child. A total of 2,987 participants (mean age = 46, SD = 15) completed an internet-based questionnaire. The data were analyzed using confirmatory factor analysis (CFA).

Results
The CFA supported a five-factor structure, showing a good fit to the data (CFI = .956, TLI = .943, RMSEA = .058, 90% CI = [.055, .062]). Cronbach's alpha coefficients ranged from .71 to .84, indicating satisfactory internal consistency. Mokken Scale Analysis also confirmed the reliability of the scale (Ht ≥ .49). The Positive Egogram showed significant positive correlations with the Big Five traits of Conscientiousness, Agreeableness, and Openness.

Discussion
The Positive Egogram demonstrated significant correlations with the Big Five traits of Agreeableness, Conscientiousness, and Openness, supporting the hypothesis that it reflects positive personality characteristics. Given its theoretical basis in TA, the scale shows construct validity. Future research should further investigate its association with well-being indicators and interpersonal relationship measures.

Division 2: Psychological Assessment and Evaluation

Abstract 4781

An overview of the selection methods used for selecting military pilots for the Royal Netherlands Air and Space Force

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A successful air operation starts with the quality of the selected candidates for pilot training. Selection methods are therefore of essential importance: without rigorous and valid selection procedures, it is not possible to develop highly competent pilots.
Military pilot selection traditionally emphasizes cognitive competencies, such as spatial orientation, memory, and reaction time. However, as the demands of modern military operations evolve, interpersonal competencies—such as teamwork, communication, and emotional regulation—are gaining increased recognition as essential attributes for mission success. These competencies are typically assessed through structured interviews, behavioral exercises, and personality questionnaires.
This presentation provides an in-depth overview of the selection procedures used by the Royal Netherlands Air Force, with a specific focus on the psychological dimensions assessed during the interview phase.

02 - Division 2: Psychological Assessment and Evaluation

Poster Session 2 - Division 2

Wednesday 22 July 2026 from 17:15 to 18:45

(X- Poster 2)

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1240

ETHICS, EQUITY, AND EXPERIENCE: EXPLORING PRACTITIONER PERCEPTIONS OF TECHNOLOGY-BASED ASSESSMENTS

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The integration of technology into psychological assessment is transforming professional practice, offering opportunities for more adaptive, efficient, and personalised assessment experiences. However, their use also raises challenges, including concerns about fairness, algorithmic bias, data security, and equitable access. While research has often emphasised the technical and psychometric properties of Technology Based Assessments (TBAs), limited attention has been given to how practitioners themselves experience and evaluate these tools. This study addresses this gap by exploring practitioners' perceptions of the opportunities and challenges associated with TBAs in South Africa, a context marked by both rapid technological change and socio-cultural diversity.

Semi-structured interviews were conducted with 10 psychometrists, industrial psychologists, and research psychologists experienced in the use of TBAs. Thematic analysis revealed four overarching themes: (1) the advancement of technology in assessment, (2) the assessment experience for both practitioners and test-takers, (3) opportunities and challenges in the use of TBAs, and (4) ethical considerations and professional development. These themes illustrate both the potential of TBAs to improve efficiency and accessibility, as well as concerns regarding fairness, practitioner preparedness, and ethical use.

Findings highlight the importance of contextual validation to ensure cultural and socio-economic relevance. They also underscore the value of continuous professional development, equipping practitioners with the knowledge and skills to integrate TBAs responsibly. By capturing practitioner-driven insights, this study contributes to international debates on the future of psychological assessment and emphasizes the critical role of ethics, contextual sensitivity, and professional readiness in the sustainable adoption of technology-based assessments.

Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality

Abstract 1821

TPT-2: A NEW QUESTIONNAIRE FOR ASSESSING PERSONALITY IN THE WORKPLACE

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Introduction

The TPT questionnaire (Corral et al., 2002) is one of the most widely used questionnaires among occupational and organisational psychology practitioners in Spain (Muñiz et al., 2020). It is a self-report measure comprising 160 items assessing 15 personality dimensions relevant to workplace behaviour, as well as a social desirability scale. Although five new editions of the technical manual have been published to date, a review and update are recommended (International Test Commission, 2013; EFPA, 2025). This recommendation reflects a concern raised years ago regarding the psychometric properties of some scales (Arribas-Aguila, 2011). It also extends to the instrument's structure and suitability for today's workplace.

Purpose

To address this need, information about the different stages of the revision process of the original questionnaire will be presented, focusing on a pilot study used to define the standardisation version of the new TPT-2.

Method and results

Based on a subject-matter expert (SME) study and psychometric analyses with a very large sample (N = 51,482), three new scales (Honesty/Integrity, Professionalism, and Leadership) were added and 182 new items were developed. Together with 76 items retained from the original version, this yielded an experimental form with 258 items that was administered to a sample of 1,391 individuals in personnel selection contexts. Using these data, we conduct item analyses and evaluated scales unidimensionality and reliability, which led to the standardisation version of the questionnaire consisting of 170 items.

Conclusions

Using empirical and real-world data in the initial stages of questionnaire development and validation enables evidence-based decisions about item retention and scale structure, directly improving the resulting psychological measure.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 4: Quality Education

Abstract 1727

ADAPTING AND VALIDATING THE CAREER RELATED TEACHER SUPPORT SCALE (CRTSS) FOR FRENCH- SPEAKING BELGIAN SECONDARY SCHOOL PUPILS

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Pupils' perceptions of career related support provided by teachers are a key element of their own career and school orientation decision making process (Wong et al., 2021). Yet, this construct remains underexplored in the French-speaking context, due to a lack of validated French psychometric tools. The purpose of this study is to adapt and validate the French version a scale (Wong et al., 2023 ; Parola et al., 2025) in order to assess a professional development program that trains teachers in career guidance and accompanies pupils in developing career-related skills. Following established guidelines for scale adaptation and validation (Boateng et al., 2018), the instrument underwent translation and independent back-translation, peer review by experts in vocational guidance and educational sciences, and iterative adaptation to the French-speaking Belgian cultural context. The main challenges for this scale's adaptation involved balancing translation fidelity with functional needs, context and cultural adaptations. The study sample consists of approximately 1000 pupils (first, second and third year secondary school) from 10 schools in French-speaking Belgium . Internal consistency, reliability, and construct validity will be examined using standard psychometric procedures. The questionnaire will be administered twice (October 2025, pre-training and April 2026, post-training). The first data collection will allow for exploratory structure analysis and reliability analysis . The second data collection will allow for confirmatory analysis. Expected outcomes include replication of the original multidimensional structure with satisfactory reliability. Although data collection is ongoing, the findings will be presented in forthcoming scientific communication.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 11: Sustainable cities and communities

Abstract 1488

THE FILIPINO RECEIVED SOCIAL SUPPORT SCALE: PRELIMINARY SCALE DEVELOPMENT AND VALIDATION

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Social support is one of the most reliable predictors of positive psychological outcomes. However, the salutary effects of social support are embedded in a social-cultural context. In spite of this, current scales that measure social support were based on WEIRD contexts. In addition, the literature presents three facets of social support: received social support, perceived social support, and social embeddedness. Of these facets, received social support is arguably the most useful in intervention, but is also the least studied. To address these gaps, the current study aimed to develop and validate a received social support scale that is grounded in the Filipino social and cultural experience. Forty-one items were created based on Guilaran et al.'s (2025) Filipino received social support dimensions. Confirmatory factor analysis (CFA) on 243 Filipino adults resulted in a 22-item scale (α=.945). Convergent validity was tested through the Lubben Social Network Scales, Questionnaire on the Frequency of and Satisfaction with Social Support, and the Berlin Social Support Scales, all with acceptable validity coefficients. Theoretical and practical implications are discussed.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1637

DIAGNOSTIC PERFORMANCE AND OPTIMIZATION STRATEGIES FOR A DIGITAL SERIOUS GAME IN MILD COGNITIVE IMPAIRMENT SCREENING

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Mild Cognitive Impairment (MCI) is a transitional stage between normal aging and dementia, where early detection is crucial. Neuropsychological test batteries, including the Consortium to Establish a Registry for Alzheimer's Disease (CERAD), are widely used but require lengthy administration and involve trained professionals. Digital screening tools with serious game elements may provide an efficient alternative by simulating daily-life scenarios. This study evaluated the diagnostic performance of a digital serious game and proposed strategies for its optimization. Seventy-eight older adults (58 healthy controls, 20 MCI) completed the CERAD-K2 and the digital tool. The serious game consisted of five tasks reflecting daily life: recalling sale items, solving puzzles, crossing malfunctioning traffic lights, a prize (go/no-go) game, and route-finding. Diagnostic performance was evaluated using Random Forest classification (accuracy, sensitivity, specificity), and discrimination was assessed with Receiver Operating Characteristic (ROC) analysis with Area Under the Curve (AUC). Task contribution was examined by removing components, and usability was measured using the NASA Task Load Index (NASA-TLX). The digital tool showed an accuracy of 82.1%, sensitivity of 71.4%, and specificity of 84.4%. Compared with CERAD-K2 (sensitivity 87.9%, specificity 66.7%), the digital tool demonstrated higher specificity but lower sensitivity. Removing the puzzle task improved sensitivity to 76.9% while maintaining specificity at 84.6%. ROC analysis indicated excellent discrimination (AUC=1.0). NASA-TLX results indicated a moderate workload, supporting feasibility. Compared to conventional neuropsychological batteries, the digital tool demonstrated higher specificity but relatively lower sensitivity, limiting its use as a screener. Future optimization should focus on removing tasks that negatively affect sensitivity and emphasizing those with higher feature importance. Specifically, we plan to (i) analyze misclassification patterns by comparing false negatives and true positives, (ii) remove low-importance features with retraining to assess performance changes, and (iii) refine UI/UX to reduce workload and improve clarity, followed by validation in an expanded sample.

Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education

Abstract 1391

AUTOMATED OSCE SCORING USING ARTIFICIAL INTELLIGENCE

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Objective structured clinical examinations (OSCEs) have been gradually used in professional psychology to assess clinical competence and facilitate clinical training courses. However, the scoring of OSCE, especially the standardized patient (SP) station, usually uses psychologists with OSCE rater training to evaluate student performance, which requires substantial time and considerable costs. Artificial intelligence, combined with machine learning techniques, has been used in several psychotherapy studies to automatically evaluate the content of client-psychologist interactions and has demonstrated a certain degree of credibility. This study aimed to utilize Google Gemini 2.5 Flash with the support vector machine (SVM), a frequently used machine learning model, to automate the evaluation of student performance on SP stations of the Intake OSCE. A total of 30 students' performances on a 20-minute SP station were included in this study. The SVM model achieved a Precision of 83.3% and an Accuracy of 73.3%. However, the F1 score and Recall were 55.6% and 41.7%, respectively. These findings support the potential of using artificial intelligence and machine learning techniques for automated OSCE scoring in professional psychology.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1110

PSYCHOMETRIC VALIDATION OF THE CANCER LONELINESS SCALE IN COLOMBIAN CANCER PATIENTS

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Introduction. Loneliness is a negative subjective experience linked to adverse physical and psychological outcomes. In oncology, it may act as a psychosocial risk factor affecting quality of life, coping, and survival. The Cancer Loneliness Scale (CLS) is the only instrument specifically developed to assess cancer-related loneliness, but it has not been validated in Spanish-speaking populations.

Purpose. This study aimed to validate the CLS in Colombian cancer patients to provide a reliable tool for assessing loneliness in this context.

Method. A prospective validation study was conducted with 500 adult patients diagnosed with breast, prostate, cervical, gastrointestinal, or hematological cancers at the National Cancer Institute in Colombia. Psychometric properties were assessed using Classical Test Theory (internal consistency, test–retest reliability, construct, concurrent, divergent, and discriminant validity) and Item Response Theory (Rasch model).

Results. The CLS demonstrated a unidimensional structure (CFA: $\chi^2/df = 1.924$; CFI = 0.984; TLI = 0.977; RMSEA = 0.061). Internal consistency was high ($\alpha = 0.88$; $\omega = 0.91$; GLB = 0.84). Test–retest reliability was strong (Lin's coefficient = 0.92; $p < 0.001$). The CLS correlated positively with the UCLA Loneliness Scale ($\rho = 0.75$; $p < 0.001$) and negatively with the FACIT-G and its domains ($\rho = –0.40$ to $–0.55$; $p < 0.001$). No significant correlation was found with the Charlson Comorbidity Index. Rasch analysis confirmed unidimensionality, appropriate item fit (MNSQ 0.78–1.19), and reliability for items (0.98) and persons (0.70). The Wright map indicated that the scale more effectively captured moderate-to-high levels of loneliness, with limited sensitivity at very low levels and overlap between some items.

Conclusions. The Colombian version of the CLS showed robust psychometric properties, supporting its validity and reliability for measuring loneliness in cancer patients. Its use may facilitate the identification of psychosocial risk and inform interventions that contribute to improved health outcomes and reduced inequalities in oncology care.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 1108

CROSS-CULTURAL ADAPTATION OF THE CANCER LONELINESS SCALE IN COLOMBIAN CANCER PATIENTS

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Universidad Nacional de Colombia ~ Bogotá ~ Colombia

Introduction. Loneliness is a subjective and distressing experience associated with adverse physical and mental health outcomes. In oncology, loneliness has been identified as a psychosocial risk factor that negatively influences quality of life, coping, and survival. However, there are no culturally adapted and validated instruments in Spanish to assess cancer-related loneliness.

Purpose. This study aimed to translate and cross-culturally adapt the Cancer Loneliness Scale (CLS) for use among Colombian cancer patients.

Method. Authorization for the use of the instrument was obtained from the original authors. The process followed the European Organisation for Research and Treatment of Cancer (EORTC) translation guidelines to ensure semantic, cultural, and conceptual equivalence. The procedure included forward translation by two independent translators, reconciliation, back translation, expert committee review, and a pilot test with 20 Colombian cancer patients receiving care at the Instituto Nacional de Cancerología. Participants evaluated clarity, comprehensibility, and acceptability of items.

Results. Minor discrepancies emerged during translation, particularly regarding the adverb how often. After consensus, the phrase “qué tan a menudo” was selected as the most accurate option. The reconciled version preserved semantic equivalence with the original. In the pilot test, patients found the items clear and non-offensive, with only minor suggestions that did not warrant changes. As a result, a culturally adapted Spanish version of the CLS was obtained without modifications after pilot testing.

Conclusions. The Spanish version of the Cancer Loneliness Scale is linguistically and culturally appropriate for Colombian cancer patients. This adaptation provides the foundation for subsequent psychometric validation, supporting the measurement of cancer-related loneliness in Spanish-speaking populations.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1736

NEW APPROACHES TO NORM CONSTRUCTION: TESTS WITH SEQUENTIAL TASK DEPENDENCY

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Introduction
The Rey Complex Figure Test (RCFT) is widely used to assess visuoconstructive ability and visual memory. It includes three sequential tasks, Copy (C), Immediate Recall (IR), and Delayed Recall (DR), where performance on earlier tasks can substantially influence later ones or, at least, should be considered to gain a more complete and global understanding and to draw more grounded conclusions. Considering this dependency is essential when constructing normative data.

Purpose
This study proposes are to obtain normative data for a sample of 2,503 individuals aged 6 to 80 years on the three RCFT tasks, using models that account for the sequential dependency among them.

Method
Path analysis provides a comprehensive and detailed view of the relationships among multiple variables, particularly when these relationships are complex, recursive, and interdependent, as in the case of the RCFT tasks. Once the sequential dependency model is established, the differences between expected and observed scores are normed, allowing for a more precise adjustment of performance relative to task interdependence.

Results
Analyses revealed patterns consistent with the sequential nature of RCFT tasks. A strong correlation was observed between performance on the C task and subsequent IR and DR tasks, as well as between IR and DR performance. Path analysis models confirmed that performance on earlier tasks significantly influences visual memory ability in later tasks.

Conclusions
Path analysis provides additional relevant information and more accurately captures variations in performance due to the sequential dependency of RCFT tasks. Moreover, the norming of differences between expected and obtained scores provided additional value, offering a refined view of individual performance that goes beyond traditional normative approaches.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1797

INHIBITION DEFICITS AND ADHD SYMPTOMS IN CHILDREN WITH DEVELOPMENTAL COORDINATION DISORDER

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Introduction: Developmental Coordination Disorder (DCD) is characterized by motor skill delays or difficulties in coordination that interfere with daily activities. DCD affects 5–6% of school-aged children, with higher prevalence in boys. It frequently co-occurs with Attention-Deficit/Hyperactivity Disorder (ADHD), with comorbidity rates of approximately 50%. Purpose: Examine correlations between ADHD symptoms, attentional and executive abilities, and DCD indicators in children evaluated within an interdisciplinary protocol for inattention and hyperactivity. Method: Fifty-four children aged 6–15 years (M = 9.9; SD = 2.9) were assessed using the BPA for attention, the Five Digits Test for executive functioning, and the WASI for intelligence. ADHD symptoms were measured with a DSM-5–based inventory, and the Developmental Coordination Disorder Questionnaire (DCDQ) was applied to identify DCD. Data were analyzed using Spearman correlation tests in Jamovi. Results: Significant negative correlations were found between DCD symptoms and Inhibition ($\rho = -0.495$; $p = 0.019$), indicating that greater motor difficulties were associated with poorer inhibitory control. A significant negative correlation also emerged between DCD and total ADHD symptoms ($\rho = -0.326$; $p = 0.020$), suggesting that more severe motor problems were linked to higher ADHD symptomatology. Positive but non-significant trends were observed with BPA-General ($\rho = 0.279$; $p = 0.071$) and BPA-Alternating Attention ($\rho = 0.271$; $p = 0.079$). No significant associations were detected with total IQ ($\rho = 0.142$; $p = 0.319$) or cognitive flexibility ($\rho = -0.258$; $p = 0.247$). Conclusions: Findings highlight that DCD symptoms are associated with deficits in inhibitory control and greater ADHD severity, reinforcing the overlap between motor and self-regulation difficulties. Motor deficits may selectively affect executive functions, particularly inhibition, and potentially extend to attentional processes. These results underscore the importance of integrated motor and cognitive assessments and interventions addressing the co-occurrence of DCD and ADHD in clinical and educational contexts.

Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 1703

UNIVERSAL SCHOOL-BASED MENTAL HEALTH SCREENING IN THE PHILIPPINES: INITIAL REPORT ON THE CHILD AND ADOLESCENT RISK SCREENER

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Support for students with mental health and academic problems remains to be one major concern of the Philippine educational system, particularly in the public schools. While the Philippine Mental Health Law stipulates that the state shall: “ensure integration of the mental health into the educational system”, and make available “timely, affordable and high quality and culturally-appropriate mental health care”, no guidelines and programs have yet been developed by the educational system to properly screen and identify students who may be at-risk of mental health problems. Universal screening is recognized as one basic component of a comprehensive and effective school mental health program. This reports the development of the Child and Adolescent Risk Screener (CARS), a pioneer universal mental health screening for K-12 grade students in the Philippine public schools. A chronicle of the test development process of the CARS employing an exploratory mixed-methods approach will be shared : the rationale and conceptualization of the CARS, content domain and factor structure, comprehensive psychometric properties, and social validity. Development of CARS was supported by the Unilab Foundation-Philippines.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1754

THE PREDICTIVE ROLE OF INHIBITORY CONTROL IN EARLY CHILDHOOD: A SYSTEMATIC REVIEW OF THE LITERATURE

Müller Vieira B.C., Traverso L.*

University of Genoa, Department of Education Sciences (DiSFor) ~ Genoa ~ Italy

Over the past decades, a large number of studies have been conducted on inhibition, in which the term has been used to refer to various aspects of child functioning, ranging from behavioral inhibition to cognitive inhibition. The present systematic review aims to investigate the role of different inhibitory processes in predicting inhibition itself as well as other developmental domains.

Specifically, the review, conducted in accordance with PRISMA guidelines (Page et al., 2021), considers multiple conceptualizations of inhibition assessed during the first five years of life in relation to children's development across multiple domains. A database search using predefined keyword strings, conducted in PsycINFO, PsycArticles, Psychology & Behavioral Sciences Collection, and PubMed, initially identified 5,843 reports. After the removal of duplicates, 3,741 studies were retained for screening.

The eligibility criteria were: (1) empirical longitudinal studies published in English; (2) participants within the age range of interest; (3) typically developing children; and (4) inclusion of at least one measure of inhibition used to predict inhibition itself or outcomes in other domains. To date, 85.35% of the full texts have been screened, resulting in the inclusion of 487 records. Analyses of the full texts are currently underway, and the findings will be presented at the congress. The results will provide an analysis of the different conceptualizations of inhibition and its predictive role across developmental outcomes.

Abstract 4953

DEVELOPMENT AND THE PSYCHOMETRIC PROPERTIES OF CREATIVE SCIENTIFIC ABILITY TEST FOR PRIMARY SCHOOL STUDENTS

Ayas M. Bahadir*

Department of Special Education Gifted Education Division, Anadolu University

One of the leading factors affecting creativity studies negatively is the limitations of creativity assessments. First, there are few instruments compatible with modern theories creativity. Secondly psychometric properties of these instruments are not sufficient. In the context of scientific creativity, there are fewer scientific creativity tests for primary school students. It is seen that the psychometric features of existing instruments are inadequate.

Therefore, the aim of this study is to develop a scientific creativity test for 3rd, 4th, and 5th grade students based on Scientific Discovery as Dual Search Model (SDDS).

Creative Scientific Ability Test for Primary School (C-SAT-P), which was developed according to SDSS, consists of hypothesis development and experiment designing components. There are four open-ended items in science areas Physics, Chemistry, and Biology. In developmental process of C-SAT-P, many items that are suitable to theoretical background were produced in 10 sessions with 10 expert teachers. An implementation form was created by using these items. Items were chosen according to expert opinion, try-out and pilot studies. The implementation form was given to 647 students (166 5th grade students,

251 3rd grade students, 220 4th grade students) and according to the results the final version of the test was created. Two-component structure of C-SAT-P was proved from confirmatory factor analyzes. It was also found that C-SAT-P has adequate concurrent with respect to school grades and attitudes towards science and discriminant validity with respect to ability level and school level. From the reliability analyses the internal consistency and the interrater reliability of the test was found to be high.

According to the results of the study C-SAT-P is a valid and reliable scientific creativity test for primary school students. It can be used in evaluating the effects of educational interventions in science like gifted programs, identification and screening processes in gifted education, and the research on scientific creativity, scientific reasoning, science process skills and scientific thinking.

02 - Division 2: Psychological Assessment and Evaluation

ARTIFICIAL INTELLIGENCE AND TECHNOLOGY: IMPLICATIONS FOR THE TESTING ECOSPHERE, AND EVEN BEYOND

Thursday 23 July 2026 from 08:00 to 09:30

(C- Spadolini)

Peter Macqueen (Compass Consulting ~ Brisbane ~ Australi), Chair

In late 2022, The International Journal of Testing published a Special Issue: Technology-Based Assessments in Organizational, Psychological, and Educational Research and Applications. But this pre-dates recent technological advances and in particular the rise of LLMs and Generative AI. Scholarly contributions tend to lag in the wake of the commercial development and uptake of AI and technology-enhanced assessment tools and practices. What are the issues? How do these rapidly emerging developments affect people at work, and beyond? What are the implications for the education, training and development of psychologists and behavioural scientists?

This 90-minute panel-based symposium will explore recent and potential developments, with a Q&A via a Chair and a panel of five distinguished contributors from five countries. Holding significant consulting and/or academic and scholarly roles in test development, use, adaptation and education, several also have a strong leadership presence in international and European testing focused professional bodies. There is provision for ample engagement with the audience in the latter part of the session. Panellists will respond to a short series of pre-determined questions addressing issues such as challenges and opportunities; test development and test/assessment use (e.g. high stakes versus low stakes; small scale versus large scale; test adaptation); education and professional development; fairness; neurodiversity; ethical and effective practice; privacy and data management; and regulation.

The Chair, an IWO psychologist, was a Council member of the International Test Commission for 7 years, and for 10 years a member or Chair of the Tests and Testing Expert Group of the Australian Psychological Society.

Some slides will be presented to enhance communication, but the nature of this rapidly evolving field supports a human narrative approach in July 2026. Active audience-wide discussion later in the session is expected, and encouraged.

The topic is highly relevant to several IAAP divisions, and to the Congress theme(s).

Abstract 3581

PANELLIST 1

Schittekatte M.*

University of Ghent ~ Ghent ~ Belgium

 With a PhD in Experimental Social Psychology, this panellist's main scientific activity consists of adapting psychological assessment instruments for the local culture, with a particular focus on cognitive abilities, cross-cultural bias, and digital assessment. Teaching at several universities in Europe, mostly in post-academic courses, this panellist has held professional appointments with their National Test Commission and the Board of Assessment of EFPA.

Abstract 3582

PANELLIST 2

Iliescu D.*

University of Bucharest ~ Bucharest ~ Romania

 A Professor of psychology at a European university, this panellist has been active as a Consultant for more than 25 years, being involved in numerous projects, with many of these related to test adaptation projects, globally. Actively involved in the leadership of the International Test Commission, EAWOP, and a division of IAAP, research interests focus on psychometrics, particularly cross-cultural elements, and IWO psychology.

Abstract 3596

PANELLIST 3

Hernandez A.*

University of Valencia ~ Valencia ~ Spain

 An Associate Professor at a Spanish university, this panellist is affiliated with the Department of Methodology and a research institute associated with personnel psychology, organizational development and the quality of working life. In the field of IWO psychology, the major interests are in team climate, leadership and underemployment. Professionally involved in a national Test Commission, they have held executive roles in bodies such as the European Association of Methodology, and EAWOP.

Abstract 3597

PANELLIST 4

Greiff S.*

Technical University of Munich ~ Munich ~ Germany

A Professor at a German university, this panellist leads the Centre for … Assessment, and oversees the national implementation of the PISA Study. Previous appointments include head of the Educational Psychology and Artificial Intelligence Unit at another German university. This panellists's research centres on systemic educational issues, and monitoring through large-scale international studies; and takes a holistic approach to education incorporating both individual and societal factors.

Abstract 3598

PANELLIST 5

Evans N.*

NEC Advisory ~ Stroud ~ United Kingdom

 A Chartered Psychologist with a Masters in Organizational Psychology, this panellist applies psychology for impactful results in work, consumer, education, sports, health and forensic contexts. Actively involved for many years in professional (testing related) activities in the UK and with the EFPA Board of Assessment, including updating the EFPA Test Review Model (2025). This panellist has presented at numerous European and International conferences.

02 - Division 2: Psychological Assessment and Evaluation

Poster Session 3 - Division 2

Thursday 23 July 2026 from 08:15 to 09:45

(X- Poster 1)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2042

PSYCHOMETRIC TESTING OF ACADEMIC BUOYANCY AMONG INDIAN UNIVERSITY STUDENTS

Dubey A.*[2], Dhiman S.[1], Choubisa R.[1], Varghese Philipose J.[1]

[1]BITS Pilani ~ Pilani, Rajasthan ~ India, [2]Prestige Institute of Management and Research, PIMR, Bhopal, MP, India

Background: Academic buoyancy is the ability of students to successfully tackle everyday academic challenges in the form of assignments, grades, evaluation exams, deadlines and so on. The original scale was validated on school students by Martin and Marsh (2008). However, university students face similar challenges in their academic life and while the academic buoyancy scale has been used in the university and Indian context; it has not yet been validated.
Methods: To overcome this gap, we set out to validate the 4 item scale on undergraduate students of a private university located in northern region of India. In the first phase of this ongoing research, using random sampling, we collected data from N=203 undergraduate students via both offline and electronic survey.
Findings: We analysed our data using Exploratory factor analysis (EFA) which revealed one factor solution. Further, we ran correlation and multiple regression with Academic self-efficacy and Academic procrastination for convergent and divergent validity respectively. We also analysed significant differences between male and female students to further understand the role of individual gender in academic levels. Our findings indicated that all variables showed a significant relationship with each other.
Conclusion: The major implication of our study is to assess functioning of Academic buoyancy scale in the context of university in India. We also explored how this result can play a vital role in further understanding the application of the scale in predicting specific academic progress related constructs. Our research contributes for further development of policies and applications using the sustainable development goals (SDG 3, SDG 4, SDG 5).

Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2295

REDEFINING EMOTIONAL INTELLIGENCE: A THREE-COMPONENT FRAMEWORK FOR GROWTH AND RESILIENCE

Salopek Z.[2], Dude K.[1], Vuletic G.*[1]

[1]Faculty of Humanities and Social Sciences ~ Osijek ~ Croatia, [2]International Institute for Emotional Maturity ~ Zagreb ~ Croatia

With the advancement of society and the increase in everyday stressors, there has emerged a need to develop more complex abilities that enable individuals to cope more effectively with new challenges. That ability is emotional intelligence, which enables individuals to manage their own and others'emotions, essential for adapting to the complexities of modern life and building meaningful relationships. Recognition of the importance of emotional intelligence led to proliferation of theoretical models and various measurement instruments, which resulted in considerable conceptual confusion within the field. This poster presents a new model of emotional intelligence based on the integration of emotions, ego, fears and self-realization skills, offering a new direction in applied psychology by integrating emotional, cognitive, and self-development processes. The Map of Humans Inner World model conceptualizes emotions as indicators of ego-driven perceptual distortions and defines emotional intelligence through three components: awareness, conscience, and courage. Distortions (e.g. need for control, self-doubt) are seen as opportunities for learning self-realization skills (e.g., forgiveness, self-acceptance). Underlying distortions are core fears that shape emotional reactivity and limit personal development. Awareness, conscience and courage represent the internal capacities required to recognize ego mechanisms and integrate experiences. Rather than focusing on regulating emotional states, the model emphasizes inner transformation and emotional maturity as pathways to development of psychological resilience. To evaluate the practical value of this model, psychoeducational workshops and intervention programs will be conducted, targeting ego-driven distortions and self-realization skills to foster emotional stability and resilience. By bridging emotional psychology and self-development frameworks, the model addresses contemporary challenges such as stress, emotional instability, and lack of resilience. Its applications span clinical (emotional processing), health (resilience, well-being), organizational (leadership, team dynamics), and educational psychology (self-regulation). By targeting ego-driven distortions and fears, the model offers pathways for emotional maturity, psychological resilience, and interpersonal effectiveness across different societal systems.

Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 2071

SIMULATION-INTEGRATED SITUATIONAL JUDGMENT TESTS FOR TRAINING INGENUITY

Martin--Raugh M.*[1], Watts L.[1], Harwell K.[2], Kochert J.[2], Rolwes P.[1], Mclemore P.[1]

[1]the university of texas at arlington ~ arlington ~ United States of America, [2]The Army Research Institute ~ Fort Benning ~ United States of America

Introduction: Success in unpredictable, high-stakes environments often depends on ingenuity, defined as the ability to break from established routines and avoid functional fixedness when solving problems. However, traditional training practices tend to emphasize standard procedures and rule adherence, leaving individuals underprepared for situations requiring flexible, creative responses in resource-constrained environments.

Purpose: This project introduces a novel training framework using situational judgment tests (SJTs) to strengthen ingenuity and adaptive problem solving. The research explores how SJT-based training, compared to more commonly used critical incident (CI)-based training, promotes set-breaking, creativity, and the capacity to transfer problem-solving strategies to novel contexts.

Method: Critical incidents were collected from subject matter experts to construct scenarios that require innovative responses. SMEs provided ratings of effective versus rigid approaches. A psychometric validation study with student samples examines reliability and validity prior to implementation with Soldiers. Soldiers will then be randomly assigned to SJT or CI training conditions, with performance evaluated through a transfer simulation explicitly designed to test flexibility, originality, and reduced reliance on habitual strategies.

Results: It is expected that SJT-based training will outperform CI-based training in fostering ingenuity and reducing functional fixedness. Participants exposed to SJT training are anticipated to demonstrate greater creativity, more effective set-breaking strategies, and improved adaptability in transfer tasks.

Conclusions: This project provides a proof-of-concept for integrating SJTs into training to cultivate ingenuity and reduce functional fixedness. Findings will advance theory and practice in assessment and training by offering scalable tools to prepare individuals for the cognitive demands of complex and dynamic environments.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2149

NARRATIVE CONSTRUCTION REFLECTS THE EMOTION REGULATION COMPONENT OF ABILITY-BASED EMOTIONAL INTELLIGENCE

Pólya T.*

Károli Gáspár University of the Reformed Church in Hungary, Budapest

Ideally, ability-based emotional intelligence (AEI) should be measured in everyday emotional response. The study argues that narrative construction is a potential candidate for this purpose. The study sets up the hypothesis that constructing a problem-centered narrative reflects the level of the emotion regulation component of AEI. Ninety participants were asked to narrate four emotional episodes. The emotion regulation component of AEI, fluid intelligence and personality were assessed with self-report measures. The use of narrative transformation in narrative construction was measured with automated linguistic analysis. The results show that the level of narrative transformation reflects the emotion regulation component of AEI, and it also has a distinct relationship with fluid intelligence. The findings are discussed in terms of the usefulness of automated linguistic analysis of narrative construction in measuring AEI.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2282

THE UNIVERSAL WELLBEING EVALUATION TOOL: A TRANSFORMATIVE LEARNING EXPERIENCE

Stevenson S.*

FREEDOM Wellbeing Institute & New Zealand Curriculum Design Institute ~ Hamilton ~ New Zealand

Post the emergence of the Universal Wellbeing Model (UWM) in 2023, from an evidence-based multi-disciplinary and authentically holistic paradigm, the Universal Wellbeing Evaluation Tool (UWET) was developed. This quantitative tool supports users to self-assess, using a 5 point Likert scale, and identify: the status of each of the 70 Determinants of Universal Wellbeing; social physical, intellectual, ethnic, cultural, emotional and spiritual dimension levels; home, work and /or study environment impacts on overall Universal Wellbeing plus the Universal Wellbeing Risk level of the person completing the UWET.

The UWET uses an applied psychology approach, it empowers users to identify their strengths and capabilities, determinants of no influence, as well as those that could be, or are harming the users overall Universal Wellbeing. Learning about the UWM, what Universal Wellbeing is and then experiencing using the tool and understanding one's own unique personal Universal Wellbeing Profile collectively contribute to the acquisition of Universal Wellbeing Literacy. Professionally accredited UWET Facilitators administer, analyse, and report UWET outcomes to individuals and organisations using powerful strategies that optimises and accelerate the acquisition of personally relevant and meaningful Universal Wellbeing Literacy.

Informed by a clear theory of change, with impenetrability, and transformative learning at its heart; gaining Universal Wellbeing Literacy has been shown in early research trials to provide rich and applied learning experiences that support behaviour changes and personal transformations. The UWET is a core element in three research interventions that have been or are being trialled to measurably improve participation, achievement, productivity and equity levels in diverse settings. Higher education trials have consistently shown 30% plus increases in programme completion rates. The digitisation of the tool has made international Tool and intervention trialling possible at scale. Currently increasing access and conducting tool and intervention trials with diverse populations and randomised control trials is a priority.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2191

ASSESSMENT OF ADVERSE EVENTS AND EMOTIONAL DYSREGULATION IN PATIENTS WITH SUD IN RESIDENTIAL REHABILITATION

Vargas I.*, Medina Ceja Y.E., Ruvalcaba Delgadillo Y., Vargas De La Cruz C., Gálvez Contreras A.Y.

Universidad de Gudalajara ~ Guadalajara ~ Mexico

The Substance Use Disorders (SUDs) have a multifactorial origin involving bio-psycho-social factors. Recent studies suggest that the number and type of Adverse Childhood Experiences (ACEs) constitute a risk factor both for the initiation of substance use and for relapse. In this regard, ACEs have been linked to alterations in the Hypothalamic-Pituitary-Adrenal (HPA) axis, which leads to difficulties in managing stressful situations and consequent emotional dysregulation. At psychological level, ACEs have been associated with psychological trauma, which involves inadequate stress response regulation and the adoption of maladaptive coping styles when facing various everyday life situations. This is associated with the search for external forms of "regulation," such as the consumption of addictive substances. Although this relationship has been widely studied, in Mexico there is still a lack of sufficient research exploring the link between ACEs, emotional regulation, stress levels, and mild cognitive impairment.

The present study aims to evaluate, in patients with SUDs undergoing residential rehabilitation, the relationship between the number and type of ACEs, coping styles, stress levels, and mild cognitive impairment.

Methodology: The following instruments were administered to patients diagnosed with SUDs due to polysubstance use and at the beginning of the rehabilitation process residential treatment clinic: the ACEs questionnaire, HADS, PCL-5, and AMAS. Results: The data were analyzed considering the presence of adverse events, stress levels, and cognitive performance.

Conclusions: The identification of these variables may support the development of new treatment strategies.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2013

ARTIFICIAL INTELLIGENCE–BASED CLINICAL ASSESSMENT IN MOOD DISORDERS

Comlekci M.N.*, Yilmaz T.

Marmara University ~ Istanbul ~ Turkey

Given the high risk of progression and chronicity of psychological disorders, as well as severe outcomes such as substance dependence and suicide, early and comprehensive assessment of these conditions is of critical importance. Artificial intelligence (AI)–assisted methods offer substantial potential over traditional approaches owing to their speed, accuracy, and capacity for multimodal data processing. Advances in machine learning and deep learning enable the integration of physiological and behavioral data collected from everyday devices such as smartphones and wearables into clinical processes, facilitating real-time monitoring and personalized interventions. Multimodal data—including facial expressions, postural indicators, social media content, linguistic patterns, and biomarkers—can be leveraged for early detection of mood disorders, identification of risk periods, and dynamic tracking of treatment response. Conversational agents and EEG biomarkers further support the diagnosis of conditions such as depression and bipolar disorder and the objective monitoring of symptoms through AI-based algorithms. Nevertheless, these methods are susceptible to cultural, individual, and contextual variability, data quality issues, and user motivation, which may lead to erroneous clinical inferences. Breaches of privacy and data security pose additional ethical and legal risks. Accordingly, AI-based systems should be designed to support rather than replace clinical decision-making; findings must be interpreted with caution and triangulated with other data sources. Multidisciplinary research is needed to refine these tools and address their limitations. When appropriately implemented, AI-assisted assessment instruments can complement traditional clinical practices, enhancing screening, preliminary evaluation, and risk analysis, and enabling mental health professionals to develop more comprehensive and reliable case formulations.

02 - Division 2: Psychological Assessment and Evaluation

CULTURALLY RELEVANT PERSONALITY ASSESSMENT USING THE COMBINED EMIC-ETIC APPROACH

Thursday 23 July 2026 from 09:30 to 10:30

(C- Spadolini)

Fanny Cheung (Chinese University of Hong Kong ~ Shatin), Chair
Annamaria Di Fabio, Discussant

Personality assessment in non-Western cultures used to rely on translated imported measures purported to represent universal personality traits without consideration of local relevance. Early attempts to develop indigenous personality measures were critiqued for their lack of incremental validity. Recent developments using the combined emic-etic approach have resolved the dichotomy of the universal approach versus indigenous approach in producing culturally relevant personality measures with culturally relevant constructs beyond the dominant universal dimensions. Presenters in this symposium share recent research findings on their personality measures based on the combined emic-etic method.
Amber Gayle Thalmayer introduces the Cross-Cultural Big Two, a common-denominator model and inventory drawn from global emic lexical studies. Weiqiao Fan presents his team's reconstruction of a new two-polarities personality model based on indigenously derived Eastern measures such as the CPAI-A that include the functions of self vs. relatedness on the one hand, and independence-interdependence on the other hand. Mingjie Zhou shares their team's recent research illustrating the validity of the Interpersonal Relatedness dimension from the CPAI-2 which is distinct from other universal dimensions. Ron Fischer describes his team's a bottom-up lexical approach focusing on adjectives (or verbs) to describe fictional characters which provides an alternative bottom-up exploration of context-sensitive personality structure.

Abstract 4114

WEST MEETS EAST IN A NEW TWO-POLARITIES MODEL OF PERSONALITY: COMBINING SELF-RELATEDNESS STRUCTURE WITH INDEPENDENT-INTERDEPENDENT FUNCTIONS

Fan W.*[1], Li M.[2], Leong F.[3], Zhou M.[4]

[1]Shanghai Normal University, Shanghai, China; ~ Shangai ~ China, [2]Nanjing Normal University, Nanjing, China; ~ Nanjing ~ China, [3]Chinese University of Hong Kong (SZ), Shenzhen, China; ~ Shenzhen ~ China, [4]Institute of Psychology, Chinese Academy of Sciences (CAS), Beijing, China ~ Beijing ~ China

Most extant personality models are culturally biased towards an individualistic conception of personality and self-construction has been the major emphasis based on WEIRD samples. These models are incomplete because they ignore the interpersonal dimension of personality, which has received particular attention in Eastern personality theories and is also included in early Western models. In terms of the cultural-relevant feature, both self and relatedness and their specific aspects may be variously highlighted in different cultural settings. On the basis of a reexamination of several crucial two-dimension (namely, self and relatedness) personality theories derived from the east and west, we reconstruct a new two polarities personality model to include not only self and relatedness but also the independent and interdependent functions in terms of some popular personality theories with the combined emic-etic approach.

Thus, we argued that there are two types of self and relatedness in personality structure. (1) Independent self, which distinguishes and separates a person from others by autonomy and identity coherence. (2) Interdependent self, which reflects the basic function of maintaining a person's autonomy or identity by considering the person part of an encompassing social relationship. Social environments, especially other people, serve as a mirror-like reflection to show a person's uniqueness. (3) Intrapersonal Relatedness, which reflects how an individual thinks about their social world—their social cognition. This type of relatedness indicates how a person relates his/herself to the social environment. (4) Interpersonal Relatedness, which defines how a person relates to the social world through behavior or performance, such as social presentation and social transformation (namely, persona).

This work is beneficial to understanding global personality across cultures. A consistent personality structure across Western and Eastern contexts exists, and the only difference is that the structure possesses cultural-specific representation or different functions for individuals in different contexts.

Abstract 4115

ROUND OUTSIDE AND SQUARE INSIDE: THE CONNOTATION AND ADAPTABILITY OF CULTURALLY RELEVANT INTERPERSONAL RELATEDNESS PERSONALITY FACTOR

Zhou M.*[1], Mu W.[1], Fan W.[2], Zhang J.[3], Cheung F.[4]

[1]Institute of Psychology, Chinese Academy of Sciences, Beijing, China; ~ Beijing ~ China, [2]Shanghai Normal University, Shanghai, China; ~ Shanghai ~ China, [3]1Institute of Psychology, Chinese Academy of Sciences, Beijing, China; ~ Beijing ~ China, [4]3Chinese University of Hong Kong, Shatin, Hong Kong SAR, China ~ Shatin, Hong Kong SAR ~ China

The Interpersonal Relatedness (IR) personality factor of Chinese people is a culturally specific personality dimension derived through a combined emic-etic approach. To further explore the connotation of the IR trait, Study 1 employed the Latent Profile Analysis to reveal population heterogeneity in a normative Chinese sample of 1,911 individuals from the CPAI-2 (Crosscultural/ Chinese Personality Assessment Inventory-2). The analysis identified a four-quadrant classification of the population based on two dimensions: "Round outside" (harmonious flexibility externally) and "Square inside" (principled integrity internally). Study 2 conducted a comparative analysis between Chinese and Non-Chinese groups. The results revealed significant differences not only in IR dimensional scores but also in latent profile of IR classifications between Eastern and Western populations. Study 3 further validated the four-quadrant categorization of "Round outside and square inside" personality types within a university student population (N = 2580), which demonstrated that individuals with this "Round outside and square inside" profile exhibit greater adaptability in modern Chinese society. By linking these findings to the traditional Chinese ideal of a virtuous person (Junzi), our discussion will focus on the role of culture in shaping personality and the critical importance of culturally adaptive behavioral patterns for successful in modern society. These findings also highlight the unique value of the combined emic-etic approach in personality research.

Abstract 4116

LITERATURE-BASED EMIC PERSONALITY STRUCTURE

Fischer R.*[1], Fetvadjiev V.[2], Karl J.[3], Luczak Roesch M.[4]

[1]D'Or Institute for Research and Education ~ Rio de Janeiro ~ Brazil, [2]University of Amsterdam ~ Amsterdam ~ Netherlands, [3]Stanford University ~ Santa Clara, CA ~ United States of America, [4]Victoria University of Wellington ~ Wellington ~ New Zealand

The emic vs etic debate on personality structure has been dominated by self-report measures and survey data. In this presentation we shift the focus on the source material and explore to what extent literature may be used as an alternative source material. Using a bottom-up lexical approach focusing on adjectives (or verbs) to describe fictional characters provides for an alternative bottom-up exploration of personality structure. This approach converges with emic research, as emic researchers have often been inspired by personality descriptions in their native literature and emic personality-structure has been derived via bottom-up analyses. Because a number of adjective lists have been used with human self-reports, it becomes possible to compare the personality structure that arises from literature with the implied etic structures based on human self-ratings. An added advantage of bottom-up analyses of literature is that it provides snapshots in the (implicit) emic personality structures across time. Here, we review a series of studies that took such an emic approach based on descriptions of fictional characters in literature across a number of languages and time periods. Our results suggest that personality structure derived from literature does not correspond well to self-report data based on contemporary samples, but the observed structure can be interpreted considering the historical period, the authors and their audiences. We also note some meaningful temporal shifts that imply contextsensitivity
of personality structure.

02 - Division 2: Psychological Assessment and Evaluation

AI-DRIVEN APPROACHES TO UNDERSTANDING HUMAN VALUES ACROSS CULTURES AND CONTEXTS

Thursday 23 July 2026 from 10:30 to 11:30

(C- Spadolini)

Sharon Arieli (Hebrew University of Jerusalem ~ Jerusal), Co-Chair

This symposium addresses a critical methodological gap in cross-cultural psychology by demonstrating how artificial intelligence can transform human values and their understanding. The presentations demonstrate that AI can be used to systematically identify values expressed across contexts; that these values motivate real world outcomes and behaviors, and that values of AI can motivate such outcomes. Traditional approaches to studying values rely on self-report measures that may suffer from various threats to validity. Here we showcase how AI-driven approaches can overcome these limitations.

The symposium's strength lies in its comprehensive coverage of different domains where values operate: from cross-cultural political discourse to social media influence, from media-politics interactions to workplace behavior and social media protection. Each presentation uses different computational methodologies (clustering, language modeling, longitudinal analysis, predictive modelling, experimentation) while maintaining theoretical coherence around Schwartz's value.

Each presenter adds a unique perspective on the issue. Johannes Kiesel establishes the theoretical and methodological foundations for computational value research, specifically in the context of political written media. Ella Daniel goes further to apply this methodology in a multimodal space, focusing on the digital lives of youth on TikTok. Sharon Arieli demonstrates the utility of the computational methods in organizational contexts, showing how value instantiations predict workplace outcomes across cultures. Hester van Herk goes further and shows longitudinal associations between media messaging and democratic participation, contributing to the understanding of democratic trust. Last, Naama Rozen proceeds to show causal relations, as AI values induces attitudes and behaviors in the context of social media safety and freedom.

The use of computational methods to can support organizations, policymakers, media platforms etc. in understanding the values of individuals, and in ensuring that values biases do not result in unwanted value shifts. This symposium positions ICAP at the forefront of methodological innovation in applied psychology.

Abstract 3700

USING AI TO IDENTIFY HUMAN VALUE INSTANTIATIONS IN TEXTS

Kiesel J.*[1], Arieli S.[2]

[1]GESIS – Leibniz Institute for the Social Sciences ~ Leibniz ~ Germany, [2]The Hebrew University of Jerusalem ~ Jerusalem ~ Israel

Is throwing garbage into a bin an instance of preserving nature? Previous research showed that a connection between a universal human value (such as nature preservation) and a concrete action (such as throwing garbage into a bin) that is seen as typical in one culture can be seen as much less typical in a different culture. Therefore, if two people both care for the same human value and one of them thinks an action should be done to attain a value, the other might disagree, as they do not see the action as an instantiation of the value and thus do not think the value can be attained by performing the action. To compare value-driven behavior across cultures, one thus has to ask: What are the typical instantiations for a value in a culture?

Using current AI technology, we make a step towards answering this question from large-scale behavioral data. Using the ValuesML dataset—which contains more than 2500 news articles and political manifestos in nine languages, coded for human value mentions by trained scholars from respective countries—we apply AI approaches from text clustering and language modeling to identify typical instantiations per country/culture that the data originates from and then contrast these typical instantiations between the data subsets. We make our approach available online to the research community in order to enable analyses using different and larger data in the future.

Abstract 3719

VALUE FRAMING IN MEDIA AND VOTING BEHAVIOR: CAUSAL BIDIRECTIONAL RELATIONSHIPS

Van Herk H.*[1], Leijen I.[1], Karl J.[2], Ponizovskiy V.[3], Sneddon J.[4]

[1]Vrije Universiteit Amsterdam ~ Amsterdam ~ Netherlands, [2]Stanford Graduate School of Business ~ Stanford ~ United States of America, [3]Durham University ~ Durham ~ United Kingdom, [4]University of Western Australia ~ Perth ~ Australia

The political landscape in Europe is currently changing where there is a clear trend with losses of seats among traditional (center) parties and gains among populist parties. The changes in the political landscape are significant. Where does this come from? Previous research has shown that Schwartz human values are related to political preference, but also that people's values do not change significantly especially after young adulthood.

Media have a big influence on people's voting behavior. But what is the relationship between media messages and choice of political parties? Do more media messages about dangerous situations with migrants capitalizing on security values lead to a greater preference for populist parties, or is it precisely the case that a political poll showing a larger number of seats for populist parties leads to more coverage of security value-related texts in the media?

Using the media monitoring data from the JRC in the period 2014-2024, we extract Schwartz values from Dutch media and analyze the prevalence of values over time. Relating these outcomes to bi-weekly political polling data from the highly fragmented political landscape with over 20 political parties Netherlands in the same period 2014-2024 allows us to assess the causal bidirectional relationship between value framing in the media and voting behavior.

Abstract 3726

LEVERAGING LANGUAGE MODELS TO DETECT VALUE INSTANTIATIONS AMONG EMPLOYEES

Arieli S.*[1], Starovolsky--Shitrit A.[2], Daniel E.[2], Kiesel J.[3]

[1]Hebrew University Business School ~ Jerusalem ~ Israel, [2]Tel Aviv University ~ Tel Aviv ~ Israel, [3]GESIS - Leibniz Institute for the Social Sciences ~ Leibniz ~ Germany

Understanding how values shape human behavior is a central question in psychology and organizational research. Yet, traditional value measures often show weak or inconsistent links to actual behavior. According to Maio's value framework, people are more likely to act in accordance with an abstract value when a behavior is perceived as a direct expression, i.e., instantiation, of that value. To advance this line of research beyond labor-intensive manual coding, we applied AI-based language models to automatically identify value instantiations in employee work goals.

Our computational approach leverages the structure of Schwartz's value system to derive behavioral patterns from textual instantiations. Our findings offer empirical validation for Maio's framework by showing that instantiation-based measures outperformed abstract value scores in predicting workplace behavior and outcomes, including status, tenure, income and employment in nonprofit sector. Cross-cultural analyses further revealed that Asian-American and Indian employees showed stronger alignment at the instantiation level than at the abstract value level, suggesting that globalization may promote the emergence of shared work-related values while attenuating historically entrenched cultural distinctions.

We also validated the robustness of our computational approach. When trained on Asian-American work-goal texts, the model achieved an F1-score of 0.82 against expert annotations. Applied to Indian data without further fine-tuning, performance remained high (F1 = 0.67). These findings demonstrate the portability and efficiency of our AI-based method for uncovering value instantiations.

02 - Division 2: Psychological Assessment and Evaluation

ONTOGENETIC PSYCHOLOGY: MIND WANDERS FROM INFANCY TO OLD ADULTHOOD

Thursday 23 July 2026 from 11:30 to 12:30

(C- Spadolini)

Emanuele Castano, Chair

Communication skills, intelligence, self-control, and mindreading are among the crucial cognitive and behavioral skills scaffolding life in human societies. How do these changes throughout the lifespan? This is the central question of the symposium, which is organized chronologically with five contributions covering the entire human lifespan. The symposium aptly starts two presentations with data from infants: evidence from South Korea suggests early emergence of the complex interplay of reasoning and communication processes in the emergence of attribution of beliefs and intentions. Next, data from Japan looks at the codevelopment of interoception and mentalizing and its relation with maternal interoceptive. The third presentation focuses instead on children of age 6-14, and reports results from a research intervention conducted in Italian schools in which the impact of a shared reading aloud program on the development of intelligence in children is highlighted. The next two presentations shift the focus from the development occurring in the infancy/childhood years to what happens to human psychology later in life. First, data from Japan are presented suggesting that the effect of attitudes toward failure on self-control changes as adults enter into old adulthood. The last presentation of the symposium brings some good news: data from South Korea shows in fact that social cognition skills do not necessarily decrease among the elderly, but rather change, and it is such a change that needs to be understood to provide better care to the aging population.

Abstract 4154

THE ROLE OF COMMUNICATIVE INFORMATION AND SOCIAL CONTEXT IN INFANTS' PSYCHOLOGICAL AND PROSOCIAL UNDERSTANDING

Hyun--Joo S.*

Yonsei University ~ Seoul ~ Korea, Republic of

Human psychological reasoning develops early in life,
with infants demonstrating sophisticated abilities to interpret others' actions, goals, and mental states. This talk presents a series of studies investigating how infants use communicative cues to update their understanding of others' goals and beliefs, and how they evaluate prosocial actions within social contexts. In the first set of studies, we examined whether infants use verbal information to infer changes in an agent's psychological states. Using violation-of-expectation paradigms, 12- to 14-month-old infants interpreted a change in verbal labels as signaling a change in the agent's goal, suggesting that they flexibly integrate linguistic information into goal reasoning. Furthermore, 18.5-month-old infants updated agents' false beliefs only when the verbal interventions were informative, indicating sensitivity to the pragmatic content of communication. Building on these findings, we explored infants' expectations regarding prosocial actions. We found that 12- to 16-month-old infants attributed intentions even to unsuccessful helping behaviors and expected agents to help rather than hinder others. Moreover, infants anticipated that agents would help those in need and considered social group membership when evaluating acts of helping and comforting. They also expected agents to distribute resources fairly between themselves and others. Together, these findings suggest that infants not only recognize goal-directed and prosocial behavior but also evaluate the nature and informativeness of communicative acts, as well as the broader social context. This research highlights the early emergence of complex, context-sensitive psychological reasoning and underscores the foundational role of communication in the attribution of beliefs and intentions.

Abstract 4157

THE MODERATING ROLE OF ATTITUDE TOWARD FAILURE IN THE RELATIONSHIP BETWEEN SELF-CONTROL AND AGE.

Ozaki Y.*

Toyo University ~ Toyo ~ Japan

This study investigated how individuals' trait self-control relates to their age and how various attitudes toward failure moderate this relationship. In a cross-sectional online survey, a sample of 2,578 Japanese adults assessed themselves using a newly developed scale consisting of eighteen items that describe cognitive, affective, and behavioral responses to failure. An exploratory factor analysis revealed a three-factor structure: regret aversion, thought shifting, and reflection for improvement. Results from multiple regression analyses showed that trait self-control was negatively associated with regret aversion and positively associated with thought shifting, reflection for improvement, and age. Interactions between attitudes toward failure and age were significant, indicating that individuals with positive attitudes toward failure demonstrate better self-control as they grow older. Future studies should utilize longitudinal surveys to provide valuable insights into whether this pattern will replicate as a time-course improvement of self-control throughout a lifetime.

Abstract 4158

HOW DOES SOCIAL COGNITION AND SOCIAL BEHAVIORS CHANGE WITH AGE?

Cho I.*

Sungkyunkwan University ~ Seoul ~ Korea, Republic of

Aging has been known to be extensively related to
changes in a variety of domains. Understanding how people differently process information and behave in a social context with age is an important issue that aging society is now facing. Not only our society but also researchers in academia have a pervasive belief about late adulthood. That is, older adults display overall declines and slowness in various physical and psychological abilities, including social cognitive domains. To address whether such an aging-related belief is genuinely observed, the current talk will introduce several studies on social cognition and behaviors in late adulthood. For example, contrary to previous literature showing the age-related declines of Theory of Mind (ToM) abilities - the ability to understand another person's mental states, including perspectives, wishes, desires, feelings, beliefs and so on-, some recent findings illustrated that compared to younger adults, older adults did not always show their decline of ToM (depending on context) and that they reported greater prosocial behaviors. Contrary to our socially stereotypical belief of aging, these findings suggest that social cognition and behaviors may not decline, but change, with age, thereby motivating the importance of scrutinizing how social cognitive abilities and behaviors differ with age and what factors are associated with such age-related changes to better understand aging.

Abstract 4155

EARLY DEVELOPMENT OF INTEROCEPTION: MECHANISMS AND SUGGESTION FOR MENTALIZING

Ohira H.*

Nagoya University ~ Nagoya ~ Japan

Interoception refers to sensations from inside the body, such as the internal organs, and it has been considered to be regulated by the principle of predictive processing in the brain, through which the brain actively maintains homeostasis. However, it is still unknown when and how the predictive processing of interoception develops. To address this issue, we used a method to examine interoception of infants. Visual stimuli synchronized or asynchronized with the heartbeat of infants were presented, and the duration of gazing to each stimulus was measured. Since asynchronous stimuli should generate greater interoceptive prediction errors, it was hypothesized that if the mechanism of interoception in infants had developed, they would pay more attention to asynchronous stimuli and look at them longer. With 3–8-month-old infants, we found that interoception emerges during the first year of life: the older infants exhibited the longer duration of gazing for asynchronous over synchronous stimuli. Importantly, this phenomenon occurred only when stimuli coincide with the baroreceptor-active period of systole, supporting a role of neural representation of cardiac signals in interoception. Further, infants' pupils which should reflect attention, showed age-dependent dilation to systole-locked asynchronous stimuli, illuminating the underlying mechanisms within the predictive processing framework. Moreover, maternal interoceptive sensibility correlated with the sizes of effects of interoception in infants, suggesting the caregiver-infant interplay should be critical in development of infants' interoception. Previously, it was claimed that the primary aspects of selfhood are shaped by embodied interactions with caregivers in early infancy, and such embodied interactions allow the development of abilities of mentalizing. Our findings shed new light on the concrete processes of such early development of interoception and mentalizing.

02 - Division 2: Psychological Assessment and Evaluation

Psychological Assessment 1

Thursday 23 July 2026 from 12:30 to 13:30

(C- Spadolini)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 379

APPLYING PSYCHOLOGY IN DIGITAL SPACES: CO-DEVELOPING A TEACHER-FOCUSED INTERVENTION FOR ADOLESCENT EMOTIONAL AND BEHAVIOURAL CHALLENGES

Dhupar M.*[1], Singh P.[2], Bambling M.[3], Edirippulige S.[3], Teoh H.[4]

[1]O.P. Jindal Global University ~ Sonipat ~ India, [2]Indian Institute of Technology ~ Delhi ~ India, [3]University of Queensland ~ Brisbane ~ Australia, [4]Queensland Health ~ Brisbane ~ Australia

This paper examines the preliminary impact of a digital teacher-training intervention targeted at reducing emotional and behavioural difficulties (EBD) amongst adolescents in Indian senior secondary classrooms. By adopting a design-based research approach, this study onboarded teachers as co-creators in the development of a contextually relevant digital intervention. Using a mixed-methods approach, the first phase investigated the causes of emotional and behavioural difficulties in students via interviews. Teachers shared concerns and strategies for classroom management. Combining their insights alongside relevant literature an intervention was developed which focused on addressing important classroom concerns such as identifying and managing behavioural difficulties, student-teacher relationships, and conflict resolution, amongst others.

The aim of this intervention study was to reduce EBD in adolescents while fostering their personal and relational resilience. Concurrently, the intervention aimed to explore if teacher self-efficacy in classroom management improved as a consequence of a consistent and emotionally supportive classroom climate. Conducted over 7 weeks, results highlighted a significant reduction in concerns such as behavioural difficulties, conduct problems, hyperactivity and conflict with peers. Additionally, the intervention also helped increase pro-social behaviour and resilience in the adolescent students. These results are encouraging and highlight the efficacy of a contextually sensitive digital intervention that can be used to improve psycho-social attributes in under-resourced systems. It especially contributes to a niche area of literature encouraging the use of the participatory intervention model, which has high significance in low and middle-income countries.

Division 2: Psychological Assessment and Evaluation Division 13: Traffic and Transportation Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure

Abstract 721

RISK-ORIENTED APTITUDE TESTING IN OCCUPATIONAL CONTEXTS

Hardegger S.C.*

Zurich University of Applied Sciences ZHAW, IAP Institute of Applied Psychology ~ Zurich ~ Switzerland

Psychological aptitude testing is part of the core body of applied psychology and has a long-standing tradition. In the context of security-related issues, it is even of crucial importance, as the prevention of human-caused damage is a very high priority. However, in order to make reliable and sustainable statements using psychological aptitude testing, it is advisable to combine the psychological component with perspectives from risk management. The presentation will first introduce a practice-oriented repertoire of human risks developed at the IAP Institute for Applied Psychology at ZHAW, and second present an approach in which risk-oriented aptitude diagnostics in a professional context (not clinical and not forensic) translates the findings of aptitude diagnostics into the language of risk management, thus making them accessible for risk-oriented decisions. The seven risk areas presented are lack of competence, self-harm, human error, lax work attitude, rule violations, intentional rule breaking, and destructive leadership behavior. The approach of risk-oriented aptitude diagnostics in a professional context is based on four steps (after a requirements analysis has been carried out and the assessment process has been developed): Recognition of conspicuous features – Identification of relevant risks – Assessment of risks – Risk communication.

Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 958

SELECTION SYSTEM DESIGN: EXPLORING PREDICTOR CHOICE AND PREDICTOR IMPORTANCE FOR VALIDITY AND DIVERSITY

Niessen S.*[1], Björklund F.[2], Bäckström M.[2]

[1]University of Groningen ~ Groningen ~ Netherlands, [2]Lund University ~ Lund ~ Sweden

What instruments are used in hiring procedures and how they are weighted affects validity and diversity. Moreover, given the validity-diversity dilemma, maximizing validity or diversity results in different hiring procedures. Many studies investigate how selection systems should optimally be designed, but hardly any investigate how practitioners actually design selection systems, and why. Therefore, in a pre-registered exploratory study, we used a between-subjects experiment to investigate how n = 1212 people with hiring experience designed a hiring procedure, with the aim to: 1) maximize predictive validity, 2) improve the representation of female employees or 3) improve the representation of Black employees. Out of a list of nine common selection instruments, participants chose which instruments they wanted to include, and assigned an importance weight to each chosen instrument. First, compared to having a validity only goal, people who had a female representation goal included and weighted biodata somewhat more and cognitive ability and integrity tests somewhat less. People with a Black representation goal included and weighted biodata moderately more, and included and/or weighted cognitive ability tests, structured interviews, integrity tests, and emotional stability somewhat less. Some of these choices are in line with the empirical literature on adverse impact and predictive validity, but others are not. To estimate the effects of these different choices on the predictive validity and adverse impact resulting from the chosen selection procedures, the predictive validity and adverse impact for gender and ethnicity was estimated for each participant's selection procedure, based on an empirical correlation matrix. The average composite predictive validity and adverse impact was virtually identical between conditions. So, even though professionals seem to make some different choices when designing selection systems for validity or diversity goals, they were not effective; they did not result in practically relevant differences in adverse impact or predictive validity.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1670

HOW DO WE REGULATE OTHERS' EMOTIONS?: ADAPTATION AND VALIDATION OF THE ROES IN TURKISH-SPEAKING POPULATION

Bekaroglu E.*, Bulut B.P., Bayram--Gülaçtı H.

Ankara Haci Bayram Veli University / Department of Psychology ~ Ankara ~ Turkey

Over the past decades, the literature on emotion regulation has mainly focused on how individuals regulate their own emotions; however, the mechanisms of regulating others' emotions have been neglected comparably. Theoretical frameworks of interpersonal extrinsic emotion regulation acknowledge a variety of different regulation strategies and the Regulation of Others' Emotions Scale has been developed to assess eight strategies, namely expressive suppression, downward social comparison, humor, distraction, direct action, cognitive reframing, valuing, and receptive listening. In the present research, we adapted the Regulation of Others' Emotions Scale into Turkish to capture eight extrinsic emotion regulation strategies. In addition to this scale, Difficulties in Emotion Regulation Scale-Brief Form, Basic Empathy Scale, Basic Personality Traits Inventory, Positive and Negative Affect Schedule, Interpersonal Affect Improvement Strategies Questionnaire were used for validity. Data was collected from 201 individuals aged between 18 and 65 (M = 33.65, SD = 9.54). According to the CFA results, the initial proposed model did not fit the data well (CFI = .89, TLI = .87, RMSEA = .07). For improving the model, the error covariances between item pairs (19 and 17, 5 and 6, 21 and 22) were added. The fourth model (CFI = .90, TLI = .89, RMSEA = .07) was accepted as the final baseline model. The Cronbach's alpha of the total scale was .93, with subscale values ranging from .77 to .91, indicating good reliability. As an indication of the scale's convergent validity, positive correlations were found with concepts expected to be positively related, and negative correlations were found with concepts expected to be negatively related. Thus, the adapted instrument demonstrated to be reliable and valid, and can be used to measure Turkish-speaking individuals' interpersonal extrinsic emotion regulation capacity, which is crucial for psychological well-being, social functioning, and the quality of social relationships.

02 - Division 2: Psychological Assessment and Evaluation

Dragos Iliescu, University of Bucharest, Romania

Thursday 23 July 2026 from 13:30 to 14:00

(C- Spadolini)

Abstract 4613

Presidential Address

Iliescu D.*

02 - Division 2: Psychological Assessment and Evaluation

Psychological Assessment 2

Thursday 23 July 2026 from 17:00 to 18:30

(K-Spadolini)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth

Abstract 2154

LEARNING BY FEELING: THE ROLE OF EMOTIONS AND REFLEXIVITY ON EMOTION IN TRANSFER OF LEARNING

Cova E.*, Farnese M.L.

Sapienza University of Rome ~ Rome ~ Italy

For decades, emotions were seen as barriers to rationality and productivity in organizations, and learning was conceptualized primarily as a cognitive process, detached from emotional dynamics. Recent research, however, has highlighted the importance of emotions in workplace learning, although empirical evidence remains limited. Therefore, many of these studies have focused on the role of negative emotions, underscoring their hindering effects on learning.

This study investigates the relationship between negative emotions and transfer of learning, focusing on reflexivity on emotion as a metacognitive capacity that can support emotion regulation processes, particularly in high-intensity emotional contexts. We propose that reflexivity on emotion can enhance transfer of learning, even in the presence of negative emotion, addressing limitations of traditional training evaluation models that emphasize immediate reactions and knowledge acquisition rather than deeper learning outcomes.

The research aims to contribute to organizational learning literature by identifying reflexivity as a key mechanism in learning lessons from negative emotions, also clarifying its role in the emotions–reflexivity interplay. It further offers organizations a new lens to enhance and assess training effectiveness.

A three-wave longitudinal design was conducted with 76 Correctional Police newcomers attending an entry training, using self-report questionnaires measuring emotions, reflexivity on emotion, and transfer of learning.

Findings show that reflexivity on emotions served as a protective mechanism, reducing their detrimental impact on learning. In this case, negative emotions appeared to trigger reflexivity itself, further strengthening its role in supporting learning.

Despite limitations (including self-reported data, a highly specific context, and participant attrition), this study advances organizational learning research by identifying reflexivity on emotion as a facilitator of transfer of learning, particularly in the face of negative emotions, and positioning it as an emotion regulation mechanism in organizational training contexts, especially for roles in which managing emotions is integral to the work.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2308

ENABLING LEADERS BY DISABLING LIMITS: USING CHOICE ARCHITECTURE TO DEBIAS LEADERSHIP SELECTION

Rosenrauch S.*[1], Scholz B.[1], Arcos--Holzinger L.[2]

[1]Australian National University ~ Canberra ~ Australia, [2]Australian Government ~ Canberra ~ Australia

Leadership diversity remains constrained despite decades of anti-discrimination legislation and diversity initiatives. While underrepresented groups comprise substantial proportions of the global workforce, their participation in senior leadership roles remains disproportionately low across gender, ethnicity, disability, and other diversity dimensions. Popular diversity interventions, such as workplace bias training, demonstrate minimal sustained behavioural change, with meta-analytic evidence revealing negligible real-world impact. This suggests that attempting to change decision-makers' conscious attitudes may be insufficient in the fact of cognitive limitations, time pressures, and organisational constraints that ultimately shape selection panel behaviour.

Choice architecture interventions offer a promising complementary approach by redesigning decision-making environments rather than attempting to modify individual cognition. These "nudges" leverage bounded rationality principles to influence decision-making while preserving decision-maker autonomy. As a result, they may be more acceptable than traditional debiasing efforts, which can be perceived as reverse discrimination and trigger majority group resistance

This scoping review systematically maps choice architecture interventions tested for increasing diversity during organisational leadership selection. Using the Joanna Briggs Institute methodology and following PRISMA-ScR guidelines, we analysed interventions across underrepresented groups to identify which techniques effectively reduce selection panel bias. The review employed the COM-B Model to diagnose behavioural bottlenecks and Münscher's (2016) taxonomy to categorise interventions.

Our findings reveal that structured evaluation protocols and default option modifications demonstrate most promise for reducing reliance on stereotypes, constraining discretionary decision-making and encouraging self-efficacy. Intervention effectiveness varies by target population and organisational context, suggesting that one-size-fits-all approaches are insufficient.

This review establishes the evidence base for understanding which choice architecture techniques work, for whom, and under what circumstances. By systematically mapping intervention typologies, effectiveness, and implementation considerations, we provide a structured framework for practitioners seeking to redesign leadership selection processes. We identify critical gaps requiring targeted research and propose methodological advancements for future intervention development.

Abstract 3784

SPECTRAL ASPECTS OF THE TEMPERAMENT-PATHOLOGY CONTINUUM - FET RESULTS

Sulis W.*

McMaster University ~ Hamilton ~ Canada

A diversity of neurochemical hypotheses related to Major Depression (MD) and Generalized Anxiety (GAD) suggests that further investigation is needed for uncovering the neurophysiological nature of MD. Since both temperament and mental illness have been linked to varying degrees of the same neurotransmitter imbalances in neurophysiological systems of behavioural regulation, the analysis of temperament traits as weak forms of neurochemical imbalances might give new insights into symptoms and nature of MD and GAD. This study analyzed the predictions of the opioid receptor hypothesis within the neurochemical model of Functional Ensemble of Temperament proposing that a dysregulation of the opioid receptors acting on monoaminergic systems gives rise to the symptoms of MD and GAD. The study investigated the coupling of sex, age and temperament traits with MD across four age groups (17-24, 25-45, 46-65, 66-85) by reviewing the records of testing in patients and volunteers with and without mental illness. In line with the hypothesis, patients with MD had significantly lower Physical Endurance, Social-verbal Endurance, Mental Endurance, Plasticity, Physical Tempo, Sensation Seeking and Satisfaction, and higher Impulsivity and Neuroticism than non-depressed individuals. Other sex- and age-related effects are reported.

Division 2: Psychological Assessment and Evaluation Division 4: Environmental Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 578

BEING JUST USED OR TRUELY UNDERSTOOD: A MEASURE OF USERS' COLLABORATION INTENSITY WITH CHATBOTS

Zabel S., Neef N.E., Otto S.*

University of Hohenheim ~ Stuttgart ~ Germany

How can we know when a user is truly collaborating with a machine—and not just using it? With evolving functional capabilities of conversational agents (CAs) such as ChatGPT, users increasingly engage with them not as mere tools but as collaborative partners. This shift raises the question: What contribution do users make to such a collaboration, and how can it be measured? Building on the concept of collaborative intelligence, we developed and validated the CI-Tex Scale, a behavioral scale to measure Collaboration Intensity (i.e., users' degree of engagement with conversational agents in collaborative tasks) in text-based human-CA interactions. Grounded in Item Response Theory, the CI-Tex scale quantifies users' extent of collaborative engagement across different behavioral categories. Based on data from two studies (Total N = 599), CI-Tex emerged as a unidimensional construct with good model fit and high empirical reliability of .87 (Study 1) and .84 (Study 2). A strong correlation with human–voice assistant collaboration intensity (r1 = .57, r2 = .50) supports convergent validity. Moderate correlations with attitudes toward AI (r = .42) and innovativeness (r = .36), as well as a near-zero correlation with AI anxiety (r = –.03) in Study 1, provided evidence of discriminant validity. The scale complements existing technology acceptance measures by focusing on the depth of users' actual collaboration behaviors. Thus, it offers researchers a robust and adaptable tool to assess individual differences in human-CA collaboration and provides practitioners with insights to match users to contexts where collaboration with CAs is necessary.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 4572

DEVELOPMENTAL DIFFERENCES IN FACIAL EMOTION RECOGNITION FROM PHOTOGRAPHS AND CARICATURES

Pandey R.*, Bhushan B.

Indian Institute of Technology Kanpur ~ Kanpur ~ India

Introduction: Facial Emotion Recognition (FER) is a crucial skill in day-to-day life. Deficits in FER can impair communication, social cognition, and interpersonal relations, leading to social isolation. Most studies have used photographs of facial expressions from various databases. At early developmental stages, photographic expressions may not optimally support emotion understanding due to the complexity of facial features. Caricature is an art form that magnifies physical features to capture their essence. However, facial expression studies using caricatures remain underexplored.
Purpose: This study examines how children, adolescents, and young adults recognize emotions, rate their intensity, and reaction time when viewing facial expressions in photographs compared to caricatures.
Method: In study one, A total of 132 photographs portraying basic emotional expressions were presented to two groups of participants (n = 369 and n = 310), in both photographic and caricature formats, each displayed for 5 seconds. The dependent measures included response accuracy, reaction time, and perceived intensity of the expressions.
Results: The findings indicate that recognition accuracy was significantly greater for caricatures (M = 62.7%, SD = 10%) compared to photographs (M = 54.4%, SD = 7.2%), $F(1, 677) = 153.084$, $p < .001$. Across age groups, accuracy remained consistently higher for caricatures. Reaction times were significantly shorter for caricatures (M = 1.83, SD = 1.1) than for photographs (M = 2.5, SD = 1.26). Although mean intensity ratings were higher for caricatures, the difference did not reach statistical significance.
Conclusion: Results suggest caricature-based expressions may offer a practical and engaging alternative to traditional photographic stimuli, especially for younger populations in educational settings, social–emotional learning programs, and psychological assessment. and in intervention contexts that require greater emotional clarity.

02 - Division 2: Psychological Assessment and Evaluation

Cross-Cultural Assessment

Friday 24 July 2026 from 08:00 to 09:00

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 811

CULTURAL DIFFERENCES IN ANXIETY SYMPTOMS: MOVING INDIA TOWARDS DECOLONISING DIAGNOSTIC INSTRUMENTS

Ghani S.*[2], Sreedaran P.[3], Hr S.[1], Sahu M.[4], Mysore A.[3], Sharan P.[5]

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Introduction: Anxiety disorders are among the most prevalent psychiatric conditions worldwide. However, their manifestations are shaped by cultural context. In India, patients often present with somatic and socially embedded symptoms, raising concerns about the validity of Western-derived diagnostic scales.

Purpose: This study examined whether standardised tools for generalised anxiety disorder (GAD) and panic disorder (PD) adequately capture culturally relevant symptom expressions in Indian populations and considered the need for decolonising diagnostic practices.

Method: A mixed-methods design was employed. Standardised anxiety measures, including HAM-A, BAI, GAD-7, and PDSS, were reviewed. A retrospective analysis of 100 case records was undertaken to identify reported symptoms. Additionally, 10 semi-structured interviews were conducted in Kannada with patients diagnosed with GAD or PD to elicit idioms of distress. Descriptive statistics and thematic analysis were applied.

Results: Standardised scales captured 21 domains of anxiety and 15 domains of panic symptoms. 352 different symptom descriptions were found in case records, with somatic complaints like "burning in the neck", "shivering", and "crawling sensations" predominating. Interviews validated distressing expressions in colloquial Kannada that resonated with the culture. Indian patients reported greater physical and socially contextualised manifestations and fewer cognitive symptoms (such as depersonalisation) than Western patients.

Conclusions: The cultural subtleties of anxiety presentations in India are not well reflected by Western diagnostic techniques. Accurate screening, diagnosis, and treatment planning depend on decolonising mental health diagnostics through the creation of indigenous, culturally grounded tools. These methods question the widespread use of Western psychiatric classifications and enhance patient-centered care.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1692

PSYCHOMETRIC VALIDATION OF THE BURMESE VIA-72 IN PRESERVICE TEACHER EDUCATION: EVIDENCE FROM FACTOR ANALYSES

Mar T.T.*, Hercz M.

ELTE Eötvös Loránd University ~ Budapest ~ Hungary

A substantial body of research has examined the adaptability of the VIA-72 across different cultures, revealing inconsistencies in factor structures. Testing psychometric properties of the VIA-72 is limited in Myanmar, and this study aimed to validate the Burmese version of the VIA-72 in preservice teacher education by investigating the 24 character strengths grounded in Peterson and Seligman's classification. Student teachers from seven Education Degree Colleges were selected through simple random sampling and completed the Burmese VIA-72, Satisfaction with Life Scale (SWLS), and Patient Health Questionnaire-4 (PHQ-4). The questionnaires were translated into Burmese by experts in Myanmar, following the translation guidelines provided by the VIA Institute. An exploratory factor analysis (EFA; N = 304) was conducted, followed by confirmatory factor analyses (CFA; N = 593) testing three-, four-, and six-factor models. The EFA supported a four-factor structure, explaining 39.57% of the total variance, with factor loadings ranging from .34 to .81. The factors were renamed to reflect the cultural context. CFA results confirmed that the four-factor model demonstrated the best relative fit among the tested alternatives (χ^2/df = 1.87, CFI = .82, TLI = .81, RMSEA = .039, SRMR = .038). Although the model did not fully meet conventional fit benchmarks, the strong RMSEA and SRMR values indicate that it still captures meaningful aspects of character strengths in the Myanmar context. This result reflects cultural differences in how character strengths are organized. The four factors demonstrated good internal consistency (α = .8 to .85) and conceptual coherence. Correlations with SWLS and PHQ-4 provided further evidence of construct validity. The findings indicate that the Burmese VIA-72 is a suitable measure for assessing character strengths of the Burmese-speaking population. This validation contributes to cross-cultural research on character strengths and supports the integration of positive psychology in Myanmar teacher education.

02 - Division 2: Psychological Assessment and Evaluation

BEYOND THE HYPE: CUTTING-EDGE RESEARCH IN EMOTIONAL INTELLIGENCE—LINKING THEORY, MEASUREMENT, AND PRACTICE

Friday 24 July 2026 from 09:00 to 10:30

(C- Spadolini)

Marina Fiori (Swiss Federal University for Vocational), Chair and Presenter
Dimitri Van der Linden, Discussant

This symposium presents cutting-edge perspectives on emotional intelligence (EI), a construct once debated for its scientific status, but now increasingly supported as central to human competence. The aim is to explore where EI research is heading over the next decade by highlighting innovative theoretical and applied approaches. Carolyn MacCann examines how core EI abilities—understanding emotional information and regulating emotions—translate into everyday processes. Her findings show that EI is closely tied to two mechanisms central to daily emotion regulation: context sensitivity and regulatory flexibility. Marina Fiori introduces a dual-process model that distinguishes between deliberate emotion knowledge (EIK) and a newly proposed component, emotion information processing (EIP), which reflects rapid, automatic sensitivity to affective cues. This framework offers fresh insights into the mechanisms of ability EI and their applications in education and the workplace. Antonella D'Amico presents MetaEmotional Intelligence (MEI), a multidimensional construct that captures beliefs about emotions and awareness of one's emotional abilities. By examining discrepancies between self-perceived and tested ability, MEI provides new tools for promoting emotional awareness across the life span. Don Saklofske proposes an expanded framework of Personal Intelligence (PI), integrating elements of EI, social intelligence, and motivational intelligence. His work underscores the importance of conation—a motivational component often overlooked in traditional EI models. Finally, Dimitri Van der Linden offers a critical commentary on these emerging directions, outlining future avenues for EI research. Taken together, the symposium demonstrates how the field is evolving toward more sophisticated, integrative models of emotional functioning, bridging theory and practice to better capture the complexities of human behavior.

Abstract 3126

AT THE FOREFRONT OF RESEARCH IN EMOTIONAL INTELLIGENCE (EI): EMOTION INFORMATION PROCESSING AS A NEW EI COMPONENT

Fiori M.*

Swiss Federal University for Vocational Education and Training ~ Lausanne ~ Switzerland

This presentation introduces new perspectives in ability emotional intelligence (EI) research by applying dual-process model. Traditional accounts of ability EI have focused mainly on conscious, knowledge-based reasoning about emotions. Recent advances highlight the importance of a complementary process: emotion information processing (EIP), a newly proposed component that reflects rapid, automatic sensitivity to affective cues. Evidence from recent studies demonstrates the predictive value of this conceptualization and its relevance for educational settings. By outlining this emerging framework and its practical implications, the presentation contributes to a more precise and dynamic view of ability EI, strengthening its theoretical foundations and expanding its applied potential in the workplace.

Abstract 3127

METAEMOTIONAL INTELLIGENCE: AN INNOVATIVE INSIGHT INTO RESEARCH ON EMOTIONS

D''Amico A.*

University of Palermo ~ Palermo ~ Italy

MetaEmotional Intelligence (hereafter MEI) is a multidimensional construct proposed by D'Amico (2013, 2018a, 2018b), that focuses on beliefs about emotions in everyday life and on individuals' awareness of their own emotional abilities. This is measured in terms of discrepancies between individuals' self-perceptions of their emotional abilities and their actual performances on ability tests. To measure MEI, D'Amico (2013) created the IE-ACCME Test, a multi-method tool that includes self-report and performance methodologies for exploring the emotional dimensions described in Mayer and Salovey's (1997) theoretical model. People with high levels of MEI show a belief system giving high importance to emotions and low discrepancies between performance scores and self-report scale. People low levels of MEI may own a belief system giving low importance to emotions and show low concordance between self-reported emotional abilities and actual performance.

MEI may provide new and innovative insights into research on emotions and could offer important perspectives to professionals for promoting awareness of emotions throughout the life cycle (see also D'Amico & Geraci, 2022a; D'Amico, Ruggieri, & Geraci, 2024), as it has been already confirmed in the first studies by authors (D'Amico & Geraci, 2021; D'Amico & Geraci, 2022a).

Abstract 3128

THE MISSING LINK IN EI: MOTIVATIONAL INTELLIGENCE

Saklofske D.*

University of Western Ontario ~ London ~ Canada

Emotional intelligence (EI) recently marked its 35-year anniversary (Salovey & Mayer, 1990), making this a time to reflect critically on its current conceptual and empirical foundations. In the context of Trilogy of Mind, EI has been described as both an ability/cognitive and personality/affective factor. However, conation remains a crucial yet underrepresented component. Few EI frameworks reference self-motivation and a detailed account of the internal drivers that "fuel" goal-directed behavior, perseverance, emotional resilience and shape how individuals respond to challenges, maintain effort, and channel emotional energy toward adaptive and constructive goals. A contemporary conceptualization of Personal Intelligence (PI) encompasses aspects of EI, Social Intelligence (SI), and Motivational Intelligence (MI). We present studies assessing the MI factor structure and essential competencies largely missing from traditional EI frameworks.

02 - Division 2: Psychological Assessment and Evaluation

FROM STATIC TRAITS TO SITUATIONAL CONSTRUCTS, DYNAMIC SYSTEMS, AND TEST VALIDATION: RETHINKING MEASUREMENT THROUGH CONTEXT AND INNOVATION

Friday 24 July 2026 from 10:30 to 12:00

(C- Spadolini)

Bruno Zumbo (University of British Columbia ~ Vancouv), Chair and Discussant

This symposium expands the conversation in psychometrics and assessment by bringing together international leaders whose research demonstrates how innovation—including theoretical and conceptual analysis, mixed-methods validation, computational modeling, and AI integration—can help transform psychological measurement into a more responsive, contextualized, and dynamic science. Rather than promoting unidirectional discourse, the session fosters dialogue among researchers and practitioners on how measurement science can better reflect the complexity of human experience. The focus is on advancing approaches that move beyond static, in vitro models of psychological traits and constructs.

This symposium presents four papers that challenge static, decontextualized models of psychological measurement and, in response, promote an in vivo, process-oriented perspective,capturing situated, dynamic, and context-dependent phenomena. Each presentation describes

innovative approaches to capturing the complex interplay of person, context, and process that characterizes psychological phenomena.

The first paper examines the often-overlooked category of situational constructs, highlighting the mismatch between conceptual definitions rooted in context and measurement practices that ignore temporal and situational variability. It calls for psychometric theories and practices that better reflect the dynamic nature of such constructs.

The second paper addresses response process validation by integrating traditional cognitive interviews with psychophysiological measures (e.g., eye-tracking, electrodermal activity) and psycholinguistic item analysis. The study demonstrates how converging sources of qualitative and quantitative data enrich our understanding of how respondents interpret and engage with test items.Thethirdpapersituatesmeasurementwithin dynamicsystems theory,emphasizing the limitationsofstatictraitmodelsandthepromiseofintensivelongitudinaldata(e.g., EMA/ESM), multilevel and time-series modeling, and idiographic trajectories.Italsoraisesphilosophicaland methodological challenges associated with shiftingfromtraitstoprocesses.

The fourth paper explores the role of generative AI in response process validation via web probing. It presents an AI-based solution for coding and analyzing open-ended responses, comparing multiple generative models. This approach aims to enhance both efficiency and validity in online assessments by enabling automated, context-sensitive interpretation of textual data.Thediscussantwillprovideintegrativecommentary andengagetheaudienceinaforward-looking dialogueaboutreimaginingtestsandmeasuresforasituationaldynamicpsychologicalscience.

Abstract 4287

THE CASE OF SITUATIONAL CONSTRUCTS IN PSYCHOLOGY: BRIDGING THE GAP BETWEEN PSYCHOMETRIC THEORY AND PRACTICE

Tagliabue S.*[1], Zambelli M.[1], Zumbo B.[2]

[1]Università Cattolica del Sacro Cuore ~ Milano ~ Italy, [2]University of British Columbia, Vancouver, Canada ~ Vancouver ~ Canada

Many psychological constructs that have traditionally been investigated are defined as "dispositions," that is, internally held attributes that can be reduced to regular or expectable responses of individuals, generalizable across different circumstances or contexts (e.g., empathy is the ability to attribute mental states to another person; Baron-Cohen & Wheelwright, 2004). Other psychological constructs can be defined as "situational," whose theoretical definitions refer to specific situations and occurrences to which the construct is inherently linked, as well as the dynamics of change over time (e.g., empathy is a reaction to the observed experiences of another, Davis, 1983).
The primary goal of psychometrics is to operationalize and accurately measure psychological constructs, thereby representing their characteristics and properties as defined at the conceptual level (Chiorri, 2025). Operationalization choices refer not only to the creation of stimuli but also include procedural instructions for administration and design related decisions. However, a key issue is the mismatch between construct definitions and their measurement, reflecting a gap between theory and psychometric practice. For instance, it is increasingly common to assess dispositional constructs using ecological approaches and short-term repeated assessments to capture their fluctuations, despite being conceptually defined as stable dispositions. Similarly,

situational constructs are often measured using global assessments and collected through cross-sectional designs, thereby excluding the situational and temporal properties that characterize their definition from operationalization.
Psychometric theories that formalize the relationship between stimuli and dispositional constructs are widely acknowledged, as are the practices for evaluating the quality of such measures. In contrast, reflection on the operationalization and measurement of situational constructs is still in its early stages of development. This contribution aims to foster discussion on how to develop measures that operationalize the situational dimension of psychological constructs and how to evaluate the quality of such practices, striving to reconnect psychometric theory with its practical applications.

Abstract 4288

BEYOND STATIC TRAITS: MEASURING PSYCHOLOGICAL CONSTRUCTS AS DYNAMIC SYSTEMS

Iliescu D.*[1], Ispas D.[2], Ilie A.[2], Ion A.[1]

[1]University of Bucharest (& Stellenbosch University) ~ Bucharest ~ Romania, [2]Illinois State University, Illinois, USA ~ Illinois ~ United States of America

Traditional psychometric models assume that psychological traits and attributes are stable over time; yet, growing evidence suggests they are dynamic, context-sensitive, and interactive. Current assessment tools struggle to capture these fluctuations. This issue directly engages with the shift from in vitro (static, trait-based) to in vivo (process-oriented) measurement. It challenges the reliance on classical test theory (CTT) and item response theory (IRT) by emphasizing ecological, time sensitive, and personalized assessments. Discussion points will focus on the promise and challenges of intensive longitudinal assessments (e.g., EMA, ESM), computational and dynamical systems modeling in psychological assessment, and applications of machine learning in detecting state-based fluctuations in psychological constructs.
Some challenges of this shift are methodological (e.g., data demands). Others are conceptual - these being more burdensome, e.g.: trait vs. state confusion (how to differentiate between core tendencies and contextual expressions?), generalizability (how can within-person findings be generalized to populations?), and validity (what does reliability and validity mean in a dynamic model where consistency across time is not expected?).
This shift is not just technical - the technical and methodological issues, while difficult, can be solved (multilevel modeling, time-series analysis,

dynamic structural equation models). The shift is also philosophical, challenging core assumptions about what it means to "measure" a person, leading us from traits to trajectories, from scores to systems of scores, from snapshots to streams.
From a practical perspective, this shift may align with a broader move in psychology toward idiographic science, where the goal is not just to compare people, but to understand them in context, over time, and in motion. It suggests new applications, such as personalized mental health tracking, dynamic risk patterns, and just-in-time adaptive interventions. However, it is uncertain how much predictive power it brings beyond classical approaches for classical problems (e.g., personnel selection or admission testing).

Abstract 4290

INTEGRATIVE REFLECTIONS FOSTERING DIALOGUE ON MEASURING PSYCHOLOGICAL PHENOMENA IN CONTEXT AND MOTION

Zumbo B.*

University of British Columbia ~ Vancouver ~ Canada

N/A

02 - Division 2: Psychological Assessment and Evaluation

Samuel Greiff , Technical University of Munich (TUM) Germany

Friday 24 July 2026 from 13:00 to 13:30

(C- Spadolini)

Abstract 4631

Divisional Invited Keynote

Greiff S.*

02 - Division 2: Psychological Assessment and Evaluation

Neal Schmitt, Michigan state University, USA

Friday 24 July 2026 from 13:30 to 14:00

(C- Spadolini)

Abstract 4632

Major Changes in Measures of Employee Capability

Schmitt N.*

02 - Division 2: Psychological Assessment and Evaluation

BEYOND SELF-REPORT MEASURES IN PSYCHOLOGICAL ASSESSMENT: NEW INSIGHTS AND NEW DIRECTIONS

Friday 24 July 2026 from 14:00 to 15:30

(C- Spadolini)

Maria Anna Donati (NEUROFARBA DEPARTMENT, UNIVERSITY OF FLO), Chair and Discussant

The symposium proposes studies from different perspectives, disciplines, and methodologies, focused on exploring innovative approaches to psychometric assessment aimed at moving beyond traditional self-report measurement. The applications regard psychological assessment but also provide important insights for intervention practice. Different methodologies are proposed: Large Language Model embeddings and biosensor-based physiological monitoring, presented by Professor Davide Marocco; behavioral computerized task (i.e., the expanded version of the Cups Task), provided by Professor Joshua Weller; experimental tasks, presented by Professor Anna van Duijvenvoorde; experiments in laboratory settings associated with mobile phone applications and sensor technologies applied in natural environments, provided by Dr. Antons; and Extended Reality (Virtual Reality and Augmented Reality), presented by Professor Chirico. The various methodologies are applied for the assessment of various psychological constructs and processes: respectively, personality; decision-making; effort, i.e., the willingness to exert effortful actions for themselves and for others; habits, intended as learned stimulus-response associations that develop through repeated behaviors and eventually become automatic, despite shifts in motivation or outcomes; emotional resilience, distress, and anxiety. Findings have been obtained from studies conducted with general (older adults, adults, young adults, adolescents, and children) and clinical populations (clinical and neuropsychological patients, maltreated adolescents; oncological patients), and from different psychological perspectives (psychometrics, behavioral decision making, developmental psychology, general psychology). Overall, the contributions demonstrate the utility of the new methodologies in overcoming the limitations of traditional self-report measures, in terms of improving psychological assessment by i) enhancing test design and reducing response biases, ii) providing differential predictive validity with respect to behavioral real-world outcomes, iii) understanding the core mechanisms underlying the specific measured construct; iv) assuring high sensitivity and specificity in underlying cognitive-emotional processes, v) contributing to personalized psychological care. Thus, the symposium is fully in line with the theme of the Congress by proposing new directions in appliedpsychology.Thetalkswillbefollowedbyadiscussionaimedat underlyingtheadvantagesoftheapplicationofinnovativemethodologiesintermsofpsychometricpotential withregardvariouspsychologicalconstructsundtargetsand clinicalutilityindifferent settings.Futureresearchdirectionswillbediscussed.

Abstract 4049

USING THE CUPS RISK TASK TO PREDICT REAL-WORLD MALADAPTIVE OUTCOMES

Weller J.*

University of Leeds Business School, Centre for Decision Research ~ Leeds ~ United Kingdom

Self- and informant report measures have traditionally been used to quantify risk tendencies, but the use of behavioral decision tasks has gained popularity due to their objective measures of decision-making processes. However, evidence of their predictive validity has been sparse. This talk examines the differential predictive validity of a risky decision-making task, the “Cups Task,” (Levin & Hart, 2003) which has been shown to detect specific risk-taking differences among clinical and neuropsychiatric patients, maltreated adolescents, older adults, and the general population.
The expanded version of the Cups Task (Weller et al., 2007; allows for the separation of risk-taking to achieve gains versus risk-taking to avoid losses, a fundamental distinction in decision literature. It also assesses expected value sensitivity for each domain, measuring the degree to which individuals make advantageous choices. These distinctions enable tests of the commonly-held belief that reward sensitivity is the primary process underlying risk behaviour.
This talk highlights findings across various populations, demonstrating how Cups Task performance relates to outcomes such as ethical risk-taking, antisocial behaviour, and externalizing disorders. We also examine the degree to which task performance relates to other traits associated with risk behaviours. These findings integrate experimental methods, individual differences, and translational science approaches. We propose that loss-based risk-taking is also a crucial factor to consider when studying the relationship between decision processes and real-world outcomes.
By examining these aspects, we aim to provide a comprehensive understanding of the predictive validity of the Cups Task and its implications for risk behaviour research. This integration of methodologies offers valuable insights into the complex interplay between decision-making processes and behavioural outcomes, emphasizing the importance of considering both gain- and loss-based risk-taking in psychological assessments.

Abstract 4050

MEASURING EFFORT BEYOND SELF-REPORT: BEHAVIORAL INSIGHTS INTO SELF-REGULATION UNDER STRESS

Van Duijvenvoorde A.*

Leiden University – Developmental & Educational Psychology ~ Leiden ~ Netherlands

Research has sought to measure self-regulated behavior experimentally, highlighting its potential benefits for collaborative learning and academic achievement. Engaging in effortful, challenging behavior is considered a key component of self-regulation. However, little is known about how individuals weigh rewards against effort costs when deciding whether to engage in self-regulatory, effortful behavior—especially under varying levels of stress. This preregistered study (https://osf.io/bne5u/) used an experimental effort task to investigate individuals' willingness to exert effortful actions for themselves and for others, and whether self-reported stress and stressful academic events (e.g., exams) influenced this behavior. Students aged 18–35 chose between resting for lower rewards or exerting effort for higher rewards. Both reward and effort levels varied across trials. In Wave 1, half of the participants completed the task during an exam period, while the other half participated during regular academic weeks. In Wave 2, no exams were scheduled. Analyses indicated that effort allocation was sensitive to both reward magnitude and effort level. Participants consistently exerted more effort for themselves than for others. Unexpectedly, effort exertion was not related to academic performance, and stressful academic events (i.e., exams) did not significantly affect effort allocation. However, higher levels of self-reported stress were associated with reduced effort exertion, suggesting that stress may alter how individuals evaluate the cost-benefit ratio of effort. We are now extending these findings to children and adolescents to examine age-related differences. This research may help clarify when and why individuals engage in effortful behavior—an essential aspect of self-regulation—and how such decisions are shaped by student well-being and perceived stress.

Abstract 4051

ASSESSING HABITS IN THE LABORATORY AND NATURAL ENVIRONMENT

Antons S.*

Center for Behavioral Addiction Research (CeBAR), Center for Translational Neuro- and Behavioral Sciences (C-TNBS), University Hospital Essen, University of Duisburg-Essen ~ Essen ~ Germany

Habits are learned stimulus-response associations that develop through repeated behaviors and eventually become automatic. Once established, habits are rigid and resistant to sudden environmental changes, such as the devaluation of reinforcers or the weakening of response-outcome contingencies. As a result, they often persist despite shifts in motivation or outcomes.
Habits are believed to play a crucial role in disorders characterized by inflexible behaviors—for example, the continued engagement in a specific behavior despite experiencing negative consequences, as observed in addictions and obsessive-compulsive disorder (OCD). Therefore, assessing habits is of great interest for understanding the core mechanisms of clinically relevant disorders. However, habit assessment remains challenging, as their development requires extensive repetition, and they are executed automatically, often without conscious awareness. Additionally, automaticity and goal-directedness exist on a continuum, making it difficult to determine when a behavior qualifies as a habit.
This presentation provides a comprehensive definition of habits, followed by an overview of experimental tasks and ambulatory assessment methods used to evaluate habits based on their degree of automaticity and goal-directedness. Special attention will be given to innovative methods, such as mobile phone applications and sensor technologies, which enable the assessment of habitual behaviors in natural environments, particularly in the context of addictions and OCD.
These methods will be critically discussed, highlighting their strengths and limitations, and future research directions will be proposed. Assessing habits in both laboratory settings and real-life contexts is crucial for understanding the core mechanisms underlying inflexible addictive and compulsive behaviors, as well as related disorders. Furthermore, these assessment approaches may help identify habitual behaviors in real time, offering valuable opportunities for timely interventions.

Abstract 4052

THE USE OF TECHNOLOGY IN PSYCHOLOGY: FROM MEASUREMENT TO INTERVENTION

Chirico A.*

"Sapienza" University of Rome, Department of Psychology of Developmental and Socialization Processes ~ Rome ~ Italy

Introduction: Extended Reality (XR), comprising Virtual Reality (VR) and Augmented Reality (AR), represents an innovative frontier in psychology, significantly transforming measurement methodologies and intervention strategies. This presentation discusses XR's recent advancements and practical applications within psychological research and therapeutic practice, specifically emphasizing different contexts.
Purpose: The presentation will critically examine XR's role in psychological measurement and intervention, highlighting evidence-based findings from our extensive research involving different target populations (e.g. cancer patients). Special focus will be given to psychometric evaluations that uncover the mental mechanisms driving XR interventions' success.
Method: Drawing from empirical data obtained through prior XR and VR studies conducted in different settings, this presentation will detail methodological approaches integrating XR for psychological assessment and therapeutic intervention. Particular attention will be devoted to examining psychometric tools utilized to quantify emotional resilience, distress, anxiety, and other relevant psychological variables.
Results: Our extensive investigations have established XR as an efficacious intervention tool capable of substantially intervening on psychological variables. Psychometric assessments using XR have demonstrated high sensitivity and specificity in identifying underlying cognitive-emotional processes, significantly advancing personalized psychological care. Moreover, our findings have clarified pivotal mental processes that are instrumental in mediating intervention effectiveness.
Conclusions: The presentation underscores XR's transformative impact on psychology, particularly highlighting its psychometric potential and clinical utility in different settings. Future directions for research and practical applications will be outlined, aiming to refine interventions to enhance outcomes through advanced XR methodologies.

Abstract 4048

BEYOND SELF-REPORT: EXPLORING LLM EMBEDDINGS AND BIOSENSORS IN PSYCHOMETRIC ASSESSMENTS

Marocco D.*

Natural and Artificial Cognition Lab "Orazio Miglino", Dept. of Humanistic Studies, University of Naples Federico II ~ Naples ~ Italy

In the presentation, we discuss a series of studies exploring innovative approaches to psychometric assessment that aim to move beyond traditional self-report questionnaires in the future. Our work integrates Large Language Model (LLM) embeddings and biosensor-based physiological monitoring to enhance personality assessment methodologies.

First, we examine how LLM-generated text embeddings can predict factor loadings in personality tests by analyzing the semantic structure of test items. Our studies on the Big Five personality test demonstrate that embeddings can effectively capture semantic similarities, providing a data-driven method for refining questionnaire design without relying on human response data. This approach offers a new perspective on evaluating and structuring psychological tests and move beyond self-rating scales towards the use of more natural language interactions.

Moreover, we present our work on biosensor-based assessment of response burden, to measure physiological signals during questionnaire completion. By recording participants' physiological responses while they engage with personality tests of different lengths, we investigate the cognitive and emotional load associated with survey completion. Our findings suggest that physiological measures can serve as objective indicators of response burden, complementing traditional self-report methodologies.

Through this presentation, we aim to share insights gained from these studies and discuss how the integration of LLMs and biosensors can improve psychometric research. These methods have the potential to enhance test design, reduce response biases, and pave the way for more robust and engaging psychological assessments.

02 - Division 2: Psychological Assessment and Evaluation

Social & Cultural Psychological Processes

Friday 24 July 2026 from 15:30 to 17:00

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 2537

LESSONS FROM A DECADE OF PARTNERSHIP: BUILDING A CULTURE OF EVALUATION IN FAMILY SUPPORT SERVICES

Swords L., Maiorano N.*, Daquila S.

Trinity College Dublin ~ Dublin ~ Ireland

Introduction: Evaluating the effectiveness of interventions is essential for family support services to ensure that their work is evidence-based, responsive, and impactful. Systematic evaluation helps services understand what works, for whom, and under what circumstances, enabling continuous improvement and accountability to funders and families alike. Psychology researchers can play an important role by partnering with practitioners to co-design and implement pre-post measures that capture meaningful change in areas such as parental wellbeing, family relationships, and child outcomes. Purpose: Based on ten years of collaboration between psychology researchers and a family support service in Ireland, this presentation reflects on key lessons learned in developing a culture of evaluation within applied service contexts. Method: The research strategy evolved over time but was primarily co-developed through a process of iterative dialogue. Aims and objectives balanced academic rigour with service priorities, which supported the evaluation in becoming embedded rather than externally imposed. Results: Through collaboration, researchers bring expertise in survey design, measurement, and data analysis, while practitioners contribute practical insights into service delivery and family needs. Conclusion: Bridging academic and practice cultures comes with challenges and rewards, including managing differing timelines, expectations, and definitions of success. Ultimately, this collaboration strengthens the evidence base, enhances service quality, and ensures that families benefit from approaches that are both empirically informed and contextually relevant.

Division 16: Counseling Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 852

VICARIOUS TRAUMATIZATION AND PERSONALE RESOURCES OF HELPING PROFESSINALS IN CONTACT WITH MIGRANTS

Franzini M.*

ANPE - Associazione Nazionale dei Pedagogisti Italiani ~ Milano ~ Italy

A study was conducted on migratory trauma and vicarious traumatization experienced by aid workers who are in contact with traumatized migrants. The research involved 41 participants, both volunteers and professionals working directly with migrants. A battery of tests was administered, including the Secondary Traumatic Stress Scale (STSS), the Brief - Coping Orientation to Problems Experienced Inventory (I-Brief COPE), the Resilience Scale for Adults (RSA), and the Posttraumatic Growth Inventory (PTG). The study assessed the psychological conditions of aid workers engaged in supporting migrants, specifically in terms of vicarious traumatization and personal resources (coping strategies, resilience, post-traumatic personal growth). Correlation analyses were conducted on the variables considered, and the study examined which of these variables predicted vicarious traumatization. The results confirmed the presence of vicarious traumatization among aid workers, highlighting that younger individuals are more exposed, and tend to exhibit arousal symptoms. Furthermore, the findings showed that the more resilient the individual, the lower the incidence of vicarious traumatization, whereas a greater reliance on external support was associated with higher levels of traumatization. These results underline the importance of providing training for professionals on the implications of trauma-related work.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2586

BEYOND LABELS: HOW GRAMMATICAL GENDER AND TASK FRAMING SHAPE OBJECT DESCRIPTION ACROSS GREEK AND ENGLISH SPEAKERS

Nega C.*, Mamali M., Spentza I.

The American College of Greece, Deree ~ Athens ~ Greece

Introduction: Does grammatical gender color everyday categorization outside explicit language use? We tested whether grammatical gender, semantic category, animacy, and task framing (personify vs. generic instructions) guide adjective choices in an all-English task among native Greek (three-gender system) and native English speakers.
Method: In a properties-judgment task, 24 black-and-white photos (balanced by grammatical gender in Greek; natural vs. artifact; animate vs. inanimate) were presented. Participants (Greek n=40; English n=33) chose three adjectives per photo from five “feminine” and five “masculine” terms; between-subjects factors were language group and instruction.
Results: There was no Language by Grammatical Gender interaction. We found a clear main effect of grammatical gender. Items that are grammatically masculine elicited more feminine adjectives than items that are grammatically feminine, with this pattern most evident under generic instructions. Natural images drew more feminine descriptors than artifacts, and this effect was stronger for Greek speakers. Inanimate images drew more feminine descriptors than animate images, and this effect was stronger for English speakers.
Conclusions: In an unlabeled task conducted entirely in English, the usual differences between language groups that are attributed to grammatical gender did not appear. Instead, responses aligned with semantic category, animacy, and small changes in the instructions, which fit the idea of “thinking for speaking” and broader gender stereotype schemas that shape choices. For applied cognitive psychology and assessment across cultures, these findings caution against assuming language group effects in tasks without explicit linguistic labels, and they show that modest wording changes can meaningfully shift responses. Practical uses include test design across cultures, HCI prompt writing that is sensitive to bias, and communication training.

Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 738

CULTURAL VARIATIONS IN THE PERCEPTION AND UNDERSTANDING OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDER: IMPLICATIONS FOR DIAGNOSTIC SENSITIVITY

Salajková A.*[1], Stecko L.[2], Jaworska Z.[3], Kalita L.[4], Frontczak A.[5], Ranjbaran S.[6], Pignatelli C.[7], Gonçalves T.[8]

[1]Universität Innsbruck ~ Innsbruck ~ Austria, [2]University of Wroclaw ~ Wroclaw ~ Poland, [3]University of Padua ~ Padua ~ Italy, [4]University of Ljubljana ~ Ljubljana ~ Slovenia, [5]Univesity of Social Science in Lódz ~ Lódz ~ Poland, [6]University of Pavia ~ Pavia ~ Italy, [7]Universidade Europea Lisboa ~ Lisbon ~ Portugal, [8]University of Porto ~ Porto ~ Portugal

Attention-Deficit/Hyperactivity Disorder (ADHD) is widely recognized as a neurodevelopmental condition, but how its symptoms are perceived is far from universal. Misinterpretations can lead to underdiagnosis or stigma, especially when cultural and social expectations shape what is considered “normal” - and therefore also pathological.

This study is part of a large multicultural project aiming to uncover how ADHD symptoms are perceived across countries, genders, and religious backgrounds. Using 12 randomized vignettes representing hyperactivity, inattention, emotional dysregulation, and frustration tolerance, we surveyed more than a thousand participants from Europe, Asia and North America. Participants, drawn from both students and the general population reported their knowledge of ADHD, attitudes and their perception of the presented situation.

Drawing from the results of the pilot study, we further investigated the question of perceived commonality of ADHD symptoms and tendency to recommend the protagonist in said vignettes to a mental health professional. Not only did the results uncover significant differences in demographics’ effects in perception, but they also revealed aspects of personal backgrounds that affect the approach towards stigma, knowledge and assessment of behavior presenting ADHD symptoms.

These findings highlight how diagnostic tools and interventions cannot be separated from cultural context. They have direct implications for counseling, clinical assessment, and pedagogical strategies supporting children and families affected by ADHD. Raising awareness of cultural variation in perception is crucial not only for improving diagnosis but also for fostering integration and reducing stigma in schools and communities in an increasingly globalized world.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 4584

LEMONS TO LEMONADE: NATIONAL TRANSFORMATION FROM COGNITIVE LIFE EVALUATION TO EMOTIONAL HAPPINESS

Schwartz R.*

University of Pittsburgh School of Medicine (Retired) ~ Pittsburgh ~ United States of America

Happiness is often described as an “inside job”, emphasizing the subjective nature of emotional experience. Yet, global well-being research routinely measures happiness through cognitive evaluations of life circumstances, most prominently in the World Happiness Report (WHR) rankings. While both dimensions are recognized as important, life evaluation continues to dominate how national happiness is conceptualized and interpreted. This presentation shows that when emotional happiness is formally examined alongside cognitive life evaluation, systematic patterns of national emotional transformation emerge that are obscured by life evaluation alone. Using multi-year WHR data, countries were classified according to the direction and magnitude of divergence between emotional happiness and life evaluation. Three stable profiles were identified: positive transformers, whose emotional happiness exceeds what their evaluated life circumstances would predict; negative transformers, whose emotional experience falls below their cognitive appraisal; and non-transformers, where the two dimensions closely align. These transformation patterns reveal that nations differ not only in how well life conditions are evaluated, but in how those conditions are emotionally processed and experienced at the population level. From an applied psychology perspective, recognizing national transformation profiles has implications for social policy, mental health planning, and international development. Interventions guided solely by life evaluation may mischaracterize emotional resilience or vulnerability, leading to policies that overlook how populations experience their lives. A quantitative metric of national transformation allows future research to more precisely investigate the processes and cultural dynamics that influence countries to transform wellbeing in either a positive or negative direction.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1504

INFLUENCE OF PRIMARY LANGUAGE ACQUIRED, TIMING OF LANGUAGE ACQUISITION, AND MODALITY ON RORSCHACH RESPONSES IN PUERTO RICAN DEAF ADULTS

Padin Ocasio V.*[1], Pedrosa Roche O.[1], Rodriguez--Soto N.[2]

[1]Carlos Albizu University ~ San Juan ~ Puerto Rico, [2]University of Puerto Rico, Medical Sciences Campus ~ San Juan ~ Puerto Rico

INTRODUCTION:
The Rorschach Inkblot Test is a projective psychological measure assessing personality, cognitive and emotional functioning. Administering and interpreting the Rorschach is challenging in cross-cultural contexts, as responses rely on verbal production. Deaf individuals are particularly affected, as their cognitive and emotional development is linked to early language acquisition. Language-related factors, such as prelingual (before language exposure) and postlingual deafness (after language acquisition) are relevant, as prelingual onset disrupts language acquisition and can impact functioning and psychological test results. Therefore, it is essential to examine the interaction among language-related factors (i.e., primary language acquired, timing of language acquisition, and test administration modality) in Rorschach responses among Deaf adults.

PURPOSE:
This qualitative case study explores language-related factors, such as primary language acquired (Puerto Rican Sign Language or Spanish), timing of language acquisition (prelingual or postlingual deafness), and test administration modality (Puerto Rican Sign Language or Written Spanish) in Rorschach responses of Deaf adults. By highlighting the interaction between language-related factors, this study contributes to cross-cultural adaptation of assessment practices.

METHODS:
Six Deaf Puerto Rican adults (prelingual and postlingual with Spanish or Puerto Rican Sign Language exposure) will complete the Rorschach in Puerto Rican Sign Language (LSPR) or written Spanish. Responses will be transcribed and coded using Exner's Comprehensive System, with Puerto Rican norms established by Díaz (2003). A content analysis with MAXQDA will identify patterns related to primary language acquired, timing of language acquisition, and modality.

RESULTS:
Findings are expected to highlight how primary language acquired, timing of language acquisition and modality shape Rorschach codifications. We expect differences in special scores and organizational activity between administration groups.

CONCLUSION:
Equal access to psychological assessment for Deaf adults is urgently needed. Findings will underscore the importance of language-related factors in psychological testing and the need to develop standardized and culturally responsive practices for assessing Deaf adults.

02 - Division 2: Psychological Assessment and Evaluation

AI-Driven Psychological Assessment 1

Saturday 25 July 2026 from 08:00 to 09:30

(C- Spadolini)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2060

DEVELOPING NLP MODELS TO DETECT AND DIFFERENTIATE BURNOUT FROM OTHER PSYCHOLOGICAL CONDITIONS

Apostu A.*, Iliescu D.

University of Bucharest ~ Bucharest ~ Romania

Burnout is often conflated with depression and anxiety due to overlapping symptoms, underscoring the need for refined detection methods. Building on the conceptual framework of Maslach and Leiter (2016), this study integrates a custom-developed questionnaire with transformer-based Natural Language Processing (NLP) models to identify unique linguistic markers of burnout. Data collection has begun, focusing on professionals in high-stress settings who complete open-ended items that probe emotional exhaustion, cynicism, and perceived efficacy. Preliminary analyses, conducted on an initial subset of responses, suggest that participants endorsing burnout-related experiences more frequently employ language reflecting detachment and diminished fulfillment. However, overlaps with depressive expressions indicate that refining feature engineering remains essential.

In the first phase, questionnaire validity was assessed through expert review and pilot testing. Currently in the second phase, partial NLP model training has demonstrated promising early accuracy, but further data acquisition is in progress to bolster representativeness. Preliminary scoring of open-ended responses indicates consistent patterns of cynicism and frustration among high-burnout respondents, hinting at distinct lexical cues that may effectively separate burnout from anxiety or depression. Nevertheless, more extensive data gathering is required to conclusively validate these patterns across diverse occupational contexts. This integration of self-reported responses with advanced text analytics addresses the growing need for reliable, context-specific burnout measures and clarifies distinctions between closely related psychological conditions.

Findings from this study are anticipated to provide actionable insights for mental health professionals and organizational decision-makers, contributing to more targeted and effective approaches to mitigating burnout.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1533

EVALUATING CHATGPT AS A DIAGNOSTIC SUPPORT TOOL FOR ADOLESCENTS AND YOUNG ADULTS: A COMPARATIVE STUDY

Colón De La Rosa S.*[1], Martínez--González K.[1], Roche--Lima A.[1], Amaya--Ardilla C.[1], Colón--Rivera Y.[2], Burgos--Fernández S.[2], García--Rosa A.[2], Figueroa--González M.[2]

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Introduction. Adolescence and young adulthood represent critical developmental stages frequently associated with emotional and behavioral challenges, including symptoms of depression and anxiety. These difficulties often persist into early adulthood, highlighting the importance of accurate and timely diagnosis. While evidence-based interventions such as Cognitive Behavioral Therapy (CBT) are widely implemented, the diagnostic process itself remains complex. Artificial Intelligence (AI) tools such as ChatGPT have emerged as potential supports for clinical decision-making, yet there is limited empirical evidence on their ethical and effective integration into mental health practice.

Purpose: This study aims to evaluate the use of ChatGPT as a diagnostic support tool for licensed clinical psychologists working with adolescents and young adults. The research examines diagnostic accuracy, professional confidence, and ethical considerations across different conditions of diagnostic practice.

Method: We designed 20 simulated clinical case vignettes reflecting symptoms consistent with depression, anxiety, and related conditions. Cases were assessed under three conditions: (1) ChatGPT alone, (2) licensed clinical psychologists without AI, and (3) clinical psychologists using ChatGPT as a supportive resource. Diagnostic accuracy was compared across conditions, and professional confidence was measured using standardized self-report ratings. In addition, focus group discussions were conducted to gather qualitative insights regarding perceived benefits, challenges, and ethical implications of AI-assisted diagnostic reasoning.

Results: We compare diagnostic accuracy and confidence levels between conditions. Preliminary data analysis highlights the potential of ChatGPT as a complementary resource to clinical psychologists working with adolescent and young adults. Qualitative findings will highlight clinicians' perspectives on the integration of ChatGPT into their workflows.

Conclusions: This study contributes to the growing literature on AI in clinical psychology by examining both its potential and its limitations in diagnostic support. Findings will inform future T2 (Translation to Patients) research and lay the groundwork for T3 (Translation to Practice) studies on applied implementation in real-world clinical contexts.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2462

GENERALIZABILITY AND COMPUTATIONAL STABILITY OF LARGE LANGUAGE MODELS FOR LANGUAGE-BASED PSYCHOPATHOLOGY DETECTION

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Introduction: Recent advances in large language models (LLMs) have enabled substantial progress in detecting and classifying psychopathology from linguistic data. However, their clinical applicability remains uncertain, as (1) their ability to generalize to data beyond the characteristics of the training sample or to non-standard linguistic inputs has not been sufficiently investigated, and (2) performance variations across different computational environments, such as GPU types, raise concerns regarding model consistency.

Purpose: This study examined the consistency and generalizability of language-based psychopathology classification models. Specifically, it investigated (1) whether GPU type influences the performance of BERTurk-based models trained for psychopathology detection, and (2) how well these models generalize when tested on data differing from their training sample.

Method: Using the dataset from Eyrikaya and Dağ (2025), models were trained with identical hyperparameters on four GPUs (V100, A100, L4, and T4) to isolate hardware-related effects. As in the previous study, the dataset(N=2551) was filtered based on response quality, age (18-43), at least university student status, and token-length criteria, ultimately yielding a pool of 1690 participants. Following training, all models were evaluated on three validation sets used in the prior study and one newly constructed test set. This additional dataset (Outlier_Test_Set, n=450), created from the previously excluded participants (n=861), was used to assess out-of-sample generalizability, reflecting model robustness beyond the training distribution.

Results: Model performance remained stable across all validation sets (mean baseline≈.80 AUC). Notably, the Outlier_Test_Set yielded the highest AUC (≈.84) across GPUs. Importantly, performance differences across GPU types were minimal (Δ≈0.02 AUC), indicating that hardware variations had a negligible impact on model outcomes.

Conclusions: These findings demonstrate that LLM-based psychopathology models are both consistent and generalizable across different GPU hardware and sample characteristics. They also indicate strong robustness and even improved generalization when applied to data beyond the original training distribution, highlighting the models' reliability and potential for scalable psychological assessment.

Keywords: large language models, psychopathology detection, generalizability and stability, hardware performance, linguistic analysis

Funding: This presentation was funded by TÜBİTAK under the 2224-A International Scientific Events Participation Support Program.

Reference: Eyrikaya, E., & Dağ, İ. (2025). From the p-Factor to Cognitive Content: Detection and Discrimination of Psychopathologies Based on Explainable Artificial Intelligence. Depression and Anxiety, 2025(1), 9943590

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 1137

THE ASSOCIATIONS OF ATTACHMENT TO CONVERSATIONAL ARTIFICIAL INTELLIGENCE AND MENTAL HEALTH: A PSYCHOLOGICAL NETWORK ANALYSIS

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Emerging research has shown that humans can form emotional attachment to Conversational Artificial Intelligence (CAI) through interaction with the system. CAI refers to the systems that mimic human conversations, which are increasingly capable of providing personalized and emotional responsiveness. The attachment to CAI possibly brings about benefits and risks to individuals' mental health. According to attachment theory, attachment has four features, including safe haven (i.e., turning to attachment figures for a sense of safety during times of distress), secure base (i.e., obtaining confidence from attachment figure for active exploration and personal growth), proximity-seeking (i.e., maintaining or restoring closeness to the attachment figures), and separation anxiety (i.e., feeling uneasiness and distress when attachment figure is unavailable). However, past studies usually consider attachment to CAI as a unidimensional construct; little is known about which features are more associated with mental health outcomes. To fill this gap, we examined the associations between the four features of attachment to CAI and six indicators of mental health (i.e., problematic CAI use, depression, anxiety, life satisfaction, positive affect and negative affect) using psychological network analysis based on a group of young frequent CAI users (N = 399, Mean age = 22.9, SD = 2.09, female N = 264). The results showed that problematic CAI use showed partial correlations with all features except for secure base, with the strongest correlation to separation anxiety. Depression showed a positive partial correlation with separation anxiety only, life satisfaction showed a positive partial correlation with secure base only, and positive affect showed a positive partial correlation with proximity seeking. Anxiety and negative affect showed minimal partial correlations. The nuanced results highlight the differential roles of four attachment features in mental health outcomes, suggesting a need to elucidate the benefits and risks associated with CAI attachment by looking at its different manifestations.

Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 434

OPTIMIZING RISK ASSESSMENT SCORING IN FORENSIC PRACTICE: A COMPARISON OF MACHINE LEARNING AND MANUAL APPROACHES

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As jurisdictions and instrument developers look to optimize scoring to meet specific population needs for risk assessment, an open question is which scoring method is most optimal. Popular methods range from manual simple scoring approaches (e.g. Burgess) to more complex machine learning algorithms (e.g. random forests) to develop optimized scoring. Prior comparisons between scoring approaches have shown that different methods appear to produce similarly acceptable levels of predictive validity (Cunningham & Sorensen, 2006; Ghasemi et al., 2020; Grann and Långström, 2007; Hamilton et al., 2014; Leu et al., 2011; McLaren & Rieger, 2024; Tollenaar & van der Heijden, 2013). Considerations for item inclusion and weighting of static over dynamic information is also important depending upon what the tool is designed to inform. The present research provides a comparison of scoring methods across prediction as well as an overview of the drawbacks of each approach. Scoring was developed for the ReduCE (Author, 2024) tool using manual (Burgess, Nuffield, modified Nuffield, regression) and machine learning (artificial neural network, random forests) with an unweighted comparison. ReduCE intentionally incorporates items to gauge current risk, including historic static criminal behavior, recent behavior, and evidence of strength factors that may mitigate risk. To mimic parole practice, the optimal scoring approach ensures item inclusion and static item weight does not negate the impact of information that inform recent behavior and may mitigate risk. Overall, the machine learning approaches did not outperform the manual methods in this study. Use of machine learning methods did not outweigh the threats to decision-making introduced by the lack of transparency in item inclusion and weighting.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1801

EVALUATION OF LLM TO LIKERT-TYPE PSYCHOMETRIC SCALE ASSESSMENT

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AI technologies have been increasingly grown, and some studies have used large language models (LLMs) response to psychological scales. However, the psychometric validity of such responses has rarely been tested. As far as known, LLM outputs may contain distortions and the use of LLMs in psychometrics in Likert-type scales remains underexplored. Therefore, more direct analyses, such as comparisons with the consistency of human responses or confirmatory factor analyses, are required.

To deal with this issue, this study examined how LLMs with assigned personas respond to Likert-type scales. This study generated 300 responses using GPT-4o-mini for each of 15 conditions defined by three dimensions: type of information (Big Five, time perspective [TP], both), granularity (two-level, five-level, factor scores), and format (numeric, textual, with factor scores provided numerically only). The model was instructed to complete the Big Five and TP scales, both in a 5-point Likert format.

The results showed that persona information, granularity, and presentation format produced minimal differences. However, when factor scores were provided, both scales yielded inconsistent responses, with reliability coefficients dropping sharply (Big Five: α = .33–.41; TP: α = .19–.27). In other conditions, the Big Five scale showed moderately acceptable internal consistency (α = .70–.83), whereas the TP scale remained unstable (α = –.04–.31). Validity analyses revealed more serious issues. Confirmatory factor analyses consistently indicated poor model fitting, with indices such as CFI (.30–.85) ranging from marginal to very poor.

In conclusion, Likert-type responses generated by LLMs cannot substitute for human responses in psychometric validation. Even when internal consistency appears adequate, validity is fundamentally lacking. While this study focused on the Likert scaling, future work should examine whether alternative scaling methods yield different outcomes. Until the mechanisms underlying LLM “personality” are better understood, their psychometric use should be approached with caution.

02 - Division 2: Psychological Assessment and Evaluation

Measurement Theory and Modeling 1

Saturday 25 July 2026 from 08:00 to 09:30

(S-Monumentale)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1107

TEMPORAL DIMENSIONS OF PERCEIVED STRESS: A PSYCHOMETRIC COMPARISON OF THE GENERAL AND SPECIFIC VERSIONS OF THE PSQ

Cadena--Povea H.*, Hernández--Martínez M.A., Bastidas--Amador G.

Universidad Técnica del Norte ~ Ibarra ~ Ecuador

Introduction: Understanding how stress manifests across different time frames is essential for selecting valid instruments and designing effective interventions in educational, occupational, and community contexts. Objective: To compare the psychometric properties of the general version (last 1–2 years) and the specific version (last month) of the Perceived Stress Questionnaire (PSQ) adapted for the Ecuadorian adult population. Method: Following translation, back-translation, expert review, and two pilot tests (N = 600), both versions of the PSQ were administered to 395 participants for exploratory factor analysis (EFA) and to 391 participants for confirmatory factor analysis (CFA) and invariance testing by sex. In addition, the four-factor model was confirmed in the general version using structural equation modeling (SEM). A non-clinical population was selected to obtain normative parameters representative of the general population. Internal consistency was assessed using Cronbach's alpha and McDonald's omega. Results: The general version exhibited a four-factor structure that accounted for 49.8% of the variance, while the specific version also yielded four factors, though with a different configuration, explaining 54.97% of the variance. In both versions, the first factor emerged as dominant, indicating the presence of a central dimension of psychological strain. Both versions demonstrated excellent internal consistency (α = 0,89 y α = 0,92). The CFA fit indices confirmed construct validity (CFI > 0,90; RMSEA < 0,06), as well as metric and scalar invariance by sex, supporting comparability across groups. Conclusions: The findings support the complementary use of both versions: the specific version for monitoring acute stress and the general version for longitudinal assessments. The results provide robust evidence of construct validity and offer normative data that can inform future research and guide the design of mental health interventions in Ecuadorian academic and community settings.

Division 2: Psychological Assessment and Evaluation Division 9: Economic Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure

Abstract 665

AN INTEGRATED SEM FRAMEWORK FOR CONJOINT ANALYSIS ACROSS DIVERSE RESPONSE FORMATS

Cheng C.*

National Cheng Kung University ~ Tainan ~ Taiwan

Conjoint analysis is widely used to decompose holistic product evaluations into part-worth utilities, yet studies often rely on a single response format such as ratings. Alternative formats—including binary choices, paired comparisons, rankings, and categorical selections—are also common, but their coexistence has fragmented research and hindered cross-format comparisons. This study introduces an integrated structural equation modeling (SEM) framework that unifies diverse conjoint response formats within a single latent-variable representation. Building on the SEMWISE approach for rating data, the framework links structured preferences to observed responses through format-specific measurement models, allowing ratings, binary yes/no judgments, paired comparisons, rankings, and choice data to be analyzed coherently. A simulation study across six conditions (five single-format and one mixed-format design) demonstrates accurate parameter recovery and robustness, confirming that the unified preference structure can support estimation across heterogeneous data types. Overall, the proposed framework expands the methodological toolkit for conjoint research by enabling direct cross-format comparability, mixed-format analyses, and integration of evidence across studies.

Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 551

LATENT PROFILES OF CHARACTER STRENGTHS AND WELL-BEING: THE IMPACT OF DOMINANCE VERSUS IDEAL POINT MEASUREMENT MODELS

Goosen S.*, De Bruin D.

Stellenbosch University ~ Stellenbosch ~ South Africa

Introduction and Purpose:
This study examined how the choice of item response model—dominance versus ideal point—affects the identification of latent profiles of character strengths and their associations with well-being. While dominance models are commonly applied, recent evidence suggests that ideal point models may be more suitable for personality-type constructs such as character strengths. Using an inappropriate model may lead to biased trait estimates and distort subsequent latent profile classifications.
Method:
Participants were 872 university students who completed the IPIP-VIA Character Strengths Inventory and the Mental Health Continuum–Short Form. Trait estimates were derived using a dominance model (Generalised Partial Credit Model) and an ideal point model (Generalised Graded Unfolding Model). Separate latent profile analyses (LPA) were conducted for the two sets of trait measures.
Results:
Three distinct character strength profiles (low, medium, and high strengths) with acceptable fit emerged under both approaches. However, profile membership differed across models. The ideal point model yielded clearer differentiation between the high and medium profiles. ANOVAs revealed significant differences in well-being across profiles, with stronger effects under the ideal point model.
Conclusions:
Results demonstrate that the choice of measurement model affects latent profile identification and the relationships between the profiles and well-being. Ideal point models appear more sensitive in distinguishing individuals at higher trait levels, offering greater precision for identifying profiles, evaluating positive psychology interventions, and examining the role of character strengths in well-being.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 400

ANALYSIS OF MEASUREMENT INVARIANCE FOR THE FILIAL PIETY SCALE: A COMPARATIVE STUDY BETWEEN UNIVERSITY AND HIGH SCHOOL STUDENTS

Mao C.*, Chen Y.

Chihlee University and Technology ~ New Taipei ~ Taiwan

This study investigated whether the Filial Piety Scale applies to both high school and college students. We had to test measurement invariance, which involves a series of increasingly restrictive hypotheses. Different levels of invariance are assessed through a hierarchical procedure that compares four multi-group models in a fixed order, from the least to the most restrictive model. The Filial Piety Scale included two filial factors: reciprocal and authoritarian. Reciprocal filial piety is characterized by gratitude and respect for parents' efforts based on affection, while authoritarian filial piety emphasizes hierarchical relationships and obligations that require children's compliance with their parents. The current study's sample consisted of 509 students, including 250 college students and 259 high school students.

An initial baseline model (Model 1) has no between-group invariance constraints on estimated parameters. Groups have the same form without restricting any non-fixed parameters across models. In Model 2, the model is the same across the groups and the factor pattern coefficients (loadings) are identical across groups because the pattern coefficients carry the information about the relationship between latent scores and observed scores. In Model 3, the factor loadings and measurement error variances were constrained to be equal in the two groups. Model 4 in this hierarchy was the most restrictive model, in which all three parameter matrices (factor loadings, intercepts, and residual variances) were simultaneously tested for equality. The results of these analyses revealed that Models 1, 2, 3, & 4 all had a good fit for RMSEA, GFI, and CFI. In the case of strict factorial invariance, the measurements across groups were unbiased and identical in terms of construct validity and reliability, as captured by the latent variables. The results show that the two factors in the Filial Piety Scale remained invariant across groups of university students and high school students.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 755

CONTEXT MATTERS: RE-EVALUATING THE ABILITY OF PANAS IN ASSESSING EMOTIONAL EXPERIENCES OF WOMEN FACING STREET HARASSMENT

Narula N.*, Singh T.

Banaras Hindu University ~ Varanasi ~ India

Emotion measurement plays a crucial role in trauma research and policy evaluation. The Positive and Negative Affect Scale (PANAS) is widely used as a self-report measure for affective research among various populations. However, its use in trauma-affected samples, such as victims of street harassment, remains insufficiently validated. This study aimed to examine the factor structure and internal consistency of PANAS in a sample of street harassment victims and to assess the adequacy of the traditional two-factor affect model in this context.

Data was collected from 306 female participants who met the inclusion criteria. Exploratory factor analysis (EFA) was first conducted using Principal component analysis, followed by confirmatory factor analysis (CFA) using the DWLS estimator in JASP.

The scree plot in the EFA indicated a three-factor structure and thus those three components were extracted and subsequently rotated using the Varimax method. CFA supported this model moderately {χ^2 = 530.14, df = 149, p < .001; Goodness of fit index (GFI) = 0.949; Root mean square error of approximation (RMSEA) = 0.092 [90% CI: 0.083–0.100]; Standardized Root mean square residual (SRMR) = 0.125}. Cronbach's alpha was also calculated for each subscale identified via EFA.

The result indicates that the three-factor model provides a significantly better fit than the null model, but does not meet all criteria for an excellent fit. Findings indicate that the PANAS may require structural adaptation for accurate affect measurement in populations affected by street harassment, and future validation efforts should emphasize context-specific model refinement.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 17: Partnership for the goals

Abstract 803

POSITIONING POSITIONALITY: AN ANALYSIS OF REFLEXIVITY IN QUANTITATIVE RESEARCH

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Reflexivity is the process of critically examining how researchers' identities, values, and worldviews shape the research process. It is widely regarded as central to rigorous and ethical scholarship. While reflexive practice has long been established within qualitative traditions, its role in quantitative research is less developed. One emerging mechanism for embedding reflexivity in quantitative work is the use of positionality statements, in which researchers explicitly reflect on how their backgrounds and perspectives influence methodological choices and interpretations.

Advocates argue that positionality statements can advance three key goals: promoting equality, diversity, and inclusion; strengthening transparency and rigour; and enhancing ethical integrity. However, their use in quantitative research remains inconsistent and often superficial. Some journals have begun to encourage or mandate them, but in practice, statements are frequently reduced to brief demographic descriptions, with little engagement in how positionality informs research decisions. This raises the risk of tokenism rather than meaningful reflexive practice.

This study investigates how quantitative researchers currently employ positionality statements and what functions they serve within published work. Using a purposive sample of articles citing Jamieson et al. (2023), a widely used reflexivity toolkit, we conduct a reflexive thematic analysis to examine: (1) how positionality is framed (e.g., identity, values, epistemology); (2) where and how statements are integrated into articles; and (3) how disciplinary and institutional norms shape their form and content.

By focusing on quantitative research, this project addresses an underexplored but timely issue in applied psychology and beyond. The findings will contribute to developing clearer guidance for integrating positionality statements in ways that move beyond tokenism, supporting more intentional and transparent research practice. Ultimately, this work aims to normalise reflexivity as a cornerstone of methodological integrity across psychological research, regardless of paradigm.

02 - Division 2: Psychological Assessment and Evaluation

Mental Health Assessment 1

Saturday 25 July 2026 from 09:30 to 11:00

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2490

CHARACTERISTICS AND PRACTICES OF FEEDBACK INFORMED BY ROUTINE OUTCOME MONITORING FOR ADULTS AND YOUNG PEOPLE ACCESSING ALCOHOL AND OTHER DRUG TREATMENT

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Introduction: Routinely monitoring therapeutic outcomes and processes, and using this data to provide clinicians and clients with progress feedback is central to evidence based practice for a range of chronic conditions, including substance use. Evidence supports the therapeutic benefits of outcome monitoring and feedback for people accessing treatment for mental health and substance use concerns (e.g. improved engagement and outcomes). However, research has largely focused on the impact of routine outcome monitoring and feedback on treatment effectiveness. Comparatively less attention has been paid to the development, characteristics, use and implementation of feedback, particularly within substance use treatment settings. To optimise the use of feedback in substance use treatment, improved understanding of feedback characteristics and practices is needed.

Method: A scoping review informed by guidelines from the Joanna Briggs Institute was conducted to describe: a) the nature and extent of evidence; b) the development, characteristics and use of feedback and c) implementation considerations. A systematic search of 11 online databases produced 796 articles. Independent title/abstract and full-text screening identified 20 evaluations of routine outcome monitoring and feedback for inclusion. Data extraction was performed independently by two researchers.

Results: Evaluations were primarily conducted in the USA (11/20), in community-based treatment settings (17/20) using non-randomised designs (14/20). Feedback characteristics and practices varied, but commonalities included technology-assisted outcome assessment to generate immediate, weekly, multi-dimensional feedback comprising a visual representation of change across time. Explicit guidance for using feedback to inform treatment was rare (1/20). Implementation considerations are discussed across fidelity and training practices; participant and provider experience; and barriers and enablers.

Conclusions: Improved attention to residential settings, diversity considerations, health literacy, provider training and fidelity are needed. To help clinicians use feedback in a meaningful way to inform treatment, improved guidance is essential. The recently developed ‘Collect Share Act’ framework may serve as a useful template.

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1229

COGNITIVE DISENGAGEMENT SYNDROME ACROSS ADHD, AUTISM, AND INTERNALIZING DISORDERS: TOWARDS A TRANSDIAGNOSTIC CONSTRUCT

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Introduction
Cognitive Disengagement Syndrome (CDS) is characterized by daydreaming, mental confusion, and hypoactivity. Distinct from ADHD, it is linked to internalizing symptoms, autistic traits, and impaired well-being. Whether CDS should be considered a transdiagnostic construct, a specifier, or an independent entity remains debated, requiring systematic comparison across clinical groups.
Purpose
This study aimed to (1) compare CDS across ADHD, autism and internalizing disorders, (2) test age and sex effects, and (3) examine functional impact on quality of life and CBCL DSM-oriented scales.
Methods
Participants were 958 referred children and adolescents (32.3% female; mean-age 10.66±2.84) at Karakter Child and Adolescent Psychiatry, the Netherlands, diagnosed for ADHD, autism, or internalizing disorders. CDS was measured with CBCL items 13, 17, 80, and 102 (CBCL-CDS-4). To address overlap with the CBCL-Affective Problems scale, an alternative score excluding item 102 (CBCL-CDS-3) was computed. Quality of life was assessed with the KIDSCREEN-27. Group differences were examined using t-tests, Welch's ANOVAs, and MANCOVAs controlling for sex and age. Sensitivity analyses excluded comorbidities. Functional impact was tested with regressions predicting KIDSCREEN-27 from CBCL-CDS-4, replicated with CBCL-CDS-3. Correlations with CBCL DSM-oriented scales were calculated, and Steiger tests compared their strength across domains.
Results
Autism and internalizing groups showed higher CDS scores than ADHD, both at total and item level, with findings confirmed in comorbidity-free sensitivity analyses. Adolescents scored higher than children on CBCL-CDS-4 in ADHD and autism; no sex-effects were detected. Across all groups, higher CBCL-CDS-4 scores predicted lower quality of life, with results replicated using CBCL-CDS-3. Steiger comparisons showed that correlations of all four CBCL-CDS items with CBCL-autistic traits and with CBCL-Affective Problems were consistently stronger than with CBCL-ADHD.
Conclusion
CDS was higher in autism and internalizing disorders compared to ADHD, predicted poorer quality of life, and was more strongly linked to affective and autism domains than to ADHD, highlighting its relevance as a transdiagnostic clinical construct.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2315

SCOPE OF BRAINWAVE-LED DIAGNOSIS FOR ATTENTION-DEFICIT HYPERACTIVITY DISORDER IN THE WAKE OF LIMITED MENTAL HEALTH INFRASTRUCTURE

Basu S.*

Azim Premji University ~ Bengaluru ~ India

The global prevalence of adult Attention Deficit/Hyperactivity Disorder (ADHD) is steadily rising. In most cases, undiagnosed childhood ADHD manifests as adult ADHD. Its neurological intricacies, coupled with comorbid conditions and individual differences in symptom expressions, along with cultural complexities, often complicate the diagnostic and therapeutic models. The limitations of the existing therapies limit the generalizability of the traditional intervention's effectiveness. Trends in recent studies suggest the need to identify bio-cognitive markers of adult ADHD and develop a non-pharmacological intervention for the management of ADHD-related challenges. Research shows the association of bio-cognitive markers, such as increased activity in theta, alpha, and beta frequency bands at occipital and parietal brain areas, with comorbid conditions of depression and anxiety. Brainwave oscillations, particularly the alpha band, are often used as a discriminatory bio-cognitive marker between typically developing cases and those with ADHD across attention and working memory tasks. Interestingly, modulation of brainwave oscillations using brainwave entrainment (BWE) has also received prominence in promoting recovery through neural changes. Given its additional efficiency in reducing other psychological challenges like anxiety and depression, it is believed that BWE has the scope to manage the cognitive dysfunctions of adult ADHD. Thus, premise on the possible future of brainwave-based diagnosis and treatment for adult ADHD rests on two major research findings: a) brainwave-led biomarkers suggest neuronal differences between typically developing individuals and those with ADHD, and b) the promising results of brainwave interventions in improving cognition in these cases. Hence, in the current paper, we speculate the scope of using brainwaves at the crossroads of diagnostic and therapeutic modalities for adult ADHD. Our observations provide a future research framework on adult ADHD prognosis and enable subsequent symptom management.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1535

DYNAMIC RELATIONS AMONG STRESS, EMOTIONAL FACTORS, AND NON-SUICIDAL SELF-INJURY IN ADOLESCENTS: A RANDOM-INTERCEPT CROSS-LAGGED ANALYSIS WITHIN THE EMOTION REGULATION PROCESS MODEL

Ling F.*, Wang Y., Zhang Z., Lei H., Zhang C.

Beijing Normal University ~ Beijing ~ China

Non-suicidal self-injury (NSSI) is a major global public health concern, defined as deliberate harm to one's own body tissue without suicidal intent. Drawing on the emotion regulation process model, which conceptualizes emotion regulation as the interaction of physiological, behavioral, and cognitive processes that alter emotional states, this study examines how stress, anxiety, and emotion regulation ability interact to sustain NSSI. A sample of 11,115 fifth- and sixth-grade students in Beijing (54.1% female; M age = 10.95, SD = 0.60) who had engaged in at least one episode of self-injury participated in four annual waves of data collection. Random-intercept cross-lagged panel models revealed that: (1) stress served as a negative trigger within the emotional system, showing an early negative association with NSSI but increasing later anxiety and NSSI severity; (2) NSSI and anxiety reinforced each other in a bidirectional vicious cycle, with each positively predicting the other over time; and (3) escalating NSSI impaired emotion regulation ability, which otherwise protected against anxiety. These findings suggest that worsening anxiety, stress, and the self-reinforcing nature of NSSI jointly deteriorate both the subjective-experiential system and the behavioral-expressive system, progressively undermining overall emotion regulation capacity. Early adolescent NSSI thus exhibits self-perpetuating characteristics, highlighting the importance of strengthening emotion regulation skills during high-risk periods to prevent onset and escalation. This study extends the benefit-impairment model by emphasizing both the preventive value of stress reduction and the role of early emotional changes in the development and maintenance of adolescent NSSI.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1207

FROM SCROLL TO SCREENING: EVALUATING THEORY-BASED BEHAVIOURAL STRATEGIES AND EFFECTIVENESS OF SOCIAL MEDIA RECRUITMENT IN A DUTCH RANDOMIZED CONTROLLED TRIAL ON DEPRESSION SCREENING.

Zandbergen M.*[1], De Kok I.[1], Meike T.W.[2], Fleur S.[2], Jansen E.[1]

[1]Erasmus MC, University Medical Center Rotterdam, Department of Public Health ~ Rotterdam ~ Netherlands, [2]Bureau Cambio ~ Nijmegen ~ Netherlands

Background
Recruitment for clinical trials is known to be challenging, particularly in mental health where stigma hinders enrolment. Social media offers a promising, costs-efficient alternative to increase reach and diversity. This study evaluated the effectiveness of theory-based behavioural advertisements strategies to recruit participants for a Dutch randomized controlled trial on mobile depression screening.
Methods
A six-month recruitment campaign was launched in the Rotterdam (Netherlands) region using Meta Ads including three 'flights'. Each flight tested advertisement variants based on six behavioural strategies with two different stock photos: autonomy ('choice is yours'), social importance('help improve mental health for all'), social proof('hundreds have already joined'), commitment('I want to help others'), scarcity('sign up today, registration closes soon'), and altercasting('you can lead early detection of depression'). Campaign performances were evaluated through impression, clicks, cost-per-click(CPC), click-through rate(CTR), and participant enrolment. Continuous A/B testing enabled systematic comparison and optimization across flights.
Results
The campaign generated over 600,000 impressions and 8,795 clicks across all flights. Autonomy-themed advertisements consistently outperformed others, achieving the highest CTR (1.83%) and clicks (n=2,650) in Flight I with variant a (two persons in the Rotterdam subway). In Flight II, autonomy again outperformed all other strategies, with variant b (two men in front of the Erasmus Bridge) generating more clicks(n=1,448) and a higher CTR(1.73%) compared to variant a (two persons in the Rotterdam subway; n=719 clicks,CTR 1.56%). Scarcity messages (variant a and b) showed moderate average effectiveness (n=702 clicks, CTR 1.49%), while social importance, social proof, commitment, and altercasting remained consistently less engaging across all flights(<1.3% CTR). Overall, CPC were stable across flights(€0.25–0.31). Of the total reach, approximately 500 individuals registered via the study website, of whom about 260 proceeded to full RCT enrolment by providing informed consent and completing the baseline assessment. When including all costs (campaign, management, and implementation costs), average cost per enrolled participant was €7.50.

Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 9: Industry, innovation and infrastructure SDG 10: Reduced Inequalities

Abstract 4910

IMPORTANT CONSIDERATIONS IN LICENSING AND CERTIFICATION TESTS

Geisinger Kurt F.*

Buros Center for Testing, University of Nebraska-Lincoln ~ USA

The nature of licensing and certification tests has changed in recent decades. Once, such tests were built primarily based on what was taught in professional programs. A group of well-known professors would meet to decide what should be assessed. Today, legal decisions, at least in the United States, require that they be built on the results of practice or job analyses as such tests are employment tests if licensure is required for employment. They can only reflect curricular influences to the extent that such training relates to entry-level work performance. This requirement makes it increasingly difficult to assess one's professional skills using paper-and-pencil and even computer-administered tests in some professions. If such tests are used, there are often important aspects of the job that are neglected or missed on the examination.

To achieve validity in licensing and certification examinations, the key step is often determining the test plan based on the results of a practice analysis. When one limits testing to multiple-choice paper-and-pencil measures, then components of the job are absent from the assessment. Most such tests are justified based on content evidence of validation; under the Uniform Guidelines on Employee Selection Procedures, a professional job/practice analysis is hence required.

Using experts to help identify critical job components may generate misleading components because the requirements for licensing and certification are that one has minimally met the requirements of an entry-level professional. In many instances, experts have not dealt with such individuals, for a prolonged period. Moreover, if the experts come from academe, the test may overly reflect curricular aspects rather than those related specifically to the work of the professional.

After these validation topics are discussed, the importance of standard-setting, mode of testing, reliability, fairness, and generalizability will also be discussed. Examples from psychology, engineering, and dentistry will be provided.

02 - Division 2: Psychological Assessment and Evaluation

Scale Development 1

Saturday 25 July 2026 from 09:30 to 11:00

(S-Monumentale)

Division 1: Work and Organizational Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2520

PRELIMINARY VALIDATION OF THE GIUNTI PSYCHOMETRICS PSYCHOLOGICAL SAFETY SCALE

Mandolesi L., Pettenà I., Busdraghi C.*

Giunti Psychometrics ~ Florence ~ Italy

Introduction
Psychological safety, defined as the shared belief that team members can express themselves without fear of negative consequences, is a crucial construct for organizational effectiveness, learning, and innovation. Despite the growing relevance of psychological safety in the workplace context, standardized measurement instruments are lacking. Existing international tools often present cultural and linguistic limitations that hinder their applicability across different organizational settings.

Purpose
This study aims to validate the Giunti Psychometrics Psychological Safety Scale, providing preliminary psychometric evidence and laying the foundation for establishing normative data across sectors.

Method
A pilot study was conducted with 100 participants from different organizations to refine the instrument and assess feasibility. Subsequently, a validation study was carried out with a larger sample of 300 employees, recruited across diverse industries and organizational roles. Analyses focused on reliability, factorial structure, and construct validity.

Results
The results were well accepted by participants and feasible to administer in organizational contexts. Reliability indices proved adequate. Preliminary factorial analyses identified a single latent construct, providing support for a unidimensional model of psychological safety and disconfirming some of the staged models proposed in previous literature.

Conclusions
These preliminary findings support the feasibility, reliability, and construct validity of the Giunti Psychometrics Psychological Safety Scale. Further analyses will establish normative data and provide more robust psychometric evidence, paving the way for its application in research, organizational development, and HR practices.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1007

INTELLECTUAL HUMILITY IN THE DIGITAL AGE: A STUDY ON GEN-Z STUDENTS

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[1]Birla Institute of Technology & Science, Pilani ~ Pilani ~ India, [2]Indian Institute of Management, Bodhgaya ~ Bodhgaya ~ India, [3]Indian Institute of Technology, Bhilai ~ Bhilai ~ India

The research examines how Indian Gen-Z students demonstrate intellectual humility in the contemporarily distracting digital environment. Intellectual humility comprises of four facets which include: independence of intellect and ego, openness to revising one's viewpoint, respecting other's viewpoints and lack of intellectual overconfidence (Krumrei-Mancuso & Rouse, 2016; Porter & Schumann, 2018). The construct has gained international recognition but researchers have not studied its presence among young Indians who will soon join the workforce. The study will use the 22-item Intellectual Humility Scale (IHS: Krumrei-Mancuso & Rouse, 2016) to survey N≥300 Gen-Z students across three distinct Indian regions. The study will use Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to analyze the scale structure and detect regional variations in our datasets. The research investigates how Gen-Z students in India express their intellectual humility through its constituting dimensions and how each of these facets are manifested in the Gen-Z students. The research investigates how intellectual humility affects Gen-Z students' attitudes and their ability to communicate and adapt in digital learning and proposes to deduce implications related to their workplace attitudes. Overall, our research provides detailed information about intellectual humility in Gen-Z while showing its effects on digital workforce readiness and individual growth.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 2379

HIV ANXIETY SCALE: TURKISH ADAPTATION AND PSYCHOMETRIC PROPERTIES

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[1]Ankara University ~ Ankara ~ Turkey, [2]Bogazici University ~ Istanbul ~ Turkey

Introduction: Transmitted via sexual intercourse, blood, or breast milk, HIV compromises the immune system and can progress to Acquired Immunodeficiency Syndrome (AIDS) if left untreated. HIV anxiety is the fear or worry about contracting or being diagnosed with HIV, a concern often amplified by pervasive social stigma and misinformation. In settings where HIV stigma remains a significant public health barrier, such as Turkey, valid measurement tools are crucial for effective intervention. To measure this phenomenon, HIV Anxiety Scale (HAS) is developed in 2025, which demonstrated good factor structure, acceptable validity, and excellent internal consistency.

Purpose: The purpose of the study is to adapt and validate the Turkish version of the HAS.

Method: After obtaining permission, the scale was translated into Turkish, reviewed by experts, and back-translated for approval, ensuring linguistic and conceptual equivalence. Data from 300 adults will be collected online. Convergent and divergent validity will be tested using related psychological scales, and confirmatory factor analysis will assess the factor structure. It is hypothesized that the Turkish version of the HAS will demonstrate strong validity, reliability, and factor consistency.

Results & Conclusions: This study aims to fill a major gap in Turkish mental health research by providing the first standardized tool assessing this specific anxiety, which will enable accurate diagnosis and evidence-based treatment planning, support future epidemiological and psychological research, and contribute to cross-cultural understanding. Clinically, it may reduce unnecessary HIV testing, improve care efficiency, and enhance overall public mental health.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2401

RECOGNITION TRAUMA: A QUALITATIVE FOUNDATION FOR THE IDENTITY MISRECOGNITION AND PSYCHOLEGAL TRAUMA INVENTORY

Malette S.*

Carleton University ~ Ottawa ~ Canada

Introduction:
Recognition Trauma refers to the cumulative psychological harm that arises when identity, belonging, or legitimacy are persistently denied by others or by institutions. While structural exclusion and social invalidation are known stressors, their psychological and relational consequences remain underexplored. Drawing from recognition theory (Taylor, 1992; Honneth, 1995) and trauma psychology (Briere, 2019; Herman, 1992), this study examines how legal exclusion and institutional revictimization shape the lived experience of identity denial among the Eastern Métis, who continue to suffer from the absence of official recognition.

Purpose:
The project aims to conceptualize Recognition Trauma and to develop a qualitative foundation for a new bilingual instrument—the Identity Misrecognition and Psycholegal Trauma Inventory (IMTI/PTM). The goal is to operationalize trauma associated with identity invalidation, cultural delegitimization, and legal exclusion leading to institutional revictimization.

Method:
A qualitative phenomenological approach was used, involving 30 preliminary semi-structured interviews across two Eastern Métis communities in Canada. Although the interviews were not originally designed to elicit recognition trauma explicitly, participants spontaneously described experiences of identity denial, institutional invalidation, and emotional rupture. Transcripts were coded and analyzed in NVivo 14 using Braun and Clarke's six-phase thematic analysis, ensuring systematic interpretation and analytic transparency. Codes were generated inductively to preserve participants' language and cultural meanings, while cross-community comparison supported the identification of shared and divergent themes.

Results:
Three interrelated dimensions of recognition trauma emerged: (1) Institutional Invalidation, reflecting legal and administrative exclusion; (2) Collective Delegitimization, describing social disbelief and intra-community tension; and (3) Psychological Revictimization, expressed through chronic shame, hypervigilance, and identity fragmentation.

Conclusions:
This preliminary phase establishes a robust empirical and conceptual basis for the study of recognition trauma. By linking legal exclusion to psychological revictimization, the research bridges law and mental health while illuminating processes transferable to other marginalized groups or individuals facing systemic identity denial.

02 - Division 2: Psychological Assessment and Evaluation

Measurement Theory and Modeling 2

Saturday 25 July 2026 from 10:30 to 11:30

(L-Lorenese)

Division 2: Psychological Assessment and Evaluation SDG 10: Reduced Inequalities

Abstract 1561

EFFECT OF QUESTIONNAIRE LENGTH AND PERCENTAGE OF INSTRUCTED RESPONSE ITEMS ON CARELESS RESPONDING BEHAVIOR: EXPERIMENTAL DESIGN.

Cuevas Ureña C.*, Hernandez A., Tomás I., González--Romá V.

University of Valencia ~ Valencia ~ Spain

Introduction: Self-report measures are widely used in psychological research, often through online platforms that facilitate administration and access to large respondent panels (Kim & Oh, 2022). While advantageous, such settings increase careless and insufficient effort responding (C/IER), where participants fail to attend adequately to items, producing poor-quality data (Podsakoff et al., 2012). Among the methods to detect C/IER, Instructed Response Items (IRI) (e.g., Mark the option “disagree”) are valued for its simplicity, robust metric properties, and ability to identify different C/IER patterns (Kam & Chan, 2018). Previous experimental studies manipulated C/IER to analyze IRI adequacy; however further research is needed on contextual factors that may influence C/IER and affect IRI performance.
Purpose: This study aimed to assess the effect of questionnaire length and IRI percentage on the occurrence of C/IER.
Method: We conducted an experimental study with three data collections, manipulating questionnaire length (50, 100, or 150 items) and IRI percentage (4% or 7%). Questionnaire length was counterbalanced across the data collections, and IRI percentage randomly assigned. The Time 1 sample included 548 participants (53.8% men, aged 20–65). We assessed the dimensionality of the C/IER scale and modeled the relationship between C/IER (wrong IRI answers) and both questionnaire length and IRI percentage.
Results: Results partially supported the unidimensional structure of C/IER responses. Poisson regressions for count outcomes showed that questionnaire length predicted C/IER behavior, whereas IRI percentage predicted C/IER only in the first data collection.
Conclusions: These findings confirm that questionnaire length impacts C/IER, while the lack of consistent effects of IRI percentage suggest that varying their proportion does not influence the emergence or detection of C/IER. Further analyses are needed to clarify the IRI scale’s non-unidimensionality, potentially linked to item format differences. Overall, the study offers guidance for managing C/IER efficiently in psychological research.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2021

BEYOND INATTENTION: UNDERSTANDING FAILURES OF INSTRUCTED RESPONSE ITEMS IN SURVEY RESEARCH

Hernandez A.*, Tomás I., Cuevas Ureña C., González--Romá V.

University of Valenca ~ Valencia ~ Spain

Introduction
Instructed response items (IRIs) are a common method for detecting inattentive or careless responding in psychological survey research. Yet, failures are often treated as equivalent, without considering that different types of IRIs may be missed for distinct reasons, such as brief lapses of attention, complete disengagement, or content-related resistance.
Purpose
To understand the functioning of different types of IRIs, their failing rations, why they are failed and the alignment between the reasons and the intended purpose of IRIs.
Method
Data was collected using a panel of respondents. In total 339 participants completed the survey. Up to nine IRIs were embedded in surveys of random varying length (50, 100, or 150 items). IRI position was also randomized to control for order effects. Participants who failed IRIs were asked to provide reasons for their responses. Explanations were analyzed to identify inattentiveness categories (e.g., not reading carefully, distraction, disengagement) and other motives such as denial, defensiveness, technical difficulties, or disagreement with item content.
Results
Failure rates varied from 1.7% to 12.8%, suggesting that item content influence compliance. Thematic IRIs (e.g., technology, science) showed more failures and often elicited reinterpretation, while simple directives mainly reflected inattentiveness. Self-referential IRIs, such as “I am capable of following an order, therefore mark ‘totally agree’,” tended to provoke denial or defensiveness.
Conclusions
Although the sample of participants that failed the items and provided reasons is quite small, results suggest IRI failures cannot be uniformly attributed to same levels of inattention. Failures reflect diverse processes depending on item type, ranging from minor lapses to resistance. Validating different IRI types is essential to understand attentional problems and improve the accuracy of data quality assessments in psychological research.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2711

INVESTIGATING DIFFERENTIAL ITEM FUNCTIONING IN THE EXTRAVERSION DIMENSION OF BIG FIVE PERSONALITY TRAITS THROUGH A MIXTURE ITEM RESPONSE THEORY MODEL WITH INDICATOR SELECTION

Jing Z.*[1], Wang P.[2]

[1]Shaanxi Normal University ~ Xi'an ~ China, [2]Xi'an University of Posts and Telecommunications ~ Xi'an ~ China

The present study investigates the presence of Differential Item Functioning (DIF) within the extraversion dimension of the Big Five personality traits, with particular attention to the potential influence of demographic variables. Rather than focusing on manifest DIF, this study explores latent DIF arising from population heterogeneity by employing a Mixture Item Response Theory (MixIRT) model, which identifies homogeneous subgroups that may exhibit DIF more clearly. To facilitate subgroup identification and improve the detection of latent DIF, we introduced a novel artificial intelligence algorithm, the Hybrid Ant Colony Optimization (hACO) algorithm. This algorithm was employed to select indicators and the number of subgroups automatically within the MixIRT model, enabling us to form subgroups that most clearly reflect DIF in the extraversion-related survey items. The use of the hACO algorithm improves subgroup formation precision and highlights differential responses that would otherwise remain undetected with traditional methods. To qualify the subgroup heterogeneity, we applied the Generalized Many-Facet Rasch Model (GMFRM), a comprehensive tool for assessing item responses across multiple facets. The GMFRM accounts for the multifaceted nature of the population heterogeneity and provides a rigorous framework for examining DIF in personality measurement. We utilized the open-source dataset titled "Answers to Duckworth's Grit Scale (Duckworth et al., 2007) appended to the IPIP Big Five Scales" to evaluate the DIF of extraversion. This dataset includes responses to 62 items, comprising a 13-item vocabulary checklist and 20 demographic variables. The results of this study offer valuable insights into the fairness and bias of the psychological scale when applied to diverse populations. The integration of the MixIRT and GMFRM models, combined with the innovative use of hACO for variable selection, demonstrates a robust methodological approach for addressing latent DIF in psychological assessments.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2216

APPLYING EXTENDED NETWORK ANALYSES TO IDENTIFY CENTRAL SYMPTOMS AND RISK FACTORS TRIGGERING DEPRESSION: EFFECTS OF GENDER AND CLINICAL STATUS

Semkovska M.*, Zhang D.

University of Southern Denmark ~ Odense ~ Denmark

Introduction
Network theory conceptualises psychological symptoms and related risk and protective factors (e.g., cognition, daily activities) as a system of mutually interacting components. Network models allow the evaluation of each factor's unique contribution to depressive symptom severity while accounting for their mutual interactions. Applied to twin designs, they can help ascertain whether the observed associations reflect an underlying genetic vulnerability or environmental influences.

Purpose
The study examined whether the network organization of depressive symptoms, cognitive functions, and daily activities differs by gender or depression diagnosis. Gender-specific patterns of associations were assessed in a cohort of like-sex twins. Then, monozygotic twins discordant for depression were compared to evaluate environmental contributions beyond shared genetics.

Method
For the extended networks construction, measures of depressive symptoms, cognition, and daily activities (intellectual, physical, social) were obtained from 3,752 Danish like-sex twins, 1,020 women pairs (459 monozygotic) and 856 men pairs (365 monozygotic). Networks were estimated with Gaussian Graphical Models regularised with glasso, and compared with the Network Comparison Test. Monozygotic and dizygotic co-twin networks within- and between- each gender group were compared. Differences between co-twins in 147 monozygotic pairs discordant for lifetime depression were also evaluated.

Results
No significant differences were detected between monozygotic and dizygotic networks within gender. However, networks differed significantly by gender in overall strength, structure, and partial correlations linking specific depressive symptoms with risk factors. Among discordant monozygotic pairs, affected twins showed denser networks connecting depressive symptoms, cognition, and activities compared to unaffected co-twins, although the relative structure of associations was similar.

Conclusions
Gender differences in network strength appear best explained by environmental factors, with women showing stronger symptom–risk factor connectedness. In discordant monozygotic pairs, depression was associated with heightened network density, also suggesting that external events affecting the ability to feel happiness likely trigger the psychopathological process (depression network activation), independently of genetics.

02 - Division 2: Psychological Assessment and Evaluation

Scale Development 2

Saturday 25 July 2026 from 11:00 to 12:00

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 310

ASSESSMENT OF INTRAPERSONAL AND INTERPERSONAL EMOTION REGULATION STRATEGIES: A VALIDITY AND RELIABILITY STUDY IN A TURKISH SAMPLE

Gunduz I.D., Can S.*

Izmir University of Economics ~ Izmir ~ Turkey

Emotion regulation is fundamental for maintaining psychological well-being and building healthy interpersonal relationships. Emotion regulation strategies are generally divided into intrapersonal and interpersonal categories. However, comprehensive measurement instruments that assess both dimensions simultaneously are scarce, which often results in neglecting the social context of emotion regulation. To address this gap, the Emotion Regulation Strategy Scale (ERSS) was developed to evaluate nine distinct strategies used at both intrapersonal and interpersonal levels. The current study aimed to examine the psychometric properties, specifically the validity and reliability, of the ERSS within a Turkish sample. The ERSS was first translated into Turkish using a forward-backward translation procedure, ensuring conceptual and cultural equivalence through expert evaluations. Cognitive interviews were subsequently conducted to refine linguistic clarity and cultural appropriateness. The psychometric evaluation involved adult participants who completed the finalized Turkish version. Confirmatory factor analysis (CFA) was conducted to verify the original nine-factor structure of the scale. Reliability was assessed by calculating internal consistency (Cronbach's alpha coefficients) and test-retest reliability. Additionally, convergent validity was examined through correlations with conceptually similar constructs. Preliminary analyses indicated that the Turkish ERSS reliably assesses both individual and interpersonal dimensions of emotion regulation. CFA supported the original factor structure of the scale. Cronbach's alpha coefficients indicated strong internal consistency across subscales. Convergent validity analyses revealed meaningful and expected relationships between ERSS subscales and related constructs, providing further support for the validity of the instrument. The Turkish version of the ERSS offers a robust tool for evaluating emotion regulation strategies in both research and clinical settings, addressing individual and social regulatory processes comprehensively.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions

Abstract 95

DEVELOPMENT OF THE VICTIM SENSITIVITY IN ROMANTIC RELATIONSHIPS SCALE (VSRRS) AND EVALUATION OF VICTIM SENSITIVITY BY GENDER IN TURKEY

Dogruyol S.*

Cag University ~ Mersin ~ Turkey

It is clearly seen that there is no measurement tool that evaluates the level of victim sensitivity in romantic relationships in the related literature. In the current study, the main purpose was to develop a valid and reliable measurement tool to understand how the concept of justice sensitivity in romantic relationships is perceived by married adults and to examine whether victim sensitivity differs by gender in Turkish culture. The study focuses on the effects of victim sensitivity, which constitutes one of the dimensions of justice sensitivity, on romantic relationships. The study focuses on the effects of victim sensitivity, which constitutes one of the dimensions of justice sensitivity, on romantic relationships. Within the scope of the research, victim sensitivity, one of the dimensions of justice sensitivity, was examined. The sample of the study for exploratory factor analysis included 325 adults, and confirmatory factor analysis consisted of 410 adults. The Exploratory Factor Analysis (EFA) findings revealed a 17-item structure with a single factor. The model fit indexes obtained from the Confirmatory Factor Analysis (CFA) pointed out verifying a one-factor solution. It was also found that item-total correlations varied between 0.43 and 0.69. In fact, Cronbach's alpha internal consistency coefficient and composite reliability (CR) analysis were performed for the reliability of the scale. Accordingly, the Cronbach alpha was found to be .90, and the CR value was found to be .90. On the other hand, research findings revealed that women had significantly higher levels of victim sensitivity compared to men in their romantic relationships. In conclusion, it is determined that VSRRS can measure victim sensitivity in the context of romantic relationships in Turkish culture in both a valid and reliable way.

Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 362

PSYCHOMETRIC ASSESSMENT OF A NEW MEASUREMENT OF BELONGINGNESS

Karimi L.*

Leila Karimi ~ RMIT UNIVERSITY ~ Australia

A review of belongingness as a construct is vital, as even after three decades the concept has been described as “broad, vague and under-theorised” (Ward, 2022). A precise and shared understanding of belongingness will facilitate the operationalisation of the construct as an entity distinct from the outcomes and antecedents with which it is closely related. This in turn may facilitate the refinement of both belongingness-centred theoretical perspectives and practical interventions. This study, therefore, will develop a new measure of belongingness and will examine the main predictors and outcomes of belongingness in work settings.

02 - Division 2: Psychological Assessment and Evaluation

Scale Development 3

Saturday 25 July 2026 from 12:00 to 13:00

(C- Spadolini)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 1313

VALIDATING A GAME-BASED COGNITIVE ABILITY ASSESSMENT FOR PREDICTING ACADEMIC PERFORMANCE IN SOUTH AFRICA

Adams S.*, Apostoli B.

Stellenbosch University ~ Stellenbosch ~ South Africa

Cognitive ability is one of the most robust predictors of job performance and long-term career success. It is also strongly associated with academic achievement, making it a valuable measure in educational settings. Given the close link between academic and workplace performance, high academic achievement can be viewed as an early indicator of employability, reflecting individuals' ability to sustain concentration, acquire specialised knowledge, and develop expertise.

In this context, our research focused on the validation of Cognify, a game-based assessment of general cognitive ability among a sample of South African university students. Originally developed for employee selection, Cognify has shown promise in predicting performance in multiple contexts. However, given South Africa's diverse and complex sociocultural environment, local validation of assessments remains critical to ensure reliability, fairness, and the avoidance of bias.

Using a cross-sectional design with 219 university students, the study examined the reliability and validity of Cognify. Results indicate adequate reliability, strong construct validity, and acceptable model fit, alongside moderate convergent and predictive validity, when compared to Raven's Progressive Matrices. These findings support the utility of Cognify for assessing cognitive ability in university students within the South African context.

The findings provide initial support for the use of Cognify as a cognitive assessment tool among university students in South Africa. While the results are consistent with international research on the psychometric soundness of Cognify, the study highlights the importance of contextual validation in ensuring fairness and equity. Over, the study contributes to global discussions on technology-based assessments by demonstrating both the potential and the challenges of applying game-based measures in diverse cultural contexts.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1106

VALIDATION OF THE PERCEIVED SOCIAL INFLUENCE AFTER INFIDELITY QUESTIONNAIRE

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Introduction:
Deciding whether to stay in or leave a romantic relationship after infidelity is a complex and stressful challenge. Research shows that, besides individual emotions and values, social factors – including the opinions of close others – strongly shape this process. Existing measures capture only general social support, ignoring its direction, quality, and strength.

Purpose:
This study aimed to examine how post-infidelity relationship decisions relate to social influence by developing and validating the Perceived Social Influence after Infidelity Questionnaire (KPWZ).

Method:
Guided by theories of normative and informational influence, an item pool was created to measure three dimensions: pressure to leave, pressure to stay, and autonomy-supportive neutrality, plus perceived influence strength across five sources (family, friends, mental health professionals, online groups, spiritual advisors). Content validity was assessed by expert judges, then the questionnaire was tested on adults with infidelity experience (N = 180).

Results:
Analyses showed high reliability (Cronbach's $\alpha = 0.78$) and satisfactory validity. Convergent validity revealed positive correlations with the Multidimensional Scale of Perceived Social Support ($r = 0.36$, $p < 0.001$), while discriminant validity with the Short Familism Scale confirmed the independence of constructs ($r = 0.09$, $p > 0.05$). The tool differentiates direction and strength of influence effectively, and participants rated it as clear and relevant.

Conclusions:
The KPWZ is a tool that enables quantitative measurement of perceived social influence in the context of romantic infidelity, taking into account both the quality and intensity of influence. It has strong potential for use in psychological research on post-infidelity decision-making as well as in clinical practice and family counseling.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology SDG 4: Quality Education

Abstract 975

PSYCHOMETRIC PROPERTIES OF THE STRENGTHS SCALE FOR ADOLESCENTS

Ruvalcaba Romero N.A.*, Orozco Solis M.G., Bravo Andrade H.R., Orozco Estrada V.O.

University of Guadalajara ~ Guadalajara ~ Mexico

Introduction: The Strengths Scale for Adolescents (Betancourt, Andrade, González & Sánchez, 2018) is an instrument developed in Mexico that has proven reliable for assessing aspects that foster positive adolescent development, including healthy habits, avoidance of risk behaviors, school expectations, anger expression, decision-making, parental support and supervision, and peer relationships. In light of the psychosocial changes brought about by the COVID-19 pandemic, it is important to examine whether these changes are also reflected in assessment instruments.
Objective: To analyze the psychometric properties of the Strengths Scale for Adolescents (FIE-A) in high school students. Method: Instrumental study with 315 students from a public university in Jalisco, Mexico. The scale evaluates adolescents' external and internal strengths. Exploratory and confirmatory factor analyses were conducted. Results: Initial findings revealed differences from the original scale, as the subscales "Responsibility" and "Household Rules" were excluded from the models. Two models were tested: the external strengths model with 29 items showed excellent fit indices, $\chi^2/df = 1.72$, CFI = .961, SRMR = .046, RMSEA = .049 [.043, .055]. The internal strengths model with 28 items also demonstrated adequate fit indices, $\chi^2/df = 1.85$, CFI = .958, SRMR = .051, RMSEA = .052 [.046, .059]. Evidence of convergent and divergent validity, as well as measurement invariance by sex, was also found. Discussion: The scale emerges as a solid and reliable instrument for evaluating external and internal strengths in Mexican adolescents within the post-pandemic context.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2118

BEYOND THE WORKPLACE: DEVELOPING A SCALE TO ASSESS SEXUAL HARASSMENT IN SOCIAL LIFE

Demircioglu Z.I.[1], Toker--Gültas Y.*[1], Göncü--Köse A.[2], Ok A.B.[3], Sümer H.C.[4]

[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Çankaya University ~ Ankara ~ Turkey, [3]Ankara University ~ Ankara ~ Turkey, [4]Özyegin University ~ Istanbul ~ Turkey

Although sexual harassment (SH) toward women is a pervasive issue in both social and workplace contexts, most studies and existing scales have focused on workplace behaviors. Addressing this gap, the present study, supported by The Scientific and Technological Research Council of Türkiye (TÜBİTAK–Project No: 124K975), aimed to develop a scale assessing both the experience and perception of SH in social contexts beyond the workplace, including interactions with family members, friends, romantic partners, and individuals in proximal physical, social, and cultural environments. Initially, 60 women were interviewed. Thematic analysis was conducted using MAXQDA. In addition to previously identified SH factors among Turkish employees (i.e., insinuation of interest, sexual hostility, sexist hostility, and physical SH), a novel theme emerged: manipulated consent. Manipulated consent describes situations in which women are pressured, coerced, or psychologically influenced to engage in sexual intimacy while being led to believe they are freely consenting, often through relational, emotional, or cultural justifications. Based on thematic analysis, a 51-item Sexual Harassment in Social Life (SHSL) scale with five factors was developed and administered to two independent samples of women. Exploratory factor analyses (N = 305), resulted in a 42-item version, where sexist hostility and physical SH merged under a single factor, forming a four-factor structure. Confirmatory Factor Analyses (N = 420) demonstrated good model fit. This four-factor structure was identical across both the experience and perceptions of SH. Cronbach's alphas ranged from .90 to .95. Construct validity was supported through correlations between the SHSL factors and ambivalent sexism, SH attitudes, right-wing authoritarianism, and religiosity. Findings support the scale's utility for assessing SH beyond the workplace, capturing behaviors within broader social and cultural contexts. SHSL content can be utilized in developing awareness programs combatting SH in social life.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 9101

Vision-Based Personality Recognition Model: Exploring the Intrinsic Link Facial PAD Model and Personality Traits

Wenxi Chen, Liming Wang, Wuji Zhang, Jing Yang, Xing Huang, Zhiyuan Han)

Introduction. Personality is a central construct in psychology, yet traditional self-report scales are prone to biases such as social desirability effects. Deep learning, with its powerful capacity for feature extraction and pattern recognition, offers a new paradigm for automated personality assessment.

Purpose. This study proposes a video-based deep learning framework for Big Five personality recognition, focusing on the psychological significance of dynamic facial emotions represented through the facial PAD model (Pleasure–Arousal–Dominance).

Method. A dual-stream feature extraction model, termed Cross-Modal Attention Vision Transformer (CMA-ViT), was developed to systematically model the associations between personality traits and multiple behavioral cues, including facial PAD, facial action units (AUs), and other indicators. The model employs two Transformer-based streams—video and behavioral—and integrates them via a cross-modal attention for holistic personality inference. Experiments on the MDPE public dataset achieved an average three-class accuracy of 0.77, demonstrating the model's capacity to capture multi-dimensional features predictive of personality.

Results.Feature attribution analysis using gradient-weighted importance scores revealed that PAD features exhibit the highest importance. Individuals with high Agreeableness exhibited sustained higher Pleasure ($t(98) = 5.67$, $p < .001$) and lower Arousal levels ($t(98) = -3.87$, $p < .001$), consistent with their emotionally stable and affiliative nature; those with high Neuroticism showed a "low-Pleasure, high-Arousal" negative affect pattern aligned with anxiety-prone tendencies; Extraverts maintained high Pleasure levels($t(98) = 3.92$, $p < .001$), reflecting their expressive positivity; Conscientious individuals displayed elevated Dominance($t(98)=4.05$, $p<.001$), indicative of goal-oriented control; and Openness demonstrated high variability, reflecting complex emotional experience. PAD exhibited high intra-individual consistency (ICC > 0.75), validating their stability as personality-related indicators.

Conclusions. This study highlights the crucial role of emotional dynamics in reflecting underlying cognitive–affective–behavioral patterns and establishes a theoretical and methodological foundation for explainable video-based personality recognition grounded in the PAD affective framework.

Division 2: Psychological Assessment and Evaluation Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1213

Application of Neural-Symbolic AI in Psychological Analysis Report Generation: An Empirical Study on a Dual-Path Integration and Verification Framework

Wenxi Chen, Shaojia Shi, Xing Huang)

Introduction. In educational contexts, adolescent psychological assessment is essential for supporting students' mental health and development, yet conventional self-report and standardized measures remain time-consuming and labor-intensive. Recent work has explored large language models (LLMs) for generating psychological assessment reports from personal and behavioral data. However, the "black-box" nature of LLMs undermines interpretability and reliability in rigorous psychological settings.

Purpose. To address this critical issue, this study proposes a Neural-Symbolic dual-path fusion framework for generating efficient and explainable psychological assessments. This design preserves the generative flexibility of LLMs while ensuring theoretical coherence and methodological rigor.

Method. The framework integrates two complementary reasoning pathways mirroring human dual cognition: a neural inference path using LLMs for intuitive association, and a symbolic reasoning path based on knowledge-graph logic. The neural path captures each student's unique behavioral patterns (e.g., biting a pen when feeling anxious), while the symbolic path follows psychological variable relations (e.g., <Neuroticism, negative correlation, Emotion Regulation>). A consistency module cross-validates both outputs, ensuring mutual reinforcement and calibrated reliability.

Results. To systematically assess the effectiveness of the proposed framework, a dataset of 300 synthetic student profiles was constructed, each containing brief emotional and academic records. Psychological assessment reports were generated using three comparative approaches: (1) a neural-only model based on LLM inference, (2) a symbolic-only model utilizing knowledge-graph reasoning, and (3) the proposed Neural-Symbolic dual-path framework. The resulting reports were evaluated along six dimensions—readability, depth of insight, logical coherence, informational accuracy, credibility, and interpretability—by both expert psychologists and independent llm evaluators. Results show that the Neural-Symbolic framework significantly outperforms the other two approaches ($F(2, 297)=89.41$, $p<0.001$), particularly in insight depth, logical consistency, and interpretability.

Conclusions. These findings not only demonstrate its potential to generate assessments that are efficient, trustworthy, but also establish a robust, practical paradigm for creating explainable AI applications in psychological evaluation.

03 - Division 3: Psychology and Societal Development

EXTREMISM AND COLLECTIVE ACTION

Wednesday 22 July 2026 from 08:00 to 09:00

(B- Spadolini)

Stefano Livi (University of Rome "Sapienza" ~ Rome ~ I), Chair

In contemporary societies, extremism and collective action represent critical yet intertwined phenomena shaping political, social, and ideological landscapes. While extremism often manifests in radicalized beliefs and behaviors that challenge societal norms, collective action serves as a mechanism for social change, mobilizing individuals around shared grievances. This symposium examines the psychological, social, and structural underpinnings of both extremism and collective action, exploring factors such as identity fusion, relative deprivation, and the role of virtual environments in fostering group mobilization. Empirical research highlights how grievances—whether personal or collective—fuel ideological extremism and how digital tools, including virtual reality, may enhance participatory engagement in social movements. By integrating findings from diverse cultural contexts, this discussion underscores the need for nuanced interventions that address both the risks of radicalization and the potential for constructive collective action. Recognizing the dual nature of group mobilization as both a driver of extremism and a force for positive societal change is essential for developing evidence-based strategies that promote resilience against ideological violence while fostering inclusive and democratic activism

Abstract 4349

EXPLORING THE POWER OF VIRTUAL REALITY IN FOSTERING COLLECTIVE ACTION AMONG SEXUAL MINORITIES AND ALLIES

Elovainio R., Tassinari M.*, Jasinskaja--Lahti I.

Faculty of Social Sciences, University of Helsinki, ~ Helsinki, ~ Finland

Virtual reality (VR) provides social psychologists with exceptional tools to conduct ecologically valid experiments without compromising experimental control, particularly for addressing persistent intergroup issues in societies. VR facilitates safe and controlled interactions with outgroup members, which are not always feasible in real-life settings. As intergroup scholars have widely noted in recent years, while reducing majority prejudice is important for achieving societal harmony, addressing structural inequalities requires empowering minority groups to advocate for their rights along with mobilizing majority groups to join the social movement as outgroup allies. However, unlike prejudice research, the study of collective action among minority and majority groups within VR contexts remains almost totally underexplored, a gap this research aims to address.

Our study involves participants of diverse sexual orientations in a VR simulation replicating a pride parade. The strengths of this research are many-fold: the study looks at the collective action in VR through both majority and minority eyes; it addresses a methodological gap by employing in-VR behavioural measurements rather than relying solely on pre- and post-experience questionnaires, thus providing more accurate and immediate data; the study's design is a field experiment among VR users representing different social backgrounds, which in addition to a larger sample size also shows the potential of future VR interventions to cover larger populations; and lastly it addresses a common and longstanding issue of the in the ecological validity of VR studies by engaging participants into a VR simulation in their chosen safe environments, thereby minimizing researcher intrusion and by testing the role of the simulation in their willingness to engage in real-life collection action in the future.Wehypothesizethat,akintoreal-lifeexperiences,VRexperiencescanfosterintentionsforcollectiveaction,inelinewiththeSocialIdentityModelofCollectiveAction(SIMCA).Accordingtothismodel,socialidentity,feelingsofefficacy,positiveemotionssuchashope(forstructuralchanges)andjoy,moraloutragetowardstheoutgroup,andperceivedinjusticecanpredictfuturecollectiveactionintentions.Thisstudydemonstratesthatmarginalizedgroups,aswellastheirallies,cangainsignificantempowermentandmotivationtoadvocateforamorejustandequitablesocietythroughbriefVRsimulations.

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Abstract 4347

THE ROLE OF COLLECTIVE AND INDIVIDUAL GRIEVANCES IN EXPLAINING IDEOLOGICAL EXTREMISM

Molinario E.*

Department of Psychology, Florida Gulf Coast University ~ Fort Myers ~ United States of America

Recent research has found that extreme behavior for an ideological cause is more likely under psychological conditions that induce a search for significance and social recognition (Kruglanski et al., 2022). Two types of motivation for significance have been identified: the quest for individual significance (i.e., individual grievances) rooted in personal experiences and the quest for collective significance (i.e., collective grievances) rooted in the perception that one's social group is humiliated and/or disrespected. Whereas past research has demonstrated associations between both forms of insignificance and political extremism, it is unclear what form of frustration has a major role in explaining extremism. To test the role of the demand for recognition and respect, at the individual and collective level in predicting violent extremism, we conducted two studies. Study 1 (Sri Lanka, N = 510) examined the relation between individual and collective grievances and extremism in a population of Tamils. Study 2 (Philippines, N = 509) focuses on extremism on behalf of Islam in populations of Muslims. Across the two studies (N = 1,019) the results show a consistent positive effect of collective grievances on willingness to sacrifice for religion and for a separate state, ideological extremism, whereas individual grievances had no effect on extremism. The results are discussed within the context of the literature on extremism.
Short. In two studies (N = 1,019) conducted with Tamils and Muslims, we found that collective grievances (i.e., the feeling of not being socially recognized as a group), but not individual grievances, positively predicted several measures of extremism (i.e., willingness to sacrifice, religious extremism).

Abstract 4346

WHAT DRIVES IDEOLOGICAL VIOLENCE? A GLOBAL TOURNAMENT OF RADICALIZATION PREDICTORS ACROSS 40 NATIONS AND TERRORIST GROUPS

Bélanger J.*

Carnegie Mellon University ~ Doha ~ Qatar

In an era where violent extremism poses increasing global threats, identifying the key predictors that drive individuals towards ideological violence is paramount. This study systematically compares 12 critical predictors of violent extremism identified through recent meta-analyses, including past activism, collective relative deprivation, obsessive passion, and identity fusion. Data from over 40 nations (N=10,659), covering left-wing, right-wing, and religious extremism, are analyzed in what we term a “predictor tournament”, where each variable’s influence is competitively assessed. We employ Random Forest regressions to rank these predictors based on their association with support for ideological violence. Our methodology includes not only broad population surveys but also unique data from two distinct groups of terrorists (N=160): one incarcerated and one evading capture, thereby providing a dual lens on radicalization pathways. Our findings reveal a striking consistency in predictors across both general populations and terrorist groups, underscoring shared psychological and contextual mechanisms. This convergence suggests that radicalization drivers transcend ideological boundaries, pointing to universal motivational patterns in the pathway to ideological violence and offering crucial insights for counter-radicalization strategies.

03 - Division 3: Psychology and Societal Development

PSYCHOLOGY AND INNOVATIVE PROFESSIONAL INTERVENTIONS

Thursday 23 July 2026 from 14:00 to 15:30

(C- Spadolini)

Ole Tunold, Chair

Abstract 4942

WHY ISN'T PSYCHOLOGY BETTER KNOWN?

Hayes N.*

University of Suffolk, UK ~ UK

Some sciences are known in everyday life. Whether people understand the actual knowledge or not, chemistry, physics and biology are recognised as sciences, with a vague perception of what they are about. Psychology is no less a science, yet it is far less well known. Why is this?

Part of the reason lies in difficulties psychologists have in communicating our knowledge. Many of our specialised words are also current in everyday speech, but with a different, or less precise, meaning. Terms like "inferiority complex", "expectation" and even "positive thinking" have a specific meaning to the psychological practitioner, but a most vague and, in some cases inaccurate (to us) meaning in everyday speech. So, a diagnostic statement from a psychologist, while encapsulating a wealth of scientific knowledge, may seem to be unimpressive common sense to a lay listener.

Other psychological concepts are less unfamiliar in everyday discourse. Ideas such as constructive memory, selective perception, personal constructs and social representations are well known and established as part of the scientific knowledge held, and sometimes taken for granted, by psychologists. But they run counter to the naive assumptions of everyday living, in which memory is experienced as factual and social experience and conventions are assumed to be much the same for everyone.

The other sciences form an established part of the school curriculum, and our colleagues who teach psychology in schools are helping to establish the recognition of our science. But we have much to do, both within our own profession and outside it, to establish a similar recognition of our science in society as a whole. Yet when psychologists work with other professionals, their contribution is respected, and psychology becomes recognised as a specialised branch of knowledge. We need to build on this, which is the aim of this symposium.

Abstract 4943

GAINING RECOGNITION OF PSYCHOLOGICAL PROFESSION THROUGH SPORTS PERFORMANCE

Kajtna T.*

University of Ljubljana ~ Ljubljana ~ Slovenia

Sport psychology has been widely used in sport to enhance sports performance and as such can serve as a good beacon of importance of psychological profession. The beginnings of sport psychology come from two different origins, in the western countries it started out as a mostly research field and went less into applied work with athletes. In the eastern part of the world, especially during the Cold war period, sport was used as means of promotion of a country and as such, all possible means were used to improve athletic promotion. One of those fields was also transference of psychological techniques into athletic performance. Over the years with consistent spreading of knowledge and increased mobility of both people and knowledge, sport psychology has developed into a strong field, which is developed in both a practical manner as well as the research field.

This area can also develop through one interesting aspect - athletes, coaches, sports managers and other people involved in sport, are very willing to tell, that they are working with sport psychologists. Many fields of psychology, a lot of them from the clinical aspect, have to face a public stigma, as people are not always willing to say that they are seeing a psychologist, as mental health issues are often something, that people are not very willing to discuss.

In sport though, seeing a sport psychologist is often considered an advantage and athletes often say that working with a sport psychologist has helped them achieve better results. This is why sports psychology can be used to promote psychological profession and surely one of the reasons, why sport psychology is developing quickly – many sport psychologists today use techniques and approaches, widely used in third wave of psychotherapy, based on mindfulness, acceptance and commitment, promoting above all psychological flexibility.

Abstract 4944

PSYCHOLOGISTS AND ARCHITECTS. AN EXPERIENCE OF JOINT ACTIVITIES

Arcidiacono C.*

University Federico II, Efpa ~ Italy

Successful stories of psychologists and architects shared planning will be discussed.This contribution will describe the work of a team of psychologists and architects, that for several years organized commune training and joint urban planning in Naples' area. This presentation will highlight the importance of describing the own professional methodology and the difficult for psychologists in being recognized as professionals. Group facilitating competencies, team building, need analyzis, social awareness of needs in the interplay of individual and the social domain, and listening competencies, are specific methodologies of the psychological background. They are used in social planning and successful shared with the whole interprofessional team. Nevertheless, it is hard their recognition as psychological competencies and their added value to the role of psychologists.

Abstract 4945

WEALTH PSYCHOLOGY – APPLYING THE SCIENCE TO BENEFIT ALL, NOT JUST THE FEW

Evans N.*

NEC Advisory , UK

It is an important life skill to personally manage money well, yet so many people struggle, even when they objectively have some excess. In the area of personal finance, psychological: theories, tools, and techniques play a tremendous role in shaping the way people hold on, grow, or part with their hard-earned money. Arguably it is the institutions who better use this psychology than citizens, with some level of marketing persuasion and social influence applied. Increasingly both entities have to cope with bad actors using the psychology of deception in an attempt to defraud them of the money they hold.

This paper will highlight the basic psychology helping 'ordinary' people in their finances - be they seen as consumers, customers, savers, business owners, investors, and similar. Innovative projects by the author as an applied psychologist will show some strong cases of return of investment and loss mitigation, as well as fraud prevention and vulnerability awareness. A showcase is formed of the direct impact in applying ‘proper psychology’ rather than giving platitudes and directives under such broad guises as ‘financial wellbeing’.

The underlying theme in all these applications is that Psychological Science is not merely a subset of Behavioural Science (or Behavioural Finance). Psychology adds a unique perspective by drawing upon established psychological knowledge of individual differences and group dynamics applied for wealth preservation and growth. A final prompt is made for psychologists to be more actively involved with financial institutions and government in helping all citizens better manage their money.

Abstract 4946

PSYCHOLOGISTS AS RECOGNIZED EXPERTS FOR PUBLIC WELLNESS

Tunold O.*

Norwegian Psychological Association, Norway, Efpa V. President ~ Norway

The psychologist community consistently experience that governments turn to political scientists, lawyers, technologists, medical doctors and behavioural economists in search for solutions, but often (COVID-19 in some countries being a notable exception) fail to include psychologists in the selection of experts.
Therefore, my presentation will give some input to understand this phenomenon.
The 3 main topic of this presentation will contribute to:

· The identification of how the profession is understood and valued
· The identification of obstacles to higher recognition and their solutions
· The identification of where psychologists are wanted, expected and employed or contracted for services

Final aim will be to define some paths for the improvement of the profession in the social and political domain.

03 - Division 3: Psychology and Societal Development

SOCIAL CHANGES - PSYCHOLOGICAL AND TRANSDISCIPLINARY APPROACHES TO DEALING WITH DEMOGRAPHIC ISSUES

Wednesday 22 July 2026 from 08:00 to 09:30

(D-Spadolini)

Daniela Eberhardt (ZHAW Department of Applied Psychology ~), Chair and Presenter
Christoph Steinebach (ZHAW Department of Applied Psychology ~), Discussant

This symposium focuses on psychological processes and practical implementation options for positively shaping social change processes, especially in connection with demographic developments and changing social realities.
Industrialised nations in particular are facing an ageing society, changes in social structures due political upheavals and polarization, rapid technological developments, and uncertainty and psychological stress for different age groups. The symposium focuses on different social groups and the psychological challenges they face, which require specific attention from a socially responsible society due to their specific life phase/situation. This requires in-depth psychological analyses and scientifically based transdisciplinary approaches for practical application that generate acceptance and are systematically reviewed and interpreted. The practical benefits are manifold, ranging from the classification of patterns of perception and action to the improvement of individual and collective development prospects and the promotion of social sustainability and social responsibility in the world of work and society.
The symposium uses an evidence-based perspective to address social and psychological challenges in a changing world. The contributions focus at least on SDG 3: Good Health and Well-Being, SDG 4: Quality Education and SDG 10: Reduced Inequalities. The discussion highlights how interconnected these problem areas are and how scientifically sound psychology can contribute to solving fundamental social issues across the lifespan and in various areas of life.

Abstract 3448

HEY – HOME TREATMENT IN THE EARLY YEARS: PARENT-INFANT PSYCHOTHERAPY AT HOME AND ONLINE

Braune--Krickau K.*

ZHAW Department of Applied Psychology ~ Zürich ~ Switzerland

Introduction:
This contribution focuses on the very beginning of life – the postpartum period. The transition to parenthood is often enriching, yet many families face significant challenges during the first year after birth. Parents may face a variety of contextual stress factors and peripartum mental health disorders are frequent. In the context of distress in parent-child interactions and child specific factors even very young children may develop mental health problems, most commonly regulatory disorders involving sleep, feeding, and soothing. Such early difficulties often persist and may negatively impact later psychological development.
Despite increasing availability of outpatient consultation services for parents with infants and toddlers, as well as some inpatient treatment options, there remains a shortage of mobile and online psychotherapeutic support for families during early infancy in German-speaking countries.

Method:
HEY (Home Treatment in the Early Years) is a pilot program developed by the Infant and Toddler Consultation Service at ZHAW based on a collaboration between the Institute of Psychology and the Institute of Midwifery and Reproductive Health. It targets families with infants aged 0–12 months who are insufficiently supported by outpatient services and for whom inpatient treatment is not indicated or not feasible. The three-month program combines home visits and online sessions across 12 treatment appointments. The intervention integrates parent-infant psychotherapy, video-based therapy and online parental counseling.
The approach is psychodynamically oriented and aims to enhance parental competence, strengthen reflective functioning, and improve parental sensitivity.

Evaluation:
The implementation of HEY is being scientifically evaluated using parent questionnaires, the CARE-Index (an assessment of the interaction quality), and qualitative interviews with parents.
Preliminary findings and learnings from the pilot implementation will be discussed with a focus on how to best support young families.

Abstract 3449

ORIENTATION ON THE LEVEL OF EMOTIONAL DEVELOPMENT TO SUPPORT THE WELL-BEING OF PEOPLE WITH DISORDERS OF INTELLECTUAL DEVELOPMENT WITH THE SEED-2

Meir S.*

Medizinisches Behandlungszentrum für Erwachsene mit Behinderungen/MZEB Berlin-Nord, GIB-Stiftung ~ Berlin ~ Germany

Adaption to social environment is for people with intellectual disabilities often challenging. They are confronted with expectations on their behaviour and adaptional skills due to their life age. But many of them don't pass development in the same speed and steps as they are aging physically.
The first look at them often is based on physical outlook. Especially people with no physically obvious retardation or malformation often are checked as not possibly being delayed in development and faced with according expectations and offers. Resultant behavior then can become maladaptive. This can be challenging and frustrating for all parts in social interaction.
The orientation on the developmental levels in emotional development is important to focus on the emotional needs in order to reach a good state of emotional satisfaction. This can give a base to being well and support to face the different challenges of daily life.

Method:
With the SEED-2 an external assessment is created, that is used in clinical and ambulant settings. It is one part of the assessment in MZEBs and results in a general classification for psychological diagnostics as well as in a differential recommendation to the constellation of support and therapy.

Evaluation:
The use of the SEED-2 is evaluated by control meetings during the treatment in MZEBs, and shows effects on well-being, measured by decline of maladaptive behavior and other medical features.

Abstract 3450

YOUNG PEOPLE'S SOCIAL LIVES IN A DIGITAL SOCIETY

Süss D.*

ZHAW Departement of Psychology ~ Zürich ~ Switzerland

Young people's social lives are increasingly taking place in hybrid environments. Face-to-face interactions are supplemented by interactions on digital social networks. It is often assumed that digital networks are displacing analog ones, making adolescents lonelier and causing them to lose social and communication skills. In addition to problematic forms of use, the focus is on content that is harmful to young people. Empirical studies can reveal which trends are becoming established in young people's everyday lives and what risks and opportunities are associated with them. The focus is on the relationship between well-being, stress, and the use of digital media.
Since 2010, the ZHAW Media Psychology Group has been conducting the JAMES study, a representative study on the media use of 12- to 19-year-olds, every two years. More than 1,000 young people throughout Switzerland are surveyed. The studies show how the media behavior of young people in Switzerland is developing in connection with rapid technological developments. The 2024 study, for example, revealed the increasing use of artificial intelligence by young people.
Key findings from the various surveys will be discussed, such as the role of influencers among young people in various areas of coping with developmental tasks, the use of smartphones and social media, and the impact of media on young people's mental health. The study examines media use in the context of young people's overall life realities.
Conclusions for practical application are drawn from the study findings, whether for media education in schools and families, the protection of young people by media and platform companies, or regulation by the state. The study series aims to contribute to all relevant socialization authorities taking their share of responsibility for ensuring that a digital society suitable for children and young people can emerge.

Abstract 3451

SUSTAINABLE SUCCESS ACROSS AGES: SOLUTIONS FOR AGE- FRIENDLY EMPLOYERS

Nuutinen L.*, Maisala--Mcdonnell H., Wallin M.

Metropolia University of Applied Sciences ~ Helsinki ~ Finland

Demographic change presents a major challenge in Northern Europe. In Finland, Sweden, and Estonia, ageing populations and shrinking labour forces require extended working lives. Older employees (55+) contribute expertise, resilience, and tacit knowledge, while age-diverse workplaces foster learning and innovation. Yet, ageism still limits opportunities and threatens workplace sustainability.

The SAFE (Solutions for Age-Friendly Employers) project brings together four partners—Tallinn University, Haapsalu College, and Golden League in Estonia; Metropolia University of Applied Sciences in Finland; and the Northern Dimension Partnership in Public Health and Social Well-being in Sweden—to improve employment opportunities for older workers.

The SAFE model was developed through country-specific assessments and ten workshops in social and healthcare organisations with supervisors and employees. Two individual supervisor interviews ensured managerial perspectives were included. Factors supporting and hindering age-friendliness were analysed and compared with literature findings. A pilot version was tested in 4–5 workplace units (approx. 40 participants) and refined based on feedback. It was presented at a cross-border seminar in October 2025, and the final version will be tested in 25 organisations.

The model includes a baseline survey, situational analysis, and tools for categorising organisations into three levels of age-friendliness: thriving, developing, or needing nurturing. Visually depicted and gamified, the model supports practical workplace development. Complementary tools include training programmes, workshops, podcasts, and policy recommendations for employers, policymakers, and stakeholders.

By embedding age-friendly values into organisational culture, the SAFE model promotes equality and sustainable employment across the life course. This presentation explores how the model addresses organisational factors such as management, inclusion, and flexibility, while reflecting on success factors and cross-sector collaboration challenges.

Abstract 3452

FLEXIBLE RETIREMENT – SELF-DETERMINED DEVELOPMENT FOR OLDER EMPLOYEES AND PRACTICAL BENEFITS FOR EMPLOYERS

Eberhardt D.*

ZHAW Department of Applied Psychology ~ Zürich ~ Switzerland

Demographic trends in industrialized nations are leading to a loss of know-how and experience as the baby boomer generation retires. Skills, technologies, and the willingness to employ older employees up to and beyond retirement age are changing. Age stereotypes and discrimination can lead to a loss of working capacity and well-being in working life. On the employee side, cognitive skills change over the course of a lifetime, as do priorities in lifestyle and much more.
Of the nearly 30,000 employees of the city administration of Zurich (Switzerland), approximately 40% of the workforce will reach retirement age in the next 5-7 years. Before the program flexible retirement was introduced, the average retirement age was 63. The program was developed, piloted, and introduced in an interdisciplinary collaboration. The aim is to give employees more flexibility in the final phase of their careers, promote well-being and reduce stress, reduce early retirements, and enable continued employment after the official retirement age of 65.
Prior to the pilot phase, 26 semi-structured interviews were conducted. Scientific studies and practical models were systematized with regard to competencies and changes in performance from a psychological perspective, as well as design options at the organizational level. Continued employment for people aged 66+ was piloted and evaluated with N=31 participants in three sectors (transport, care, and social work). The final program was developed and introduced in 2024 for all municipal employees in all sectors. The use and acceptance of the program, the perceived benefits for the employer, and the impact on the well-being of those involved will be evaluated in Q1 2026. In this presentation, we will discuss a range of psychological factors such as competence retention, performance behavior, knowledge transfer, wellbeing, and social sustainability and reflect on success factors in transdisciplinary collaboration in practical psychology.

03 - Division 3: Psychology and Societal Development

THE GLOBAL PSYCHOLOGY ALLIANCE: INNOVATIVE APPROACHES TO MAXIMIZE IMPACT AND DRIVE SOCIETAL CHANGE

Wednesday 22 July 2026 from 09:30 to 11:00

(D-Spadolini)

Amanda Clinton (American Psychological Association ~ Was), Chair and Presenter

Global challenges require unified, global responses. The Global Psychology Alliance (GPA) is an innovative, nimble coalition, bringing together more than 80 national, regional and international psychological associations, scientific institutions, non-profit organizations and training programs from every continent. The GPA mission is to utilize psychological science to actively address global issues too big for any one association to tackle alone. Bringing together experiences, knowledge, and perspectives from every region of the globe enhances our collective ability to apply psychological science to effectively address societal issues. This session will provide an overview of the GPA organizational structure and horizontal philosophy of leadership, explaining how these foundations enable the Alliance to have current and future impact through (1) a global mentorship program, (2) United Nations advocacy, (3) democratically-selected content-focused working groups on the psychological components of climate change & sustainability, AI & digitalization, mental health & wellbeing, and marginalization & vulnerability. The final speaker will present a future-oriented summary of the GPA's roadmap of projects and activities moving forward. Through these varied approaches, panelists will explain how the Alliance applies psychology to drive positive societal change around the world, aligned with both the mission of IAAP and the aims of ICAP.

Abstract 3455

THE GLOBAL PSYCHOLOGY ALLIANCE: STRUCTURE AND LEADERSHIP

Clinton A.*

American Psychological Association ~ Washington, DC ~ United States of America

The Global Psychology Alliance established roots in 2019 at the Inaugural Summit on Psychology and Global Challenges in Lisbon, Portugal. Chief Executive Officers and Presidents from over 40 national, regional and organizational psychology associations from every continent of the world came together for a 3 ½ day working meeting with the aim of developing a road map to jointly address critical shared issues as highlighted in the Sustainable Development Goals. At the Lisbon Summit, the selected focus was Climate Change (SDG #13), resulting in an 18-month road map for collaborative next steps. Since that time, the GPA has continued to grow, now including over 80 countries and over 100 graduates of the Global Learning Leadership Institute, a program for graduate student and early career psychologists from across the world.

The GPA mission is to utilize psychological science to actively tackle global issues of such significance and complexity that they must be addressed in a collaborative fashion to have real impact. The GPA is explicit in its dedication to work in an inclusive, horizontal manner that allows for resource sharing with attention to context for local communities. This is independent of the length of time during which psychology has been established in a country and the status of recognition of the field.

The structure and philosophy of GPA have resulted in significant achievements ranging from leadership training for globally-minded psychologists to development of resources and tools relevant to mutual challenges (e.g., access to quality mental health care and effects of climate change), as well as high-level policy engagement at the United Nations and production of guidelines related to newly evolving challenges (e.g., digitalization). The GPA model has demonstrated how psychology and psychologists worldwide can come together and create highly meaningful change where it is urgently needed.

Abstract 3456

GLOBAL LEARNING LEADERSHIP INSTITUTE

Mclaughlin H.*

Kings College ~ London ~ United Kingdom

The Global Learning Leadership Institute (LLI) was founded in 2020 during the Covid pandemic and acknowledges the importance of leadership especially in challenging and uncertain times. Based on the psychological principles of inclusive leadership, the LLI is a mentoring programme with a difference. It is truly cross-cultural at its core, and the program enables emerging leaders to add value in their local context whilst gaining an appreciation of the broader global environment. The goal of LLI is to provide a framework through which emerging leaders can fulfil their potential as leaders in psychology. The aim is to enable, inspire, and motivate them and to provide opportunities to enhance their capabilities as leaders. To date, 108 emerging leaders have graduated, with a further 40 participants in the 2025-2026 cohort. At its heart is the relationship between the mentor and the emerging leader. The experience provides growth in a two-way context, with mentors gaining from the interactions as well as the emerging leaders themselves. The focus is on cross-cultural research and the application of psychological science in real world contexts. Each emerging leader puts the principles into practice through their capstone projects, and each project is directly linked to the United Nations Sustainable Development Goals 3,10 or 13. They can get involved within the wider GPA environment and learn from experts in the field as well as fellow colleagues from different countries from the global south and north. This session will explore the added value for psychology of the LLI approach and, through the lens of a mentee, will review the lived experience and learning from the LLI. The session will highlight the added value of the programme and its wider potential implications for cross cultural psychological research and practice.

Abstract 3457

THE GLOBAL PSYCHOLOGY ALLIANCE WORKING GROUPS

Kocmanová V.*[1], Gupta A.[3], Humphrey M.E.[4], Leader J.F.[2], Reyes M.E.[7], Ritter S.A.[5], Silva A.S.[6]

[1]Charles University and General University Hospital ~ Prague ~ Czech Republic, [2]European Federation of Psychologists' Associations ~ Brussels ~ Belgium, [3]Nova Scotia Health Authority ~ Halifax ~ Canada, [4]La Unión Centroamericana de Colegios y Asociaciones de Psicología ~ Tegucigalpa ~ Honduras, [5]Peace Practice for Intercultural Couple Therapy and Mediation ~ Budapest ~ Hungary, [6]Colombian College of Psychology ~ Bogotá ~ Colombia, [7]University of Santo Tomas ~ Manila ~ Philippines

The Global Psychology Alliance has four working groups:

Global Mental Health: The Global Mental Health Working Group aims to scale up mental health care globally. Two elements stand out as decisive: (1) the importance of clear guidelines for training primary care providers; and (2) the development of basic helping skills through a cross-cultural lens, including early training in psychological first aid, openness to socio-cultural diversity, and advocating for strengthening support systems.

Climate Change: The Climate Working Group aims to increase climate-positive action of individuals, communities, industry stakeholders and policymakers, with two primary focuses: (1) addressing the effects of climate change on mental health; and (2) utilizing behavioral science to motivate climate action (including national, institutional, community and individual levels). The GPA works closely with other NGOs and experts at the UN and regularly sends its representatives to high-level climate conferences such as COP and Bonn.

Marginalized and Vulnerable Communities: The Marginalized and Vulnerable Communities Working Group's vision is to strive for inclusive societies in which everyone matters. The group includes participation from over 30 individuals, over 20 countries, and 6 continents. The working group has distributed a survey across our global psychology community to learn about initiatives and needs related to marginalization and vulnerability and formed subgroups to identify projects. Knowledge and results of projects will be shared at the 2026 GPA summit.

Digitalization: The Digitalisation Working Group is developing guidance on the use of digital technologies in psychology, with a particular focus on artificial intelligence, aiming to safeguard human rights, promote trust, and ensure that technological innovation benefits individuals and communities worldwide. Drawing on psychological science and professional ethics, the group has identified ten core principles to shape digitalisation in practice, training, and research, organised into three clusters: Ethics, Transparency and Rights; Professional Competence and Quality; and Bias, Access and Inclusion.

Abstract 3458

THE GLOBAL PSYCHOLOGY ALLIANCE AT THE UNITED NATIONS

Twose G.*

American Psychological Association ~ Washington, DC ~ United States of America

The American Psychological Association (APA), which provides the secretariat for the Global Psychology Alliance (GPA), has been accredited by the United Nations (UN) Economic and Social Council (ECOSOC) and Department of Global Communications (DGC) since 1999. APA has teams of Representatives in New York and Geneva - the latter in collaboration with the European Federation of Psychologists' Associations and the Federation of Swiss Psychologists - who bring psychological science to bear on the work of the UN through educating and advocating to foster dialogue and collaboration between psychologists, UN staff, member state representatives, and other NGOs to encourage the development of psychologically informed policies, practices, and programs. GPA provides one of psychology's most powerful tools at the UN through the global expertise represented in its membership. This talk will explain how Representatives at the UN collaborate with GPA members to advance concrete outcomes at the UN, for example, passage of a seminal General Assembly Resolution on Mental Health and Psychosocial Support in which the countries of the world pledged to prioritize mental health in national policymaking.

03 - Division 3: Psychology and Societal Development

DECOLONIZING PSYCHOLOGY: GLOBAL PERSPECTIVES ON ANTI-RACISM, INDIGENIZATION, AND SYSTEMIC CHANGE

Wednesday 22 July 2026 from 11:00 to 12:00

(D-Spadolini)

Brigitte Khoury (American University ~ Beirut ~ Lebanon), Chair

Psychology, as both a science and profession, has long been shaped by colonial histories frameworks. While these paradigms have advanced knowledge in many domains, they have also marginalized Indigenous worldviews, sustained inequities, and contributed to systemic racism. This symposium addresses the urgent need to decolonize psychology by presenting diverse, global perspectives that interrogate dominant narratives and propose pathways toward anti-racist and socially just practice.
From Japan, Hanako Suzuki examines the tensions between imported Western psychological science and local traditions, highlighting the complex position of scholars situated between colonizer and colonized histories. Randal Tonks then explores efforts in Canada to indigenize psychology by integrating multiple knowledge systems, demonstrating the transformative potential of reconciliation in theory, pedagogy, and practice. Turning to Aotearoa New Zealand, Moana Waitoki and Kyle Tan present findings from national studies that expose systemic racism in psychology education and training, situating their work within the UN Sustainable Development Goals on health, education, inequality, and justice. From Puerto Rico, Marizaida Sánchez Cesáreo introduces the Better Ancestors System Change Model, illustrating how intersectional, community-driven approaches can dismantle structural racism and foster sustainable change in healthcare systems.

Together, these four presentations advance the Congress theme, New Directions in Applied Psychology, by critically interrogating psychology's colonial foundations and envisioning futures grounded in equity, plurality, and global responsibility. The symposium offers a transdisciplinary dialogue across regions and methodologies, underscoring psychology's potential to contribute to sustainable development and social transformation.

Abstract 3552

IN-BETWEEN COLONIZER AND COLONIZED AND SCIENCE AND TRADITION: PERSPECTIVES OF A SCHOLAR FROM JAPAN

Suzuki H.*

Ritsumeikan University ~ Osaka ~ Japan

Psychology in Japan has a long history of importing psychological knowledge from Europe and the United States since the 18th century. The development of the field has strongly been impacted by sociohistorical factors of modernization and occupation, and it has been struggling with the attempts to integrate the Western influences and traditional worldviews on human minds and mental health. Some efforts have been made to incorporate Japanese traditional value systems into psychological knowledge and practice; however, the Western influences on the knowledge production and human services are still very prevalent. While the world is becoming closer with each other and the worldviews from various parts of the world are becoming more intertwined with each other, it is becoming more difficult to pinpoint the appropriateness and adequateness of certain psychological knowledge on our minds and mental health. In this presentation, the presenter will share her journey of being a scholar from Japan which has a history of being a colonizer and whose academic discipline has been influenced by neocolonial trends, present the impact of Western-centric science on traditional worldviews, and discuss the importance of having critical lens on looking at socio-cultural-historical factors on human minds.

Abstract 3553

MOVING TOWARDS POST-COLONIALISM IN PSYCHOLOGY: EFFORTS TOWARDS INDIGENIZATION IN CANADA

Tonks R.*

Camosun College ~ Victoria ~ Canada

In recent years there has been a growth of discussion on the impact of colonization on psychological theory and practice around the globe. Canadian scholars, educators, and practitioners have engaged in considerable efforts to recovery from centuries of colonialist action and move towards reconciliation and the indigenization of psychology through the recognition of multiple knowledge systems. This presentation highlights some of those efforts to renew our assumptions around knowledge and power, systems of knowing, and pedagogical practices.

Abstract 3631

DECOLONISATION AND ANTI-RACISM IN PSYCHOLOGY IN AOTEAROA: ADVANCING THE UN SUSTAINABLE DEVELOPMENT GOALS

Waitoki M.*, Tan K.

University of Waikato ~ Hamilton ~ New Zealand

Psychology in Aotearoa New Zealand, as in other settler-colonial contexts, continues to grapple with the harms sustained through racism and the exclusion of Indigenous knowledge. Despite progress in challenging Eurocentric paradigms, systemic racism remains deeply embedded in the discipline, shaping the experiences of students, staff, and practitioners. These issues have been highlighted nationally through a claim of racism against psychology lodged with the Waitangi Tribunal, which investigates breaches of Te Tiriti o Waitangi—the Treaty of Waitangi. As part of the Working to End Racial Oppression (WERO) research programme, the Kia whakapapa pounamu te moana – may the seas be smooth as greenstone project examined the impacts of racism across psychology. A survey of programme directors (n = 15) revealed narratives that deferred responsibility for decolonisation, attributing inequities to the absence of Māori students and staff rather than to systemic barriers. A second survey of psychologists, academics, and students (n = 293) identified monocultural training practices, described through themes of the “gold standard of dominant knowledge,” “bread and butter versus condiments,” and “tokenism and afterthought.”

03 - Division 3: Psychology and Societal Development

Identity and Belonging 1

Wednesday 22 July 2026 from 12:00 to 14:00

(D-Spadolini)

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1303

DOES PHOTO-BASED SOCIAL MEDIA AFFECT MY BODY IMAGE? - A BIOPSYCHOSOCIAL FRAMEWORK

Mohanty A.*, Jatin G.

Tata Institute of Social Sciences ~ Mumbai ~ India

Adolescence, marked by rapid biological and psychosocial transitions, is a phase especially vulnerable to external influences such as social media. The influence of photo-based social media on adolescent body image has intensified globally, yet research in the Indian context remains limited. This study investigates how engagement with photo-based social media platforms such as Instagram, Snapchat, and Facebook affects body image among adolescents aged 14 to 16 in an urban government school in Bhubaneswar, Odisha, India, with a special focus on differences across gender and the interplay of biological, psychological, and social variables, using a biopsychosocial framework. Employing a sequential explanatory research design, data were collected via structured surveys administered to 31 adolescents documenting their engagement with leading platforms and gathering quantitative data on perceptions of body size, shape, and societal ideals. The biopsychosocial framework was used to analyze biological, psychological, and social parameters shaping participants' body image perceptions. The research findings reveal that platforms such as Instagram, Snapchat, and Facebook are widely engaged with, by the adolescent population and significantly influence their perceptions of body image. Additionally, adolescents experience varying degrees of dissatisfaction with specific body parts including stomach, thighs, and hips, influenced by exposure to idealized body standards and frequent engagement with social media content. Gender analyses indicate significant psychological differences with a p-value of 0.018 in body image perceptions between male and female adolescents, with females showing greater vulnerability to societal appearance pressures and internalization of unrealistic body ideals propagated on social media. However, no significant gender differences were found in the biological and social dimensions of body image. The research confirms a distinct association between intensive photo-based social media use and negative body image perceptions among adolescents, particularly by amplifying psychological vulnerabilities.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2091

THE SIGNS OF SOCIAL SAFETY: EMOTIONAL, COGNITIVE, AND BEHAVIORAL RESPONSES OF LGBTQ+ INDIVIDUALS

Katinaitė R.*, Žardeckaite -- Matulaitiene K.

Vytautas Magnus university ~ Kaunas ~ Lithuania

Introduction: The experience of social safety and belonging, rather than merely the absence of stigmatization or discrimination, may better account for the psychological well-being and flourishing of LGBTQ+ individuals. However, the mechanisms through which specific behaviors and situations are perceived as safe by the LGBTQ+ individuals, and the reactions associated with such experiences, remain underexplored. Thus, this exploratory study seeks to address this gap.

Purpose: The aim of this study is to explore how LGBTQ+ individuals evaluate the safety of unfamiliar social situations and to identify the emotional, cognitive, and behavioral consequences of experiencing social safety.

Method: Nine semi-structured interviews have been conducted with LGBTQ+ adults (aged 21-35) living in Lithuania about their experiences of social safety. Reflexive thematic analysis (Braun & Clarke, 2022), using inductive coding was employed to analyze and interpret the data.

Results: Six out of nine participants identified the feelings of unsafety as their primary reaction in unfamiliar situations, although all participants highlighted 47 visible, behavioral, and situational signs of safety that transformed social situation from unsafe to safe. This presentation focuses on the most frequently mentioned signs of safety (e.g. rainbow iconography, the presence of other LGBTQ+ individuals, normalization of LGBTQ+ identity) and the cognitive, emotional, and behavioral reactions that follow them (e.g. reduced tension and overthinking, the sense of normality).

Conclusions: These findings highlight social safety as a crucial factor of LGBTQ individuals' psychological functioning. Importantly, such safety can be strengthened through clear, unambiguous behaviors that foster a welcoming environment. Psychologists can apply this knowledge by actively cultivating safety in therapeutic contexts and broader community settings, thereby enhancing the well-being of LGBTQ individuals.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 129

LEAVE YOUR CULTURAL BAGGAGE IN YOUR LOCKER: GROWING UP MUSLIM IN FRENCH CANADA

Etoubashi N.*, Kowalska M., Fuks N., Muis K.

McGill University ~ Montreal ~ Canada

Islamophobia is omnipresent in Western societies. Within Canada, however, it is markedly pronounced in the French-speaking province of Québec. Negative attitudes, identity politics, hate crimes, a massacre, and discriminatory laws all plague the Muslim communities in this province. Despite its gravity, there is limited research on Muslims' identity development and the impact of the school environment on their sense of belonging in this society. Semi-structured interviews were conducted with 16 Muslims from diverse and non-diverse cities in Québec (75% female, average age = 25 years old). Using Reflexive Thematic Analysis within a Critical Race Theory framework, eight overarching themes were developed. For identity development, these were: (a) Muslim Quebec identity is the putting-together of a mosaic, (b) Being Muslim is a pillar to my identity, (c) It's like balancing on a tightrope with no end, and (d) Realizing we are swans and not "ugly ducklings." Belonging was affected by school experiences, with the following themes: (a) Full belonging in Muslim schools, (b) My right to exist is respected in diverse schools, and (c) Spirit murder: The price of an education in White schools. Regarding solutions to tackling Islamophobia, the following overarching theme was developed: We need a holistic approach to addressing Islamophobia that intervenes at the micro, meso, and macro system levels. Overall, Muslims in Québec experience difficulty with managing, navigating, and developing their identity within the greater Islamophobic societal context. Being able to connect with a Muslim community and other minority groups buffers these negative effects, but ultimately, concrete and enduring societal changes are required to remedy these detrimental circumstances.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality

Abstract 2177

SEX AND TEMPERAMENT DIFFERENCES IN MEANING ATTRIBUTION

Trofimova I.*

McMaster University ~ Hamilton ~ Canada

The aim of the study was to investigate sex- and temperament-related differences in meaning attribution. This study applied Osgood's semantic differential using the most neutral and abstract concepts and basic adjectives bipolar scales (as a semi-projective method to study the characteristics of meaning attribution). The study was conducted in English for 1180 Canadians, in Russian for 167 Russians and in Chinese 161 Chinese subjects. The results showed gender and temperament-related differences in meaning attribution. Males in all three samples attributed more negative estimations to abstract objects than females. People with stronger endurance and tempo in verbal-social activities differed dramatically from other temperament groups. At the same time there were cultural differences in semantic spaces of various gender and temperament groups. Gender and temperament differences in meaning attribution indicate a possible contribution of biological factors in resulting attitudes. The differences between "extraverts" and other temperament groups also show deficits of so-called "lexical approach" in studying personality and individual differences, which rely on factor analysis of descriptors of human behavior.

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1438

FOOD SHARING AND SOCIAL CONNECTION: A NEUROSCIENTIFIC STUDY ON PASTA CONSUMPTION

Campo C.*[1], Accardi S.[1], Bilucaglia M.[1], Bellati M.[2], Guida S.[1], Piccoli F.[1], Brivio E.[1], Zito M.[1], Russo V.[1]

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Introduction:
Food is not only a biological necessity but also a powerful social symbol. Some foods embody the identity of entire cultures and bind people together, representing more than nourishment. For example, pasta is an iconic food of Italian culture that symbolises tradition and conviviality beyond its nutritional role. However, it is still unclear if the shared consumption of food can foster social connection among individuals.
Purpose:
Thus, this study investigates the potential of a shared consumption of food, specifically pasta, as an enhancer of social bonding from self-reported and neuroscientific perspectives, compared with other common shared experiences.
Method:
Forty healthy adults, divided into 20 dyads, participated in a within-subject experimental design with four randomized shared tasks: pasta consumption, collaborative board game, movie watching, and unstructured free interaction. Data acquisition integrated neuroscientific techniques, such as electroencephalography (EEG), heart rate (HR), and skin conductance (SC) to measure indices of emotional and cognitive engagement and neural synchrony, as well as self-report measures to measure perceived emotionality and sense of closeness.
Expected results:
We expect that the shared consumption of pasta would elicit significantly higher levels of emotional engagement compared with the other shared activities. We also expect that dyads would show higher levels of neural synchronization during this activity.
Conclusion:
This study aims to shed light on the social significance of a shared consumption of food. By comparing pasta consumption with other common interactive activities and integrating self-reported measures with neuroscientific indices of engagement and synchrony, we expect to provide novel evidence on the role of eating together in fostering social bonding. These findings may contribute to a better understanding of food as a catalyst for human connection and offer new perspectives for research in social neuroscience, psychology, and cultural studies.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 117

UNDERSTANDING THE DYNAMICS OF RELIGIOUS IDENTITY AND INTERGROUP THREAT: MEDIATING ROLE OF OUT-GROUP CONTACT

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[1]Department of Psychology, Central University of Haryana ~ Mahendragarh ~ India, [2]Department of Psychology, Banaras Hindu University ~ Varanasi ~ India

Introduction: According to social identity theory, identity competition plays a central role in the emergence and escalation of intergroup conflict, even when economic and political factors are also involved. This competition at both individual and group levels stems from efforts to fulfil basic human needs, including various psychological needs. Religions often address these psychological needs more comprehensively and powerfully than other cultural frameworks, making them especially influential in shaping and sustaining individual and collective identities. Aim: The study aims to examine the relationship among religious identity, intergroup threat, and intergroup contact among students. It also seeks to explore whether intergroup contact serves as a mediating factor in the relationship between religious identity and intergroup threat. Participants: A total of 200 participants (Hindu & Muslims) adults aged 21-35 years were drawn from different higher educational institutions of Haryana and Delhi, NCR by applying convenient sampling method. Religious identity, intergroup anxiety and out-group contact measure was used to assess the study variables. Results: Correlation analysis reveals that religious identity was found positively associated with intergroup threat whereas outgroup contact exhibited negative correlation with intergroup threat. Stepwise regression analysis shows that both religious identity and outgroup contact emerged as strong predictor of intergroup threat. Outgroup contact has also significantly mediated the relationship of religious identity and intergroup threat. Conclusion: The study highlights that stronger religious identity is linked to heightened intergroup threat, while increased outgroup contact reduces perceived threat. Outgroup contact significantly mediates the relationship between religious identity and intergroup threat, suggesting that fostering intergroup interactions can play a crucial role in mitigating identity-based conflicts among youth.

Division 3: Psychology and Societal Development Division 9: Economic Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 753

CONTRAST AMPLIFICATION: GROUP PERFORMANCES ARE EVALUATED WITH GREATER CONTRAST THAN INDIVIDUAL PERFORMANCES

Lu J.*, Chen Y., Li Z.

East China Normal University ~ Shanghai ~ China

INTRODUCTION:
Consider an average poster depicting the Statue of Liberty designed by a team appearing in a design exhibition. How would you rate its quality? If this poster is shown alongside another excellent (or poor) poster designed by another team, how would you rate the average poster now? Many works are completed by groups, making comparisons between group performances ubiquitous. Although the literature on social comparison has demonstrated the contrast effect, whereby a target' performance is rated lower when compared to a better standard than to a worse standard, it has mainly focused on individual-level comparisons but neglected group-level comparisons.

PURPOSE:
This study addresses how and why the comparison level (individual or group) influences the magnitude of the contrast effect.

METHOD:
We randomly assigned participants (N = 2,199) to one condition in a 2 (comparison level: individual or group) × 2 (comparison direction: upward or downward) between-subjects design. Participants viewed a target (e.g., poster) and a standard (either better or worse). They were described as being created by individuals or groups. Participants rated the quality of the target (1 = very poor, 7 = very excellent) and their focus on the differences between the target and the standard (1 = not at all, 9 = very much).

RESULTS:
First, the contrast effect was larger in the group condition than in the individual condition. Second, participants focused more on the differences between the target and the standard in the group condition than in the individual condition. Third, the focus on the differences mediated the relationship between the comparison level and the magnitude of the contrast effect.

CONCLUSIONS:
People exhibit an amplified contrast effect when evaluating group (vs. individual) performances. This is because people tend to focus more on differences between groups than on differences between individuals.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1610

CO-ETHNIC BONDS AS PATHWAYS TO RESILIENCE: IDENTITY NEGOTIATION AMONG KOREAN YOUTH IN NEW ZEALAND

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[1]Inha University ~ Incheon ~ Korea, Republic of, [2]University of Auckland ~ Auckland ~ New Zealand

New Zealand is often celebrated as a multicultural society, yet ethnic minority youth continue to encounter social exclusion and subtle forms of discrimination. This study focuses on newer-generation Korean New Zealanders who grew up during the 1990s and 2000s, when the proportion of Asians was significantly lower and pressures to assimilate into the dominant culture were strongly felt. Within this context, many young Koreans experienced societal minoritisation, parental expectations of assimilation, and internalised racism, all of which shaped their sense of belonging and identity development. Drawing on thirty in-depth interviews, the study examines how participants reflected on their transitions from childhood to adolescence and young adulthood. Many described efforts to suppress or conceal their “Koreanness” in order to align with majority peers. Yet identity was never fixed; it was continuously renegotiated across changing contexts. During the transitions to high school and university, participants actively responded to more diverse environments, and often exercised agency by intentionally seeking out co-ethnic peer networks. These co-ethnic bonds offered validation, empathy, and a psychologically safe space, enabling participants to re-engage with their ethnic heritage and articulate multiple dimensions of self. A central finding is that co-ethnic relationships were not only sources of companionship but also critical protective environments. They fostered resilience, facilitated social and emotional development, and supported the integration of ethnic and national identities. Through these connections, participants transformed experiences of marginalisation into opportunities for growth and belonging in both their ethnic community and wider New Zealand society. The study underscores the pivotal role of co-ethnic communities in helping minority youth navigate identity conflicts. It highlights the importance of educational and social environments that promote such supportive relationships to enable the harmonious integration of multiple identities in multicultural societies.

03 - Division 3: Psychology and Societal Development

SOCIALIZATION OF CHILDREN AND ADOLESCENTS FOR COPING WITH SOCIETAL CHALLENGES

Wednesday 22 July 2026 from 15:00 to 16:30

(D-Spadolini)

Márta Fülöp (Károli Gáspár University of the Reformed), Chair and Presenter

Across diverse cultural contexts, these five studies explore how parents and educators socialize children to navigate competition, cooperation, and structural inequalities.

The first study, set in the United States, highlights how racial, ethnic, and immigrant parents use culturally grounded socialization practices to buffer children against the psychological and developmental harms of structural racism. By fostering cultural pride, resilience, and awareness of discrimination, parents enhance their children's self-esteem, academic achievement, and mental health.

The second study, focusing on Mexican mothers across rural, semi-urban, and urban contexts, reveals both continuity and change in socialization values. Rural mothers prioritize cooperation and community well-being, semi-urban mothers balance collectivist and individualist goals, and urban mothers increasingly emphasize personal achievement and self-development, reflecting the influence of modernization and social change.

The third study examines Chinese American mothers' guidance on learning and competition. Through longitudinal analyses of mother–child conversations, it finds that many mothers promote "self-developmental competition" — competing to grow and learn rather than to defeat others — often encouraging mutual peer support. These practices were more prevalent among middle-class families and strengthened over time.

In contrast, Hungarian parents demonstrate ambivalence toward competition, recalling stressful and unfair experiences. They prefer non-competitive school environments that promote emotional safety, reflecting a tension between protecting children from harm and preparing them for a competitive society. Preventive socialization strategies were more common than proactive encouragement.

Finally, Chinese teachers describe an intensely competitive educational system but emphasize maintaining "healthy competition" that motivates effort without fostering anxiety. They view competition and cooperation as compatible, using group contests to teach teamwork and resilience.

Together, these studies illuminate how cultural, structural, and socioecological forces shape parents' and educators' strategies for balancing competition and well-being in children's development and how parents and teachers work on to prepare young people to cope with societal challenges.

Abstract 3916

APPLIED PSYCHOLOGY PERSPECTIVES ON PARENTING FOR RESILIENCE IN THE FACE OF STRUCTURAL RACISM

Mcbride Murry V.*

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Introduction: Parenting in the United States is shaped by the enduring consequences of structural racism, rooted in historical injustices such as enslavement, segregation, imperialism, and colonialism. These legacies continue to produce inequities across education, housing, healthcare, and the criminal legal system. These socio-political forces undermine multiple domains of child development. In response, racial, ethnic, and immigrant parents engage in racial-ethnic-immigrant socialization—a set of practices rooted in resistance and liberation—to support their children's healthy development. This presentation will summarize key parental socialization practices that buffer minorized children from succumbing to the ill consequences of structural racism.
Method: A review of relevant studies examining the socialization practices among minoritized parents and their protective role in fostering positive child outcomes was conducted. In addition. We also evaluated the effectiveness of culturally grounded family interventions in promoting parental socialization and strengthening youths' intrapersonal protective processes that reduce youth vulnerabilities to mental and behavioral health problems. Specific attention was given to identifying critical developmental pathways as youth transition from middle childhood through young adulthood.
Results: Findings highlight that promoting cultural heritage and pride, preparing youth to cope with discrimination and marginalization, and fostering awareness of racial bias and a strong ethnic-racial-immigrant identity enhance self-esteem, psychosocial development, and academic performance, while reducing depression, anxiety, and externalizing behaviors. Positive family relationship quality further strengthens these outcomes.
Conclusions: Racial-ethnic-immigrant socialization and culturally grounded family interventions function as key protective processes for minoritized youth growing up in contexts of structural racism. By fostering cultural pride, preparing children to cope with discrimination, and promoting strong ethnic-racial-immigrant identities, parents help buffer systemic inequities and strengthen youth self-esteem, psychosocial competence, academic achievement, and mental health. These findings underscore the value of applied psychology in advancing resilience and reducing disparities in developmental outcomes.

Abstract 3918

COMPETING BY MUTUAL PEER SUPPORT: CHINESE AMERICAN MOTHERS TALK TO THEIR PRESCHOOL CHILDREN ABOUT LEARNING

Li J.*, Yamamoto Y.

Education Department, Brown University ~ Providence, USA ~ United States of America

Introduction: Children engage in competition in and out of school, and their views of competition are shaped by sociocultural context. Different cultural values may influence how children construct the meaning of competition. Research demonstrates different types of individuals' competitive orientations (Orosz et al., 2018) and finds that self-developmental competition (SDC), which aims at self-growth rather than defeating one's rivals, is related to more positive outcomes. Research further reveals important cultural differences: Whereas more European-heritage children tend to view competition as a zero-sum game, more East Asian children favor SDC (Fülöp, 2004, 2009). Furthermore, children's family socioeconomic status may also affect parental socialization in engagement in competition differently. Yet, little research exists on how Chinese American children, born and raised in the U.S. with parents from their home cultures, are socialized in developing SDC.

Method: We recorded longitudinally 200 Chinese American mother-child conversations about learning (MCCs) with children at ages 5 and 6, balanced by gender, and half from middle-class and half from low-income backgrounds. Each mother was asked to converse with her child about both a good and a poor learning attitude/behavior without any constraints. The MCCs were audio-recorded and transcribed for analysis.

Results: Among mothers who guided their 5-year-old children to work hard in learning, 38% spontaneously discussed SDC. Among them, 24.3% probed one important aspect of SDC: Competing with peers by mutual support. These mothers encouraged their children to learn from peers but also to help their peers learn. More middle-class mothers tended to promote SDC than low-income mothers. However, their emphasis on competition by mutual peer support was similar. A year later, the patterns on general SDC and peer support increased. We use discourse analysis to document in detail how such parental socialization along with their children's responses unfolds. Implications for child development and education will be discussed.

Abstract 3919

HOW HUNGARIAN PARENTS NAVIGATE THEIR SOCIALIZATION GOALS AND EDUCATIONAL CHOICES IN THE CONTEXT OF A COMPETITIVE SOCIETY

Saád J.*[1], Fülöp M.[2]

[1]HUN-REN Institute of Cognitive Neuroscience and Psychology ~ Budapest ~ Hungary, [2]Károli Gáspár University of the Reformed Church in Hungary and HUN-REN Institute of Cognitive Neuroscience and Psychology, Research Centre of Natural Sciences ~ Budapest ~ Hungary

Background and objectives:
Previous research (e.g.Fülöp, 1998; 2004; 2013) demonstrated that Hungarians perceive the role competition plays in the Hungarian society rather negatively, while they acknowledge that the society is intensely competitive. They are also very critical towards competition in schools (Fülöp et al, 2025).
This study aims to explore how parents of 3-9 year old children (1) perceive competition in general in the Hungarian society; (2). how they plan to prepare their children to be able to function successfully in that societal context; (3) how these plans are reflected in their educational choices e.g. if they prefer a competitive or non-competitive school climate and (4) how their own experiences with competition may shape these views.
Method: Semi-structured interviews were conducted with Hungarian mothers and fathers (N=86), predominantly middle-class and well-educated. Data were collected using convenience sampling and analysed through thematic/content analysis (Braun & Clarke, 2022). Coding was performed by two independent researchers.
Results: The interviews revealed a complex, emotionally ambivalent relationship with competition. Many parents recalled their own negative childhood experiences (e.g. shame, stress, pressure) and expressed concerns about unfair competition and negative consequences, e.g. interpersonal conflicts and aggression. Many explicitly stated that that they do not want their children to attend a school with a competitive climate and prioritized other aspects like a friendly environment, teacher's personality, location of the school. A good educational programme was secondary in most of the cases to the socially positive and stress-free environment. Parents' views reflect a tension between protection and preparation: they aim to shield their children from stress and unfairness while also promoting participation in competition to a limited degree to avoid disadvantage in a competitive society. Preventive socialisation goals and practices—such as avoiding or mitigating stress and harmful interactions—are more prevalent than proactive approaches like encouragement and motivation.

Abstract 3920

CHINESE TEACHERS' VIEWS ON THE ROLE COMPETITION PLAYS IN THE SCHOOL AND IN THE CHINESE SOCIETY AND THE LINK BETWEEN THEM

Fülöp M.*[1], Saád J.[2]

[1]Károli Gáspár University of the Reformed Church in Hungary and HUN-REN Institute of Cognitive Neuroscience and Psychology, Research Centre of Natural Sciences ~ Budapest ~ Hungary, [2]HUN-REN Institute of Cognitive Neuroscience and Psychology ~ Budapest ~ Hungary

Introduction: In the social context of China, education has always been regarded as the key to social competition, and both families and society have high expectations for students' academic performance. As a result of the highly intense competition in schools the so called "double reduction" policy has been introduced in 2021 to regulate competition and keep it among healthy boundaries.
Objective: To explore how Chinese teachers perceive the presence of competition in the school and in the society and how they socialize their students to be able to meet the expectations of a highly competitive society.
Method: Altogether 126 Chinese teachers participated from all levels of schooling (kindergarten, primary school, middle school, high school) representing different age groups and also working in schools in different parts of China. Around two-third of the participants were female. A semi-structured interview was conducted and transcribed and thematically analyzed (Braun & Clarke, 2022).
Results: Teachers view both the Chinese society and the school climate as highly competitive. They emphasize the positive functions of competition and express their concern to keep competition at a "healthy" level, that increases motivation, encourages students to learn, to make an effort, to work hard while does not lead to exhaustion, increased stress and anxiety, envy and hostility and to the wish to quit i.e. "lying flat". Competition in school prepares students for their life in the future. Teachers do not see competition in conflict with cooperation but in team competitions students learn to cooperate with others. This helps students develop teamwork and communication skills, laying a good foundation for their future career development. Teachers have an elaborated concept about how to support students to cope with winning and losing and be able to withstand drawbacks. They accept the reality of Chinese society and work on to help students' successful adaptation.

Abstract 4976

MEXICAN MOTHERS SOCIALIZATION ON COMPETITION

Garcia C.*, Angeles O., Navarro A.

03 - Division 3: Psychology and Societal Development

THE DEVELOPING LANDSCAPE OF PSYCHOLOGICAL REGULATION AND ACCREDITATION IN THE ASIA PACIFIC.

Wednesday 22 July 2026 from 16:30 to 17:30

(D-Spadolini)

Simon Crowe (Asia Pacific Psychology Alliance ~ La Tr), Chair and Presenter

The Asia Pacific Psychology Alliance (APPA) is a representative body for the science and profession of psychology in the Asia Pacific region, and the current membership includes 19 countries across the region including Australia, Bangladesh, Cambodia, China, India, Indonesia, Hong Kong, Japan, Macao, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Singapore, South Korea, Sri Lanka, Taiwan and Vietnam. One of the principal stated aims of our Alliance is to develop and strengthen the professional, scientific and regulatory organisations of psychology within the region to help them accomplish their missions.

Abstract 3858

INTRODUCTION AND THE CONTEXT OF THE SYMPOSIUM

Crowe S.*

Asia Pacific Psychology Alliance ~ Melbourne ~ Australia

Each of the member societies of APPA are at very different stages of development with regard to psychological regulation and accreditation and this session presents the spectrum of development from non-registered through to later phase developments in already registered contexts. This paper will introduce the aims and a brief history of APPA and develop the theme of how our regional organization helps and supports our members to in a variety of ways including contributing to progress with regard to regulation and registration.

Abstract 3860

REGULATION OF PSYCHOLOGICAL PROFESSIONAL SERVICES IN INDIA

Biswas S.*

"Tribhuvan" Sahkari University ~ Anand ~ India

The regulation of psychological professional services in India is in an early stage of development. The Rehabilitation Council of India (RCI) Act 1992 was passed to regulate health services-related professions, including clinical psychologists with an MPhil or PhD in Clinical Psychology. The National Commission for Allied and Healthcare Professions (NCAHP) Bill 2020 was passed by the Indian Parliament in 2021. The Council deviated from the accepted practices of including independent professional bodies to jointly develop the regulatory standards for the profession. Psychology was clubbed with 14 professions listed under behavioural health sciences. The latest Draft Registration of Allied and Healthcare Professionals Regulations 2025 allows psychologists to practice as counsellors and behavioural analysts. This paper reviews the existing landscape of regulation and accreditation of psychological professional services in India. It provides a road map that can be used to traverse through the existing and proposed regulatory structures.

Abstract 3862

FROM FORTUNE-TELLING TO PROFESSIONAL REGULATION: THE EVOLUTION AND LOCALIZATION OF PSYCHOLOGY IN TAIWAN

Yang C.*[1], Lo S.[2]

[1]Department of Psychology, National Cheng Kung University, Taiwan ~ Hainan ~ Taiwan, [2]Institute of Communication Studies, National Yang Ming Chiao Tung University, Taiwan ~ Tainan ~ Taiwan

Psychology in Taiwan has undergone a remarkable transformation—from being viewed as akin to fortune-telling to becoming a scientifically grounded and professionally regulated discipline. This presentation outlines that evolution in three stages. First, it traces shifts in public understanding and academic recognition of psychology. Second, it highlights the establishment of the Psychologists Act, which formalized professional regulation and licensing. Third, it showcases the Taiwanese Psychological Association's (TPA) ongoing efforts to localize psychological science, particularly through the Professor Yang Guoshu Research Paper Award for Chinese Native Psychology. This award promotes research that reflects the unique cultural and social contexts of Taiwan, advancing theories and practices rooted in local experience rather than Western paradigms. By situating Taiwan's journey within the Asia-Pacific landscape, this presentation illustrates how psychological science can grow through both cultural adaptation and professional governance.

03 - Division 3: Psychology and Societal Development

INTERVENING IN THE SILENT SURGE: NEW DIRECTIONS IN YOUTH MENTAL HEALTH ACROSS ASIA.

Wednesday 22 July 2026 from 16:30 to 17:30

(C- Spadolini)

Andik Matulessy (ASEAN Regional Union of Psychological Sc), Chair
Simon Crowe (Asia Pacific Psychology Alliance ~ Melbo), Co-Chair

Across Asia, youth mental health has emerged as one of the most pressing psychosocial concerns of our time, a “silent surge” shaped by rapid societal change, academic pressure, digital immersion, and shifting family and community dynamics. This symposium examines how applied psychology can inform innovative, evidence-based, and culturally grounded approaches to promote resilience and well-being among young people. The rise in anxiety, depression, and emotional distress among youth reflects not only clinical concerns but also broader systemic challenges, including inequitable access to care, persistent stigma, and the mismatch between conventional service models and young people’s lived realities. Applied psychology plays a pivotal role in bridging these gaps, integrating prevention, early intervention, and capacity-building through schools, families, communities, and digital platforms. Drawing on diverse contexts across the region, this symposium highlights emerging frameworks that combine psychological science with social innovation. Presentations will explore national and community-level responses such as peer-led mental health initiatives, family-engaged interventions, trauma-informed and resilience-based approaches, and the rise of digital and tele-mental health platforms. Collectively, these developments demonstrate how the field is moving beyond the clinic to co-create accessible, participatory ecosystems of care. By bringing together regional perspectives, this symposium aims to identify shared priorities and opportunities for collaboration in youth mental health research, policy, and practice. It embodies the Congress theme “New Directions in Applied Psychology” by showcasing how science, compassion, and cultural wisdom can converge to strengthen systems that not only treat distress but also nurture belonging, purpose, and hope — empowering young people to thrive in a rapidly changing world. This presentation will be presented as a joint initiative of the two regional organizations, the ASEAN Region Union of Psychological Science and the Asia pacific Psychology Alliance.

Abstract 3865

BEYOND THE CLINIC: INNOVATIVE AND INCLUSIVE PATHWAYS FOR YOUTH MENTAL HEALTH.

Toh A.*

Singapore Psychological Society ~ Singapore ~ Singapore

Across Asia, youth mental health has emerged as a growing public health concern, a silent surge marked by rising distress and shifting social realities. In Singapore, the 2024 National Youth Mental Health Study found that nearly one in three young people aged 15–35 reported severe or extremely severe symptoms of depression, anxiety, or stress. Anxiety was most prevalent, affecting one in four, with the highest rates among those aged 20–24 years. Contributing factors include academic pressure, digital saturation, cyberbullying, and body-image concerns, while resilience, self-esteem, and social support remain protective.

In response, Singapore has developed a multi-sectoral and ecosystemic approach to mental health. Nationally, the Interagency Taskforce on Mental Health and Well-being coordinates policy efforts across ministries, integrating prevention, education, and access. The Ministry of Education has embedded well-being into schools through peer-support systems, mental health literacy training, and stress-reduction initiatives. Community-based programmes such as the Community Health Assessment Team (CHAT) provide youth-friendly assessment, self-referral, and digital outreach via webCHAT, while the Hidden Youth Intervention Program applies a biopsychosocial and family-centred model to re-engage socially withdrawn youth.

Singapore has also pioneered digital mental health solutions, notably mindline.sg, an AI-enabled self-care platform that has reached nearly half a million users. Complementary mHealth tools and university-based digital interventions offer scalable, stigma-free avenues for support.

Emerging directions emphasise family engagement, peer-led advocacy, and strengths-based frameworks that promote resilience and belonging rather than solely treating illness. Despite progress, gaps remain in professional capacity, research evidence, and equitable access.

Applied psychology has a critical role in advancing sustainable, evidence-based, and culturally grounded solutions. Singapore's experience underscores that intervening in this "silent surge" requires not only treatment, but also integration of science, compassion, and collaboration, within and beyond national borders, to enable every young person to thrive.

Abstract 3866

UNHEARD MINDS: TRACING THIRTY-FIVE YEARS OF CHILD AND ADOLESCENT MENTAL HEALTH RESEARCH IN THE PHILIPPINES

Bengwasan P.*

Psychological Association of the Philippines ~ Manilla ~ Philippines

Over the past three and a half decades, mental health research in the Philippines has grown in scope but remains limited in depth, particularly for children and adolescents. This scoping review examined national trends in published mental health research from 1990 to 2024, drawing from a comprehensive bibliography of studies across clinical, community, and policy domains. The findings reveal a literature base dominated by descriptive and cross-sectional designs, with few experimental or longitudinal studies and limited theory-driven inquiry. While adult populations and general psychological well-being are commonly studied, empirical work focused on children and adolescents is notably sparse. Crucially, research addressing high-prevalence, critical issues in youth, such as the impact of trauma and abuse, and the foundational understanding of neurodevelopmental concerns, is severely lacking.

Intervention studies, whether preventive, psychosocial, or policy-evaluative, remain exceedingly rare. Across decades, research output has increased following major policy developments such as the passage of the Mental Health Act (2018), yet methodological rigor and local evidence for effective interventions continue to lag. Most studies rely on self-report measures and small convenience samples, offering only fragmented insight into the nation's mental health landscape. The persistent lack of intervention-based, developmental, and specialized youth mental health research (e.g., trauma-informed care and neurodevelopmental conditions) underscores a critical gap in evidence needed to inform policy, service delivery, and culturally grounded practice.

Mapping this trajectory highlights both progress and persistent silences: an expanding awareness of mental health as a public concern, but a research foundation that remains largely descriptive and adult-centered. Strengthening empirical, child- and adolescent-focused, and intervention-oriented research, particularly in areas of trauma, abuse prevention, and neurodevelopmental assessment and support, is essential to advancing an equitable and contextually relevant mental health agenda for the Philippines.

Abstract 4977

INNOVATIVE AND INCLUSIVE PATHWAYS FPR YOUTH MENTAL HEALTH IN INDIA

Harleen K.*

03 - Division 3: Psychology and Societal Development

Sustainability and Global Psychology 1

Wednesday 22 July 2026 from 17:30 to 19:00

(D-Spadolini)

Division 1: Work and Organizational Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 2: Zero Hunger SDG 17: Partnership for the goals SDG 13: Climate Action

Abstract 2507

SOCIAL MARKETING MEETS THE SCIENTIST-PRACTITIONER-HUMANIST PARADIGM IN PSYCHOLOGY EDUCATION: ECO-GENERATIVITY IN ACTION

Petrovic I.*, Vukelic M., Kovacevic P.

University of Belgrade, Faculty of Philosophy, Department of Psychology ~ Belgrade ~ Serbia

Social marketing applies marketing principles to influence welfare-driven behaviors of individuals and society, providing a powerful framework for addressing social development goals and promoting the common good. Introducing Social Marketing as an elective course for master's students in the Work and Organizational Psychology module at the University of Belgrade, Serbia, aimed to strengthen a scientist-practitioner-humanist approach, empower future psychologists in societal applications of psychology, and equip them with skills to foster social change for sustainability and societal wellbeing—across domains such as environmental protection, health, climate change, and other areas of sustainable development.

Di Fabio and Svicher introduced the concept of eco-generativity and developed the Eco-Generativity Scale, encompassing ecological generativity, social generativity, environmental identity, and agency/pathways. The concept and scale were chosen as central resources for the course, alongside the book Social Marketing by Kotler, Roberto and Li.

This contribution had two main objectives: (1) to adapt and validate the Eco-Generativity Scale–Short Form (EGS-S) for use in Serbia, and (2) to explore its use as a teaching tool supporting master's students in applying the scientist-practitioner-humanist paradigm. Three student groups independently translated and adapted the EGS-S; a committee version was developed through joint review and refined using cognitive interviewing. Each team then applied the scale in situation analyses for projects promoting sustainable behaviors, including reducing plastic bag usage (Your Eco Signature), minimizing food waste, and fostering various ecologically responsible behaviors (Eco Wave). The scale demonstrated good psychometric properties. Future research should explore EGS-S application across different sustainable development goals.

Students used EGS-S results to define target audiences, set goals, and design creative interventions. By the end, they reported an "Aha!" moment in integrating EGS-S findings into their social marketing projects, effectively addressing all elements of the scientist-practitioner-humanist approach in responding to complex global challenges.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 4: Environmental Psychology SDG 7: Affordable and clean energy SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2615

CLIMATE CHANGE, HAZARDS, AND MENTAL HEALTH IN INDIA

Suar D.*

Kalinga Institute of Industrial Technology Deemed to be University ~ Bhubaneswar ~ India

Objective: This systematic review examines how climate change in India—manifesting through heatwaves, floods, and sea-level rise—intensifies mental health challenges.
Methodology: Relevant literature was systematically retrieved from Scopus and Web of Science using the keywords climate change, specific climate hazards, and mental health in India. Additional documents were identified through frequently cross-referenced literature.
Findings: Findings indicate that greenhouse gas emissions, combined with India's diverse geomorphology, have exacerbated climate hazards, resulting in losses of lives, livelihoods, housing, infrastructure, cultural sites, agriculture, social ties, and self-esteem. These disruptions often trigger forced migration, poverty, and declining living standards, which in turn contribute to worsening mental health outcomes. The mental health consequences encompass somatic pain, substance use, suicidal ideation, sleep disturbances, post-traumatic stress, depression, anxiety, and a pervasive sense of pessimism about the future. Vulnerable groups include children, the elderly, displaced persons, pregnant women, individuals with disabilities, and those with low caste, educational, and economic status, as well as those with pre-existing mental disorders. Coordinated actions at federal, state, and community levels—such as relocation to disaster shelters, psychological first aid, and psychosocial support—have helped reduce psychosocial morbidity. However, community preparedness and adaptive strategies vary across hazard types. Enhancing behavioral preparedness, along with technological and environmental interventions such as renewable energy adoption, early warning systems, flood and coastal barriers, and mangrove restoration, can strengthen ecological resilience and counter mental ill health.
Implications/Novelty: The findings justify new directions for research on sea-level rise, risk assessments, longitudinal designs, and indigenous interventions to strengthen adaptation and mitigation efforts aimed at minimizing the adverse consequences of climate hazards and mental ill health.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 2611

DECONSTRUCTION OF MIGRATION: DISCOURSE ANALYSIS OF MIGRATION IN INDIA

Topno R.C.*[1], Kumar N.[2]

[1]Ramanujan College, University of Delhi ~ New Delhi ~ India, [2]Dr. Bhim Rao Ambedkar College, Univeristy of Delhi ~ New Delhi ~ India

Migration has emerged as a significant phenomenon shaping socio-political realities in recent times. In the Indian context, internal migration has been studied to understand demographic changes and formulate policies and mechanism of governance. In this light, migration has been seldom examined as a discourse i.e. a socially developed system of representations and meanings.

This study seeks to explore the discursive constructions of migration in India using critical discourse analysis (CDA) framework. By examining media narratives, the research aims to investigate how internal migration is framed across different socio-political contexts. Migration has predominantly been portrayed as aspirational and a developmental necessity. Through discourse analysis, the study aims to deconstruct the complex interplay of economic opportunity, power and intersectionality that shape migration discourses.

Discourse analysis focuses on how language is used to maintain and reproduce status quo through communication. Discourse analysis supposes language as symbolic and as a social action which produces, perpetuates and negotiates meanings in social interactions. Since migration and migrants are underrepresented in mainstream discourse, discourse analysis will uncover social realities of migration in contemporary India. The paper emphasises the role of language in shaping public perception, policy responses, and the socio-political position of migrants. Findings from the study will provide a critical theoretical framework for reinterpreting and promoting change in the social narratives and representation of migration.

Division 3: Psychology and Societal Development Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2725

REVISING WEATHER WARNING COMMUNICATION: A MIXED-METHODS ANALYSIS OF THE STRUCTURE OF THE GERMAN NATIONAL WEATHER SERVICE'S WARNING MESSAGES

Zwicker M.*

Deutscher Wetterdienst ~ Offenbach am Main ~ Germany

As extreme weather events become more frequent, clear and effective communication of weather warnings is crucial for safeguarding lives and property. However, these warnings are only effective if they are understood and acted upon by the public, emphasising the need for a more structured approach. The German National Weather Service (Deutscher Wetterdienst, DWD) is overhauling its weather warning system, leveraging psychological research to refine communication strategies and improve public responses to warnings. The first study in this series investigates three key aspects of weather warning structure: (1) public preferences for the order of sections (e.g., recommended actions, potential impacts, meteorological situation), (2) the naming conventions for these sections, and (3) the number of recommended actions at the highest warning level. This preregistered mixed-methods study, using a population-representative online survey (N = 800), assessed the preferences for section order and naming conventions through ranking tasks. Participants were randomly assigned to view either a longer version (nine recommended actions) or a shorter version (four recommended actions) of a weather warning. This allowed examination on how the number of recommended actions comprehension and influenced recall. After viewing the warning for at least 10 seconds, participants were asked to qualitatively recall its content. Their responses were coded to evaluate recall accuracy and the specific elements remembered, with comparisons made between the experimental conditions. Demographic information and attention and responses to various other warning elements were also recorded. The findings offer key insights into improving the structure and content of weather warnings, informing the DWD's updated communication strategy. By identifying the most understandable and memorable ways to communicate warnings, this research aims to improve warning clarity and public safety during extreme weather events. It demonstrates the practical value of psychological research in improving communication strategies with far-reaching public safety implications.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1532

"HERE THEY WERE VALUED MEMBERS OF THE COMMUNITY": SCHOOL-BASED INTERGENERATIONAL ARTS INITIATIVE WITH CHILDREN, OLDER ADULTS, AND FACILITATORS

Ho T.C.T.*, Clifford A., O'reilly S., Byrne S., Ní Bhriain O., Jay S.

University of Limerick ~ Limerick ~ Ireland

Introduction: Populations worldwide are ageing due to declining fertility rates and increasing life expectancy. Despite living longer, many older adults experience loneliness, isolation, and ageism. Traditionally, intergenerational relationships have helped older adults remain socially connected; however, urbanisation and migration have reduced opportunities for such interactions. Planned intergenerational programmes are increasingly recognised as a way to promote holistic health and community resilience by fostering connections between age groups.

Purpose: This study explores how a school-based intergenerational arts project can strengthen relationships across generations while promoting community well-being and place-based learning.

Method: Focus groups and semi-structured interviews were conducted with children, older adults, and facilitators involved in the intergenerational arts project. Transcripts were coded and analysed using Braun and Clarke's reflexive thematic analysis to identify key themes in participants' and facilitators' experiences.

Results: Findings highlight the role of intergenerational arts programmes in fostering supportive relationships across generations and social groups, while encouraging nature- and place-based learning and enhancing individuals' connections with their community and environment. The study suggests that such programmes can effectively promote social relationships, mental health, and knowledge exchange across age groups.

Conclusions: Insights from this research may guide policymakers, educators, and community stakeholders in developing inclusive, creative programmes that reduce isolation while fostering intergenerational understanding and well-being.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 2321

CARING FOR THE WHOLE FAMILY: BIOLOGICAL CHILDREN'S EXPERIENCES IN FOSTER, ADOPTIVE, AND KINSHIP FAMILIES ACROSS SIX NATIONS

Wilke N.*[1], Harms A.[2], Lindsey N.[3], Howard A.[2]

[1]CAFO Center on Applied Research for Vulnerable Children and Families ~ Arequipa ~ Peru, [2]Samford University ~ Birmingham ~ United States of America, [3]Liberty University College of Osteopathic Medicine ~ Lynchburg ~ United States of America

Introduction: Biological children in foster, adoptive, and kinship families are a vital yet often overlooked part of the caregiving system. Although research has examined outcomes for foster, adoptive, and kinship children, the perspectives of their biological siblings sharing the family environment remain largely unexplored. Understanding these experiences is essential for promoting the well-being of the entire family. Locally and culturally informed solutions are valuable, as family experiences and expectations vary across contexts.

Purpose: This study aimed to describe the demographics of biological children raised in families providing alternative care for non-biological children and explore their reflections on the most positive and challenging aspects of their experiences. A secondary goal was to examine both shared patterns and culturally specific differences across six nations.

Method: A mixed-methods online survey was completed by 383 adults aged 18–60 (M = 29.32, SD = 9.73) from India, Kenya, Mexico, South Africa, Spain, and USA who had foster, adoptive, or kinship siblings. Participants responded to demographic items and two open-ended prompts regarding positive and challenging experiences. Descriptive statistics summarized participant characteristics, while thematic analysis identified common patterns in qualitative responses.

Results: Six key themes characterized positive experiences: personal growth, family identity, special sibling relationships, memorable shared experiences, faith and spiritual development, and complex emotions. Six themes captured challenges: loss of parental attention, emotional strain, parentification, household chaos and trauma exposure, social and external difficulties, and insufficient family preparation. Cultural variations emerged in the prominence of themes such as faith, relational expectations, and exposure to external challenges.

Conclusions: Biological children in caregiving families experience both meaningful benefits and unique challenges that differ from their siblings in care. Findings highlight the importance of culturally informed, systemic, and family-centered support strategies. Policies and training programs should consider the needs of biological children to enhance family resilience and ensure smoother transitions in alternative care.

03 - Division 3: Psychology and Societal Development

INTEGRATING PSYCHOLOGICAL INQUIRY INTO ELSI: INSIGHTS FROM RINCA AND BEYOND

Thursday 23 July 2026 from 08:00 to 09:30

(D-Spadolini)

Kaori Karasawa (The University of Tokyo ~ Tokyo ~ Japan), Chair and Presenter
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant

The rapid advancement of emerging science and technology has the potential to enrich human life, enhance individual and collective well-being, and contribute meaningfully to the resolution of complex societal challenges. However, such progress also poses significant risks to fundamental human values—such as autonomy and fairness—and, in extreme cases, may threaten human survival itself, potentially leading to irreversible consequences in the course of human history. In light of these dual aspects of technological development, there is a growing need for interdisciplinary approaches aimed at identifying both current and foreseeable ethical, legal, and social issues (ELSI) associated with science and technology. These approaches must also explore viable responses and future pathways to ensure responsible innovation. Reflecting this global concern, many countries have formulated and implemented science and technology policies under the guiding principles of ELSI and Responsible Research and Innovation (RRI), with the goal of fostering industrial creation and societal transformation through science and technology. This symposium presents the outcomes of one such initiative in Japan: the RInCA Program (Responsible Innovation with Conscience and Agility), a comprehensive and practice-oriented research and development effort addressing ELSI, promoted by Research Institute of Science and Technology for Society (RISTEX), Japan Science and Technology Agency (JST). In addition to showcasing the achievements of this program, the symposium will facilitate discussions on the societal implications and challenges posed by cutting-edge psychological research, including developments in neuroscience. Through these discussions, we aim to deepen our understanding of the role and responsibility of psychology as a specialized discipline in guiding better decision-making in the research, development, and implementation of science and technology. By integrating ELSI considerations and fostering collaboration among diverse stakeholders, we seek to contribute to the realization of responsible innovation that aligns with societal values and aspirations.

Abstract 3832

HOW TO MAKE RESPONSIBLE HUMAN PSYCHOLOGY RESEARCH WITH ADVANCED NEUROTECHNOLOGY ?

Shirakawa N.*

Nobuyuki Shirakawa ~ Niigata University ~ Japan

Neurotechnology has the potential to provide high-performance products and services, with its miniaturization and minimally invasiveness of devices, coupled with the development of artificial intelligence (AI) for processing, analyzing, and generating commands based on neural activity. One company predicts that the market size will reach approximately $52.9 billion by 2034. However, this technology, which enables the extraction, measurement and visualization of information on individual emotions and cognition from neural activity, has the potential to bring a paradigm shift in the field of applied psychology. Indeed, ethical concerns must be addressed, including the research participant protection in experiment using neurotechnology, ownership and privacy protection of information derived from neural activity, the potential physical and mental effects of long-term use, the prevention of dual use, misuse and malicious use of neurotechnology, and the possibility of unauthorized use in education, labor, and judicial settings without the individual's free consent. These concerns require the implementation of Responsible Research and Innovation (RRI) taking into account risk management. Based on such rationale, the research project “ELSCI and Governance as the Measures for the Era of Neurotechnology Native” funded by RInCA Program has conducted investigations by analyzing the ELSCI (ethical, legal, social, and cultural issues) of application of neurotechnologies and their impact on human cognition, behavior, and society, to support the development of domestic and international rules for the appropriate use and dissemination of neurotechnology with artificial intelligence (AI), as well as the establishment and operation of governance systems. In this presentation, the author will provide an overview of domestic and international efforts to establish rules and governance systems for human research using neurotechnology, and discuss the challenges and solutions to be considered, particularly at the R&D stage, and how these should be compatible with the sound development of psychological research including neuroscientific procedures.

Abstract 3829

STRATEGIC INTEGRATION OF ELSI IN JAPANESE SCIENCE AND TECHNOLOGY POLICY: THE ROLE OF THE RINCA PROGRAM.

Karasawa K.*

The University of Tokyo ~ Tokyo ~ Japan

In Japan, ethical, legal, and social issues (ELSI) have become increasingly central to national science and technology policy. The Science, Technology and Innovation Basic Plan now explicitly incorporates societal perspectives, reflecting a shift toward more inclusive and reflexive governance. Key institutions such as the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Japan Science and Technology Agency (JST) have developed initiatives to embed ELSI into research and innovation processes. A notable example is JST/RISTEX's "Responsible Innovation with Conscience and Agility" (RInCA) program, launched in 2020. RInCA is designed to support interdisciplinary research that not only integrates ethical analysis, legal frameworks, and stakeholder engagement from the outset, but also proactively identifies ELSI associated with emerging technologies. The program emphasizes liaison with research and development sites, ensuring that ELSI considerations are grounded in the realities of scientific practice and technological innovation. Through anticipatory and collaborative approaches, RInCA contributes to the advancement of Responsible Research and Innovation (RRI) in Japan. This presentation introduces the conceptual foundations and institutional design of the RInCA program, focusing on its mechanisms for promoting socially responsive research. By examining how RInCA facilitates knowledge co-production and reflexive practices, we aim to provide a basis for understanding the evolving role of ELSI and RRI in Japanese science policy. The discussion will also serve as a prelude to subsequent presentations on empirical findings and future directions for embedding ELSI into scientific practice, particularly in fields where technological innovation intersects with human behavior, cognition, and social systems.

Abstract 3830

CONTRIBUTION OF PSYCHOLOGY TO ASSOCIATION BETWEEN EMERGING TECHNOLOGIES AND SOCIETY: CASES OF CELLULAR AGRICULTURE TECHNOLOGY AND VIRAL INFECTIOUS DISEASE RESEARCH

Hibino A.*

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This presentation introduces research projects involving ELSI and RRI in the fields of cellular agriculture technology and viral infections research, which have recently attracted attention. New knowledge and technologies often cause controversy due to their unfamiliar nature in existing social systems. Because psychology employs empirical analysis, it has great potential to strike a balance between being close to the development of technology and reflecting and reconsidering its ideal way. The author has led an interdisciplinary research to examine the social impact of cell agriculture technology in collaboration with experts in political science, anthropology, and biology in RInCA. Cellular agriculture technology, represented by 'cultivated meat,' is expected to lead to a new food production system that does not involve the death of animals. We first identified the factors behind the public acceptance of cultivated meat in the Japanese context, including the relational view on nature and concerns about the food crisis. Second, we proposed the whole-part framework for meat from considerations of various social spheres. We investigate the meaning of meat in cultural constructions, wherein the relationship between the whole body and meat as a part of it is important. This insight can speculatively update some of the ELSI of cell agriculture. The project critically reviews the excessive market view of 'cultivated meat' as a mere commodity and calls attention to the broader problems that our society faces. The author is currently involved in a project examining the case of institutionalization of viral infections research, where public distrust of science can cause serious social confusion. Psychology is expected to shed light on communication gaps regarding viral infection research and provide clues for dialogue among stakeholders. Psychology can contribute to balancing the sensitive ELSI/RRI practices, but should be careful not to endorse the idea of merely enlightening the public.

Abstract 3831

COLLECTIVE ACTIVE INFERENCE AND LAW: LESSENS FROM "CO-HABITANT ROBOTS" FOR THE FUTURE LEGAL FRAMEWORK OF HUMAN-AI/ROBOTS INTERACTION

Inatani T.*

Kyoto University ~ Kyoto ~ Japan

The growing development of AI and robotics means that people are increasingly interacting with AI and robots on a daily basis. If we understand human cognitive processes as collective active inference, then daily interaction with AI and robots implies their entry as partners into this process. This means that daily interactions with AI and robots will inevitably influence the construction of people's internal models of themselves and the world.
Much remains unknown about the effects of human-AI/robots interaction on human cognition and behavior. However, interpreting the results of experiments on the impact of daily interaction with companion robots on human cognition and behavior, based on collective active inference as a theoretical foundation, reveals that a kind of "friction" in the interaction with AI/robots is actually beneficial for enhancing human well-being in various ways. Conversely, AI/robots' affirmation of a user's internal model, while seemingly respecting human autonomy, could instead lead people into self-destructive recursive feedback loops. This suggests that, when evaluating human-AI/robot interaction, it may be highly valuable to refer to concepts like relational autonomy or Foucault's theory of power relationships as a normative basis, rather than simple individual autonomy. It also suggests that incorporating a kind of "friction" might be required as a legal regulation in the design of interactive AI and robots. However, because much remains unknown about human-AI/robots interaction, it is premature to draw firm conclusions at this stage. Furthermore, even if "friction" is necessary, methods for introducing it in a way that is consistent with legal norms such as freedom of expression, particularly in the context of generative AI usage, require further consideration. That said, what can be stated with certainty is that we need more psychological research into the impact of human-AI/robot interaction on human cognition and behavior.

Abstract 3833

DESIGNING FOR A SUPER-AGED SOCIETY: INTERGENERATIONAL CO-CREATION AND RESPONSIBLE INNOVATION IN TAIWAN

Yang C.*, Lu C.

National Chang Kung University ~ Tainan ~ Taiwan

Taiwan is undergoing a convergent transition shaped by demographic headwinds and rapid technological change. Population ageing and low fertility, coupled with lifestyle shifts driven by digitalization, have made it harder for older adults to sustain social participation and maintain balanced daily lives. Anchored in a University Social Responsibility (USR) project, this project advances practice in Tainan through community symbiosis and intergenerational co-creation. We establish “micro-community” mechanisms that foster health autonomy and implement mindfulness-based strategies to strengthen emotion regulation and resilience. In doing so, we examine how intergenerational learning and collaborative making can strengthen social ties while addressing policy and institutional challenges, including pathways for senior re-employment. To gauge impact, we design and deploy well-being indicator tools combined with digital health technologies—i.e., the Happy Age app—enabling both continuous assessment and community interventions. By integrating applied psychology, community design, and public-health perspectives, the project seeks to enhance psychological resilience, social inclusion, and digital engagement among older adults.

Our findings aim to articulate an inclusive model of social development that reconciles community cohesion with digital transformation. This approach demonstrates the social value of promoting older adults’ physical and mental well-being, autonomy, and participation as Taiwan enters a super-aged era, and shows how technological progress can align with ELSI.

03 - Division 3: Psychology and Societal Development

Trauma and Resilience 1

Thursday 23 July 2026 from 09:30 to 11:30

(D-Spadolini)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2612

FROM MARGINS TO METROS: A QUALITATIVE INQUIRY ON MIGRATION AND IDENTITY AMONG TRIBAL WOMEN IN INDIA

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Tribal labour migration in India is marked with two distinct features – the highest proportion of migrant households among Scheduled Tribes and significant workforce participation by women (National Sample Survey Office, 2005). Around 55% of the tribal population migrates from tribal areas due to livelihood crisis and the pursuit of better employment opportunities (Mohapatra, 2019; Planning Commission, 2005). Existing research predominantly focuses on collective dimensions, with limited attention to individual experiences – particularly of women.

Anthropologists & Indian policy makers have profiled migrant tribals across demographic parameters such as gender, socio-economic status, migration factors and, nature of livelihood. Psychological researches have focussed on negative variables like stress, cultural bereavement, alienation and clinical conditions. Berry's seminal work on acculturation, intergroup contact, and maintenance of cultural identity has been widely applied. However, studies on migrant tribal women have been documented in a limited way – especially on identity and impact on social structures. Migration of women to urban areas has been viewed as an escape from the 'status trap' (Srinivas, 1977).

This study attempts to understand the experiences of migrant tribal women and the impact of economic migration on identity. Using Focus Group Discussions, it explores the impact of migration on identity – i.e. collective self and personal identity. The study aims to understand and explore the relevant areas of impact on identity at 3 levels– cultural self, relational self, and individual self- using Social Identity Theory. The sample comprises of women migrants from the tribes of Jharkhand who have voluntarily migrated to metro cities for economic reasons. The ongoing research also intends to explore the nature of migration, challenges, and adaptive strategies. The paper aims to contribute insights on tribal migration and inform policy frameworks by addressing the needs of the marginalised migrant communities.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 4553

VIDEO AS A PSYCHOLOGICAL WEAPON: WHY AUDIOVISUAL CONTENT IS THE MOST TRAUMATIC

Diatel N.*[1], Naydonova L.[2], Hryhorovska L.[2], Hubeladze I.[2], Umerenkova N.[2], Pochwatko G.[3], Naydonov M.[4]

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Introduction
During the ongoing war launched by Russia against Ukraine, media exposure has become a daily reality for many Europeans, including vulnerable groups. Across crisis contexts, related audiovisual content is gaining attention, spreading rapidly and being presented extensively to the audience.
Purpose
This study aims to bring attention to audiovisual war materials (video combined with sound) as especially trauma-inducing, and to outline implications for trauma-informed journalism and digital platform design aimed at reducing preventable harm.
Method
The study was based on a qualitative analysis of focus-group data (N=60) collected from vulnerable population groups (e.g adolescents, displaced persons, etc). Discussions explored participants' patterns of war-related media exposure, perceived distress triggers, and self-regulation strategies.
Results
Audiovisual stimuli produce stronger emotional and physiological activation than text because they increase perceived immediacy and realism ("presence"), intensifying fear, grief, anger, and helplessness. Auditory cues (e.g., screams, explosions, panicked speech) add a direct alarm component that heightens arousal and impairs recovery.
A core mechanism is immersive identification: viewers mentally simulate scenarios, imagine themselves or loved ones in danger, and experience intrusive imagery, including distressing dreams and recurrent mental replay. Another mechanism is contrast intensification: "before/after" depictions of destroyed familiar places amplify loss-related reactions and moral outrage. Finally, unpredictability functions as a trigger - sudden exposure to graphic footage undermines perceived control, disrupts sleep, and increases vulnerability to re-experiencing symptoms.
Conclusions
Audiovisual war content can act as a high-potency psychological stressor through multisensory amplification, presence effects, identification, and unpredictability. These mechanisms justify trauma-informed media standards in Europe - clear warnings, reduced autoplay, default blurring of graphic footage, and protective settings for youth and high-risk audiences to safeguard well-being while preserving access to essential information.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2487

FROM EMOTIONAL REACTIVITY TO SELF-REGULATION: A MIXED-METHOD STUDY OF PARENTS' GROWTH THROUGH THE SHAHKELID PLUS MODEL

Ghane Ezabadi Z.*

Child Psychology Center, Shahkelid Plus Program ~ Tehran ~ Iran, Islamic Republic of

Background and Aim:
Parenting in emotionally demanding contexts often triggers reactivity rather than reflection. The Shahkelid Plus program was developed in Iran to strengthen parents' emotional awareness, empathy, and mindful self-regulation. Alongside structured parenting education, each parent was accompanied by a professional psychologist who personalized the process, provided reflective feedback, and tailored the content to the parent's real-life challenges. Implementation booklets and home-based exercises helped parents apply learned skills in daily life. This study aimed to evaluate both quantitative and qualitative outcomes of parents' growth throughout the process.

Method:
Data were drawn from reports of 30 mothers of children aged 1.5–9 years (mean = 3.8) who completed the full Shahkelid Plus program and were accompanied by their assigned psychologist for an average of 5.6 months. Using a mixed-method design, seven interrelated indicators of emotional and behavioral growth were analyzed—most prominently emotional awareness, self-regulation, and empathy. Quantitative ratings before and after the intervention were integrated with qualitative thematic analysis of reflective narratives written by psychologists. Inter-rater reliability was confirmed by cross-checking 11 randomly selected cases by independent reviewers.

Results:
Quantitative findings showed consistent improvement across domains: emotional awareness increased from 2.3 to 4.1, self-regulation from 1.9 to 3.8, and empathy from 1.7 to 3.9. Child irritability decreased notably. Qualitative analysis revealed four recurring patterns of change: (1) increased emotional awareness and mindful pause before reaction, (2) greater empathy and acceptance of children's differences, (3) calmer family atmosphere and warmer communication, and (4) recognition of fatigue, time pressure, and extended-family interference as barriers. Continuous practice, reflective dialogue with the psychologist, and father–child quality time were reported as key facilitators.

Conclusion:
The Shahkelid Plus model effectively enhances parents' emotional regulation and awareness through personalized, psychologist-guided practice. The findings highlight the value of culturally grounded, emotion-focused parenting interventions in fostering long-term self-regulation and relational growth among caregivers.

Division 3: Psychology and Societal Development Division 11: Political Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 4536

TRAUMA INTENSITY AS A PREDICTOR OF SOCIAL ISOLATION: A MIXED-METHODS STUDY ON THE SOCIAL CAPITAL OF UKRAINIAN REFUGEES

Polityka I.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

The global refugee crisis involves challenges in adaptation and social integration. While pre- and post-migration factors are significant, the specific mechanisms linking trauma to integration outcomes among Ukrainian refugees remain insufficiently explored, particularly the relationship between trauma intensity, psychological resources, and social restoration.

This study explores the complex relationships between trauma intensity and social isolation as a non-constructive integration strategy. Adopting the ICD-11 conceptualization of trauma, the research examines how trauma obstructs social capital reformation. Based on the Social Capital theory, Conservation of Resources (COR) theory and the ADAPT framework, the study aims to develop a psychoeducational module of a program for socially disintegrated people.

The qualitative phase involves content analysis of semi-structured interviews to analyze lived experiences, focusing on digital fixation and family separation. The quantitative phase utilizes Structural Equation Modeling (SEM), conducted within the R statistical environment, to empirically assess the hypothesized model.

The SEM assessment is expected to validate trauma intensity as a latent predictor of social integration erosion. Findings are anticipated to show that higher rates of trauma lead to defensive resource conservation, which is manifested in reduction of social integration and the dominance of a social isolation strategy. Qualitative data is expected to reveal a negative feedback loop, where "mental absence" and digital avoidance further impede psychosocial recovery.

Validating this model shifts integration efforts toward trauma-informed care. By proving that depletion of psychological resources, rather than lack of opportunity, lead to social isolation, this study provides a framework for the proposed psychoeducational program. These evidence-based tools will empower volunteers to identify avoidant behaviors, prioritize restoring internal resources, and facilitate successful social reintegration within the Ukrainian refugee community.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality

Abstract 2234

BODY LANGUAGE IN ANCIENT EGYPTIAN BEREAVEMENT SCENES: A PSYCHOLOGICAL AND ANTHROPOLOGICAL APPROACH

Santini V.*

CAMNES; University of Birmingham ~ Florence (Italy); Birmingham (UK) ~ Italy

The way in which mourners and grieving people were represented during the New Kingdom (approximately 1550–1080 BCE) seems to share significant similarities with actual human reactions to loss and death, as described and investigated by Psychology and Anthropology. In ancient Egypt, both individual grief and public mourning played a fundamental role in the healing process, but, while many images pertaining to communal expressions of sorrow were extensively represented in tomb wall decorations, we unfortunately almost entirely lack scenes that specifically showed personal responses to a loved one's passing – de facto preventing a complete understanding of ancient Egyptian bereavement. However, would it be viable to apply psychological insights to public mourning iconography to detect any indication of how ancient Egyptians personally reacted following a loss? Muscle contractions, scenes of hugging and (soothing?) physical interaction, and symbolic habits with potential anthropological reasons at their origins are the primary indicators for this research project, which seeks to pinpoint the psychological drives that may have influenced the iconography in ancient Egyptian bereavement scenes.

Division 3: Psychology and Societal Development

Abstract 4775

THE FELLOWSHIP: THERE AND BACK AGAIN IN THE JOURNEY OF NEURODIVERGENT THERAPY AND WELL-BEING

Hernández--Mancilla N.*, Dicaccavo A.

University of the West of England Bristol ~ Bristol ~ United Kingdom

Introduction:
Neurodivergent individuals, including people with neurodevelopmental conditions such as autism, attention-deficit hyperactivity disorder, dyspraxia, dyslexia, or Tourette syndrome, frequently experience co-occurring mental health challenges (CMHCs) and report reduced quality of life (QoL). While psychological support can be beneficial, limited research has examined the therapeutic relationship when working with neurodivergent individuals or explored how integrating their strengths and passions (focused interests) may enhance engagement in therapy and contribute to improved QoL.

Purpose:
This study explored associations between engagement in passions and QoL, alongside neurodivergent individuals' perspectives on what supports the therapeutic relationship and their overall therapy experience. The research aimed to inform neuroaffirmative, relational, adaptable and applicable therapeutic practices.

Method:
The study was co-produced with collaborators with lived experience. A convergent parallel mixed-methods design was employed. Data were collected through online surveys incorporating the Recovering Quality of Life scale (ReQoL-10) and co-produced qualitative questionnaires exploring adjustments to support therapy and the therapeutic relationship. Participants (N = 182; 103 neurodivergent, 79 non-neurodivergent; aged 18–60 years) had current or past experience of therapy. Quantitative and qualitative strands were analysed separately and integrated to produce meta-inferences.

Results:
Greater engagement in passions was positively associated with QoL in both groups, although not at a statistically significant level. Qualitative findings elucidated this association and highlighted: (1) the value of flexibility and inclusion of passions or focused interests in therapy, (2) the importance of a non-judgemental stance grounded in clinician knowledge and acceptance of neurodivergence, and (3) empathic reciprocity and mutual understanding grounded in relatability and shared interests.

Conclusions:
Findings suggest that meaningful engagement with passions and neuroaffirmative relational practices may support and strengthen therapeutic relationships and contribute to enhance QoL and overall well-being among neurodivergent adults with CMHC. Co-produced training, support and adaptations may further improve therapy accessibility and effectiveness

Division 3: Psychology and Societal Development Division 7: Applied Gerontology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 4552

"WE ARE MORE OF SIBLINGS NOW": CONFLICT RESOLUTION STRATEGIES AMONG OLDER COUPLES IN LONG TERM MARRIAGES

Mutambara J.*

Midlands State University ~ Gweru ~ Zimbabwe

Effective conflict resolution has been consistently identified as a critical factor in sustaining long-term marital relationships. While much of the existing literature focuses on younger and midlife couples, older adults possess a wealth of relational wisdom that remains underexplored, particularly in relation to how they navigate and cope with marital conflict. This study aimed to explore the conflict-coping strategies used by older adult couples. A qualitative research design was employed, using in-depth interviews with twenty three couples aged 60 years and above, all of whom were in their first marriage. Data were analysed thematically to identify recurring strategies and meanings associated with conflict management. Findings revealed four overarching themes: (1) emotional safety and connection, (2) commitment and prioritisation of the relationship, (3) adaptive conflict management strategies, and (4) compassionate acceptance. The study concludes that conflict management in later-life marriages is less focused on problem-solving alone and more on preserving emotional security, shared identity, and relational continuity. The findings highlight the importance of drawing on older adults' lived experiences to inform relationship education and counselling interventions. Implications of the study include the development of counselling models informed by the living experiences of older adult couples.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2374

TANDEM PHYSICAL EDUCATION TO ENHANCE INTRINSIC MOTIVATION AND COGNITIVE FUNCTIONS IN YOUNGER SCHOOL-AGE CHILDREN: A STUDY PROTOCOL

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Introduction:
Sustained engagement in physical activity (PA) during childhood is essential for physical, emotional, and cognitive development. Yet, many children fail to meet WHO PA recommendations, and their intrinsic motivation to be active often declines with age. Tandem physical education (PE)—where a PE teacher and a sports coach co-teach—may provide a richer motivational and affective environment. Grounded in the Affective–Reflective Theory (ART), this approach promotes positive affective experiences that strengthen intrinsic motivation and thus support cognitive functioning.

Purpose:
This study introduces the protocol of a three-year school-based intervention examining how ART-informed tandem PE may increase intrinsic motivation toward PA and enhance cognitive functions (CF) in younger school-age children.

Method:
A quasi-experimental, cluster-based design will be implemented in Czech primary schools. Third-grade classes will be allocated to a control group (standard PE), a semi-intervention group (tandem PE twice per week), or a full-intervention group (tandem PE five times per week). Lessons are designed according to ART principles emphasizing enjoyment and perceived competence. Cognitive functions will be assessed using Woodcock–Johnson IV subtests (working memory, inhibition, cognitive flexibility). Affective and motivational responses will be assessed using the AFFEXX Questionnaire, which captures implicit and reflective components of affective evaluation during physical activity. PA levels and motor competence will be monitored via accelerometry, CAMSA, beep test, and parent reports. Baseline assessment is complete; the first post-testing phase will conclude in June 2026.

Expected Results:
It is hypothesized that children in tandem PE groups will show greater improvements in CF and intrinsic motivation than controls. The study will also test whether changes in motivation mediate the link between intervention intensity and CF development.

Conclusions:
This protocol highlights a novel, ecologically valid approach integrating ART-based motivation and tandem pedagogy to foster cognitive and affective benefits in younger school-age children. The findings will inform sustainable strategies for PA promotion and educational practice.

03 - Division 3: Psychology and Societal Development

Poster Session 1 - Division 3

Thursday 23 July 2026 from 09:50 to 11:20

(X- Poster 1)

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 612

PSYCHOLOGICAL MECHANISMS BEHIND ADULT CYBER DEVIANCE: THE ROLE OF DARK TETRAD TRAITS AND ONLINE DISINHIBITION

Cheng C.*, Liu Y.

National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan

1. Introduction
The Internet has become indispensable in modern society, with rapidly evolving technologies and diverse social media functions. However, this environment also creates greater opportunities for online misconduct, such as trolling, identity theft, and cyberbullying. Dark Tetrad traits (Machiavellianism, psychopathy, narcissism, and sadism) are key predictors of deviant behavior, yet their influence on cyber deviance through online disinhibition remains unclear. Although Cyber-Routine Activity Theory has emphasized victims, a fuller understanding requires attention to perpetrators' psychological mechanisms, particularly the mediating role of online disinhibition.

2. Purpose
This study aimed to examine a mediation model in which online disinhibition explains the relationships between the Dark Tetrad traits and adults' cyber deviance, thereby providing a more comprehensive understanding of online deviant behavior in the digital age.

3. Method
A total of 454 Taiwanese adults (58% female; M = 26.98, SD = 8.27), all of whom reported daily Internet use, completed questionnaires measuring Dark Tetrad, online disinhibition, and cyber deviance. Path analysis with 5,000 bootstrapped samples was used to test mediation effects.

4. Results
Direct effects of the Dark Tetrad traits on cyber deviance were not significant. However, online disinhibition mediated the effects of psychopathy (β = .04, 95% CI [.01, .07], p = .03), narcissism (β = –.04, 95% CI [–.07, –.01], p = .01), and sadism (β = .03, 95% CI [.01, .04], p = .01) on cyber deviance. No mediating effect was found for Machiavellianism. The model accounted for 10% of the variance in online disinhibition and 6% in cyber deviance.

5. Conclusion
Findings indicate that psychopathy and sadism increase online disinhibition, thereby fostering more cyber deviance, while narcissism reduces disinhibition and decreases deviance. These results highlight the need for policies and educational interventions to address misperceptions that cyberspace is free from accountability. Strengthening awareness of digital traceability technologies may help reduce deviant online behaviors.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 751

COMMITMENT, FIDELITY, AND INTIMACY TYPOLOGIES AND MARITAL QUALITY: A DYADIC STUDY OF TAIWANESE COUPLES

Jou Y.*

Institute of Ethnology, Academia Sinica ~ Taipei ~ Taiwan

Grounded in the socio-cultural context of Chinese society, this study investigates commitment, fidelity, and intimacy as three fundamental elements in sustaining marriage, and explores their associations with marital quality from a dyadic perspective. Data were drawn from 402 married couples in the Greater Taipei area. Measures included marital commitment (22 items), fidelity beliefs (5 items), intimacy (20 items), marital quality (14 items), and demographic controls. Analytical strategies comprised factor analysis, latent profile analysis, and hierarchical linear modeling (HLM).

The findings are as follows. First, marital commitment was decomposed into five factors: commitment to spouse, commitment to marriage, marital constraint, child-related ties, and transcendent reverence. Second, based on these factors, couples' commitment profiles were categorized into four types: indifferent-neglectful (12.5%), transcendent-constraint (26.9%), spouse-focused (30.0%), and reverent-commitment (30.6%). Third, husbands reported significantly higher levels of commitment across the five factors, greater intimacy, and better marital quality than wives, while fidelity beliefs showed no gender differences. Fourth, results from hierarchical linear models indicated that, compared with reverent-commitment couples, indifferent-neglectful couples reported significantly lower fulfillment, whereas spouse-focused couples reported significantly lower regret. Moreover, stronger fidelity beliefs and greater intimacy were both positively associated with higher marital quality. The link between commitment type and fulfillment was moderated by fidelity beliefs, with indifferent-neglectful couples low in fidelity beliefs reporting the lowest fulfillment. Likewise, the association between commitment type and regret was moderated by intimacy, such that spouse-focused couples with high intimacy reported the lowest regret.

These findings underscore the distinctive significance and functions of commitment, fidelity, and intimacy in shaping marital quality among couples.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 891

FROM CELEBRITIES TO GLOBAL BELONGING: LINKING FAN CULTURE, IDENTITY, AND WELL-BEING IN TURKEY

Tasyürek--Demirel S.[1], Koçyigit H.*[2], Çetin R.F.[3], Ari E.[1]

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In recent years, the global spread of social media has intensified cultural interconnectedness, contributing to the increase of fan culture and the growing salience of global identity among young people. Despite these developments, relatively little is known about how such orientations relate to one another or to broader aspects of self-concept and well-being. The present study examined the associations among celebrity attitude, life satisfaction, self-esteem, religiosity, and global identity in a sample of 312 young adults from Turkey. Participants ranged in age from 18 to 31 years (M = 23.0, SD = 3.47). Using validated self-report measures, we assessed correlations across the five constructs. Celebrity attitude was associated with life satisfaction ($r = .16$, $p = .02$), but was not related to self-esteem, religiosity, or global identity. Life satisfaction correlated positively with religiosity ($r = .31$, $p < .001$) and global identity ($r = .21$, $p < .001$), and negatively with self-esteem ($r = –.25$, $p < .001$). Self-esteem was positively correlated with global identity ($r = .27$, $p < .001$) and weakly with religiosity ($r = .11$, $p = .05$). The strongest association showed between religiosity and global identity ($r = .37$, $p < .001$). Taken together, these findings point to the interplay between identity, belief systems, and subjective well-being in Turkish youth, suggesting that globalizing cultural influences and personal orientations toward religion and self-concept shape young people's psychosocial adjustment.

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 9: Industry, innovation and infrastructure SDG 17: Partnership for the goals

Abstract 147

THE ROLE OF CULTURAL SELF-CONSTRUAL IN PREDICTING CONFORMITY ON SOCIAL MEDIA: INSIGHT FROM JAPAN AND THE UK

Kuroboshi K.*, Murakami H., Manalo E.

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Introduction:
People often behave in accordance with others' expectations and social norms, a phenomenon known as conformity. While early studies, such as Asch (1951), suggested that conformity levels were consistent across countries, later meta-analyses have indicated that collectivistic cultures (e.g., East Asia) may exhibit higher conformity than individualistic ones (e.g., Western countries). However, most cross-cultural conformity studies have focused solely on national-level comparisons, neglecting individual-level cultural factors. This study addresses this research gap by examining cultural self-construal, which refers to how individuals view themselves, and explores conformity in SNS contexts to link cultural and social psychology.

Purpose:
This study aims to clarify the relationships between participants' cultural self-construal, their place of residence, and their tendency to conform to others in a social media networking environment. Our hypothesis is that cultural self-construal, rather than place of residence, influence an individual's tendency toward conformity.

Method:
A total of 126 participants (63 Japanese and 63 British, aged 20–35) will complete an online experiment. Participants will be shown 15 controversial news topics (e.g., remote work, autonomous vehicles) as posts on an X (formerly Twitter)-like platform. Each topic will be accompanied by a quote tweet expressing either agreement or disagreement, conformity will be manipulated by high and low social engagement (likes, comments, retweets). Participants will rate their agreement with each topic after viewing. Participants will also complete validated measures of cultural self-construal, critical thinking, SNS usage, and demographic information.

Result:
A multiple regression analysis will be conducted to predict conformity levels based on residence, self-construal, and their interaction. Results will be collected and analyzed by August 2025.

Conclusion:
We predict that cultural self-construal will be a stronger predictor of conformity than country of residence.

Division 3: Psychology and Societal Development SDG 10: Reduced Inequalities

Abstract 820

SOCIAL CATEGORIZATION IN VIRTUAL REALITY: THE ROLE OF ETHNICITY, NUMEROSITY, AND STEREOTYPICALITY

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Virtual Reality (VR) is increasingly used to simulate encounters with avatars representing different social groups, aiming to reduce intergroup prejudice. This approach is informed by the Common Ingroup Identity Model (Gaertner & Dovidio, 2014) and the Dual Identity Model (Gonzales & Brown, 2003), which suggest that avatars must be perceived as outgroup members for recategorization to occur, mimicking real-world intergroup contact. However, the assumption that avatars with outgroup features are automatically categorized as belonging to a different group has not been empirically validated. Understanding how avatars are perceived in VR is crucial for refining applied interventions where avatars elicit meaningful social responses.

In two within-subjects studies, we explored this process using a 2 (ethnicity: Black vs. White) × 2 (numerosity: individual vs. group) × 2 (stereotypicality: neutral vs. culturally marked) factorial design. Participants, all Caucasian, viewed avatars representing the ingroup (White avatars) and the outgroup (Black avatars). In Study 1 (N = 68), participants saw two-dimensional avatar screenshots, while in Study 2 (N = 85), they experienced avatars in immersive VR, enhancing the ecological validity. After each exposure, participants categorized the avatars, and data were analyzed using multinomial logistic regression, with outgroup as the reference category.

Both studies revealed a significant three-way interaction. In Study 1, Black-avatar conditions increased the likelihood of outgroup categorization, with the Black–Group–Stereotypical configuration showing the strongest effect. In Study 2, only the Black–Group–Stereotypical condition significantly increased outgroup categorization.

These findings highlight the importance of visual cues in immersive VR for triggering outgroup perceptions. From an applied perspective, these insights are valuable for designing VR interventions to reduce prejudice, improve social integration, and promote inclusivity, enhancing VR's potential as a tool for social change.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 789

PARENTAL PERCEPTIONS OF CHILD SEXUAL ABUSE PREVENTION: INFORMING INTERVENTION NEEDS FOR SOUTH AFRICAN PARENTS OF YOUNG CHILDREN

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University of Pretoria ~ Pretoria ~ South Africa

Introduction: Child sexual abuse is a crisis in South Africa, with 45% of reported sexual offence cases involving child victims. Parents are in a position to deliver prevention education from an early age, yet they often lack the confidence, knowledge, and resources to do so effectively, particularly during the early childhood period (ages 2-6).
Purpose: This study aimed to explore South African parents' perspectives and experiences of child sexual abuse prevention education to identify the support and intervention requirements to empower them in this role.
Method: A qualitative research design was employed. Semi-structured interviews were conducted with 12 South African parents of children aged 2 to 6 years. Data were analysed using reflexive thematic analysis to identify gaps and intervention needs.
Results: The analysis identified three thematic areas: 1) Awareness gaps: Parental narratives showed a need for interventions that challenge misconceptions, including the exclusive vulnerability of girls the sole threat of adult male perpetrators, and increase awareness of child-on-child abuse; 2) Practical implementation barriers: Parents struggled with age-appropriate communication, and lacked usable resources; 3) The need for collaboration: Parents expressed a desire for collective prevention effort, but emphasised the need for controlled, pre-approved, and accredited school-based programs without conflicting with familial values.
Conclusion: The findings suggest a need for holistic intervention development. These should include targeted parental psychoeducation to address myths, the creation of accessible and practical resources for early childhood, programs specifically designed to engage fathers, and the establishment of trusted, collaborative partnerships between parents and schools. Empowering parents through these tailored interventions is important for enhancing child sexual abuse prevention efforts in South Africa.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 121

UNDERSTANDING HEALTHY RELATIONSHIPS FROM AN ADULT PERSPECTIVE: INSIGHTS FROM THEMATIC ANALYSIS

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A healthy romantic relationship contributes significantly to individual well-being, fostering emotional stability, happiness, and personal development. Understanding the essential components required to build and sustain such relationships is critical, particularly among young adults navigating complex interpersonal dynamics. This study aims to identify these essential components through a qualitative survey featuring open-ended questions. The study collected descriptive data from 207 participants aged 18-40 years adults, which were subsequently analyzed using thematic analysis to uncover recurring patterns and themes in participant responses

The findings highlight that young adults perceive crucial aspects for cultivating healthy romantic relationships: effective communication skills, mental well-being, mutual support, and shared norms and values. First, participants emphasized the importance of communication skills, which encompassed components like establishing communication, communicating effectively, and open communication. Second, mental well-being was identified as a mature thinking, engaging in positive activities, and working toward shared goals were essential. Third, the study underscores the significance of mutual support. Participants described mutual support as involving actions such as helping one another, showing mutual respect, and actively listening. Finally, participants highlighted the importance of norms and values, whether religious or cultural, in maintaining a healthy relationship.

These insights carry important implications for relationship counsellors and pre-marital service providers, as they offer a deeper understanding of young adults' perspectives on healthy romantic relationships. Given the exploratory nature of this preliminary study, further research with a broader sample and diverse methodological approaches is recommended to refine and expand upon these findings. Future studies could explore additional relational dimensions, such as cultural influences and evolving social norms, to enrich the discourse on relationship dynamics.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 2: Zero Hunger SDG 16: Peace, Justice and Strong Istitutions SDG 1: No Poverty

Abstract 1000

DEATH AND MEDICAL ETHICS IN AMAMI ISLANDS

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SAKATA, Maho ~ Wakayama ~ Japan

The Amami Islands, located southwest of Japan's main island, consist of eight main islands, some of which lack hospitals and resident doctors. In cases of sudden illness or venomous snakebites, common in the region, emergency medical care is typically provided via doctor helicopters. However, due to frequent typhoons, air or sea transport is not always possible, making access to medical services uncertain and dependent on weather conditions.

In contrast to Japan's mainland and other developed countries, where death due to lack of medical access is rare, the situation in the Amami Islands presents a stark difference. Interestingly, many residents choose to remain on these remote islands despite the risks. This suggests a unique perspective on life and death—one that accepts death as a natural part of life rather than something to be avoided at all costs.

This study conducted interviews with residents of the Amami Islands to explore their views on life and death. The findings reveal a prevailing attitude: while people wish to live their lives meaningfully, they do not seek aggressive life-prolonging treatments. Many expressed a desire to spend their final days with family and to maintain a lifestyle that reflects their personal values, even when facing serious illness.

In the context of modern medicine, where living wills and DNAR (Do Not Attempt Resuscitation) orders are increasingly respected, the death-related values held by the people of the Amami Islands offer valuable insights. Their perspective encourages a reconsideration of what it means to live—and die—with dignity, particularly in settings where medical resources are limited.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 16: Peace, Justice and Strong Istitutions

Abstract 855

PREFERENCE FOR GENERATIVE AI AS A COMMUNICATION PARTNER

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This study aimed to clarify the characteristics of individuals who prefer generative AI as a communication partner. An online survey was conducted with 98 male and 110 female participants aged 15 to 29 (M = 21.82, SD = 4.89) in Japan. First, we examined the frequency of using generative AI as a communication partner (for casual conversation, venting, or seeking advice, excluding studying or work-related tasks). The results showed that 45.7% of participants had interacted with generative AI as a communication partner in the past six months. For participants who had interacted with generative AI in the past six months, we asked whether they preferred generative AI or humans as a communication partner. Among them, 40 participants (42.1%) selected "Prefer Generative AI" or "Somewhat prefer Generative AI," 21 participants (22.1%) selected "About the same," and 34 participants (35.8%) selected "Somewhat prefer Human" or "Prefer Human." Thus, the proportion of individuals preferring generative AI as a communication partner was not negligible. We then examined whether these preferences were associated with social anxiety tendencies using the Social Interaction Anxiety Scale (SIAS-6; Peters, 2012). Analysis of variance revealed a significant main effect ($F(2,92) = 3.13$, $p = .048$, $\eta^2 = 0.64$), and post-hoc comparisons showed that those who preferred generative AI had significantly higher social anxiety scores than those with equal preference. These results suggest that individuals with higher social anxiety may avoid communication with humans and instead interact with generative AI. Additionally, beliefs about AI (AI having free will, AI's understanding of human minds, and trust in AI) were not related to AI preference, implying that AI preference may arise more from avoidance of human interaction than from positive evaluation of AI.

Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 8: Decent work and economic Growth

Abstract 4765

Occupation-Based (Versus Income-Based) Intragenerational Upward Mobility Reduces Fertility Intentions Among Working Childless Women

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Previous research has examined the influence of perceived intragenerational upward mobility on fertility intentions among working childless women; however, the findings have been inconsistent. Most studies have treated perceived intragenerational upward mobility as a single, undifferentiated construct and have overlooked the potentially distinct effects of income-based versus occupation-based mobility perceptions. To address this gap, we conducted two experimental studies (N = 641). Study 1 examined the effect of occupation-based versus income-based perceived intragenerational upward mobility on women's fertility intentions. Study 2 further investigated the mediating role of fertility efficacy and included a comparison group of men to contextualize the findings for women. Results consistently showed that occupation-based (vs. income-based) perceived intragenerational upward mobility significantly reduced fertility intentions among working childless women. This effect was mediated by reduced fertility efficacy. Moreover, the effect was more pronounced among working childless women than among working childless men. These findings advance theoretical understanding of how distinct forms of perceived intragenerational upward mobility shape fertility decision-making among working childless women and offer practical implications for the design of targeted fertility-support policies.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 11: Sustainable cities and communities

Abstract 2648

INTEGRATION OF ARTIFICIAL-INTELLIGENCE CHATBOTS INTO EVIDENCE-BASED PSYCHOLOGICAL SUPPORT FOR ADDICTIVE DISORDERS

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The global rise of substance-related and behavioral addictions highlights the need for scalable, accessible, and evidence-based psychological interventions. Traditional forms of counseling and rehabilitation often fail to ensure timely support, continuity of care, and sufficient therapist availability. This study aims to analyze and systematize international research on the integration of artificial intelligence chatbots into psychological support for addiction treatment.

Methods: Literature was searched in PubMed, Scopus, Web of Science, and Google Scholar (2017–2025) using predefined keywords; inclusion focused on chatbot interventions for substance-related or behavioral addictions reporting empirical outcomes or validated therapeutic frameworks. Representative models were analyzed: Woebot/W-SUDs, Tess, Chatbot-Assisted Therapy (CAT) for methamphetamine use, Quin for smoking cessation, the simulation-based LLM system ChatThero, and a field-defining systematic review.

The analysis demonstrated that chatbot-based interventions are feasible and acceptable for individuals with substance-use and behavioral addictions. Reported outcomes include reduced craving intensity, improved emotional regulation, and increased engagement in treatment. CAT showed measurable clinical improvement through toxicology data and retention rates, while Quin and ChatThero demonstrated enhanced adaptation to motivational interviewing and relapse-prevention frameworks.

Analysis revealed that AI chatbots demonstrate high feasibility and acceptability among users with various types of addictions. Many studies have noted reduced craving intensity, improved emotional self-regulation, increased engagement in therapy, and enhanced motivation for change. Certain models have demonstrated clinically significant effects, including improved toxicology scores and increased retention in treatment programs.

The findings indicate that AI-mediated conversational systems can effectively complement traditional therapy by providing continuous support and promoting self-management. Further research is needed to verify long-term clinical outcomes, ensure ethical oversight, and adapt interventions to diverse cultural, linguistic contexts.

This research was supported by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. BR24992927, “Integrative Study of Gambling Addiction in Kazakhstan and Multidisciplinary Strategies for Its Minimization).

03 - Division 3: Psychology and Societal Development

Poster Session 2 - Division 3

Thursday 23 July 2026 from 11:25 to 12:55

(X- Poster 1)

Division 3: Psychology and Societal Development Division 4: Environmental Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1052

SHARED ORIGINS, DIVERGENT PATHS: LOCAL COMMUNITY SYSTEMS IN TAIWAN AND JAPAN

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This study examines submunicipal organizations in Taiwan and Japan, both of which can be traced back to ancient Chinese systems of local governance. In Taiwan, villages (li/tsun) have developed into formal units of democratic administration, integrated into the broader framework of local government. In contrast, Japanese neighborhood associations (chōnaikai/jichikai) remain private, voluntary groups without any statutory authority. For much of the twentieth century, this status was unclear, and many citizens assumed that joining their local association was a civic duty. More recently, however, residents have recognized that no such obligation exists, resulting in declining membership across many urban areas.

Participant observation conducted in a Taiwanese village in 2011 revealed marked differences in organizational practices compared to Japanese cases and suggested more systematic and rational approaches to local governance. Building on this initial fieldwork, over the past decade I have conducted extensive investigations in Japan, examining both rural and urban communities. This longitudinal research has allowed a clearer understanding of how Japanese neighborhood associations operate in practice and how historical and cultural factors, especially the centrality of irrigation for rice cultivation, continue to shape governance. In rural areas, farmers' councils allocate water through collective decision-making, with all participants bearing both rights and obligations; this tradition persists today, whereas urban residents, detached from rice-cropping culture, lack comparable duties, complicating local community governance.

Although Taiwan and Japan are culturally very similar, differences in agricultural conditions—particularly the critical role of irrigation in Japan—have led to divergent institutional trajectories. These contrasts illustrate how environmental factors can shape governance practices, even between neighboring Far Eastern societies that share historical roots. Continued collaboration with Taiwanese scholars and residents is necessary to further clarify historical developments and the distinct evolution of local community institutions in the two countries.

Division 3: Psychology and Societal Development Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1153

THE IMPACT OF BELIEF IN FREE WILL ON PRO-SOCIAL THINKING IN RELIGIOUS AND NON-RELIGIOUS PEOPLE

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Free will can be understood as the ability to choose and act independently of external influences and deterministic factors. Christians, compared to atheists, are attributed with a greater belief in free will. Experiment aimed to test the effect of the degree of belief in free will on the willingness to help and the attribution of blame to victims by religious and non-religious people. It was predicted that the effect would be stronger in religious individuals. A total of 204 people were surveyed (M = 20.33 years, SD = 1.58), including 100 religious people (39.70% women) and 104 non-religious people (40.70% women). The study was conducted stationarily using the Psytoolkit platform. Subjects were randomly assigned either to (1) the control group, starting by filling the Free Will and Determinism Scale (FAD-Plus) or one of the two experimental groups, reading before FAD-Plus the text regarding: (2) free will, or (3) determinism. Next, individuals read stories and rate on a seven-point Likert scale how much they would give the protagonist help and how much they would blame the victims. It turned out that religious people had a higher belief in free will than non-religious people ($F(1, 197)=4.52$, $p=.035$, $\eta^2= .022$). Religious people's belief in free will was also more resistant to deterministic belief manipulation (M = 16.27, SD = 3.34) than non-religious people's belief in free will (M = 14.76, SD = 3.85; $t(68)= - 1.74$, $p= .042$). Only in non-religious people, the manipulation of belief in free will made people with a higher score in FAD-Plus compared to those with a lower score more willing to help others ($t(30)= -2.39$, $p = .012$), while being more inclined to blame victims ($t(30)= -2.16$, $p = .019$). It appeared that the manipulation used had a greater effect on non-religious people compared to religious people.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1133

CLUSTERING PROFILES OF CAREER INDECISION: SOCIAL CAPITAL, SOCIAL MEDIA USE, AND WELL-BEING IN JAPANESE UNIVERSITY STUDENTS

Fukuzawa A.*[1], Yazawa M.[1], Sugawara I.[1], Hata K.[2]

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Introduction: Career decision-making is a crucial developmental task during university years, influencing later job performance and satisfaction. However, many Japanese students remain in a state of career indecision. Previous studies argued that social capital—such as support from friends, trust in university staff, face-to-face networks, and appropriate social media use—may facilitate adjustment in university students. This study explores whether those findings can be applied to career decisions, namely how social capital relates to career indecision and job-search self-efficacy among first-year university students.
Methods: 170 undergraduates (43 males, 123 females, 4 other; Mean age = 18.43, SD = 0.98) completed a web-based survey. Measures included a career indecision scale (career indecision, career decision, stability-oriented career value), job-search self-efficacy, well-being (life satisfaction, loneliness), social capital (face-to-face, online), and social skills.
Results: Regression analyses revealed that having more LINE/Instagram friends was positively associated with career decision and job-search self-efficacy, whereas reliance on pre-university friends showed negative associations. Time spent on X (formerly Twitter) was related to career indecision and stability-oriented career value. Cluster analysis identified four profiles: (1) socially active students with high career decision, high stability-oriented career value, and high well-being; (2) socially inactive students with low skills, high indecision, high stability-oriented career value and low support; (3) moderately indecisive students; (4) determined but less socially engaged students. Although profiles (1) and (2) both exhibited high stability-oriented career value, their underlying functions differed: profile (1) reflected flexible career attitudes and higher well-being, whereas profile (2) reflected indecision and lower adjustment.
Discussion: These findings highlight the nuanced role of social networks in shaping career development. They further suggest that stability-oriented students can be classified as “flexible” or “career-indecisive and socially inactive” subgroups. Career guidance should consider individual differences in social capital and online engagement, particularly for students low in social skills.

Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions

Abstract 1150

POLARIZATION, CONGRUENCY, AND METACOGNITION SKILLS IN TRUTHFULNESS JUDGMENTS OF SOCIAL MEDIA POSTS

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University of Latvia ~ Riga ~ Latvia

This study examines how the alignment of content with one's beliefs (congruency) and the quality of that content influence perceived truthfulness of social media posts, and whether metacognitive skills mitigate confirmation bias towards more congruent content. Results were replicated in two samples: a university student sample (N = 96) and a social-network sample (N = 121). Participants rated the truthfulness of simulated social media posts about socially salient domains – migration and women's traditional gender roles. Five posts per topic were designed - four to either align with the participant's stance (congruent) on the topic or contradict it (incongruent), two of those four contained either high-quality, accurate information or low-quality, misleading content, with an additional fifth post mimicking a high-quality, balanced view. We expected that, overall, high-quality content would be deemed more truthful than low-quality content, and that content congruency would bias truth ratings—especially for individuals with stronger attitudes on the topic.

In line with our hypothesis, congruent and balanced posts that were factually accurate and high-quality were rated as more truthful than low-quality content. However, individuals with stronger attitudes toward topics differed more in truthfulness ratings between congruent and incongruent information, reflecting a stronger confirmation bias – particularly for content about women's traditional gender roles. The patterns of effects were similar across the two samples.

When accounting for individual differences in metacognitive skills (measured via a novel metacognitive skills questionnaire for information-processing contexts), the influence of congruency on truth ratings was reduced. Participants scoring higher in metacognitive skills exhibited a smaller confirmation bias in evaluating the truthfulness of content.

These findings highlight that topic-specific attitudes alter how congruent versus incongruent arguments, and their quality, are perceived as truthful, while metacognitive skills can help mitigate this bias, leading to more objective and accurate judgments.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 928

EXPLORING THE CONCEPT OF FLOURISHING IN RELATION TO OPTIMISM, RESILIENCE AND SELF-ESTEEM

Sharma R.*

Ms. ~ Chandiagrh ~ India

Researchers have recently started acknowledging the various positive psychology approaches and inputs that safeguard the individuals against stress and mental problems. Positive mental health and Flourishing are the present day concepts which have contributed widely to the area of well being. The present investigation aimed to study the gender differences and the relationship of Flourishing with optimism, resilience and self-esteem among adolescents. A random sample comprising 50 males and 50 females (N=100) ranging from 15 to 17 years of age was selected from Patiala, India. Participants completed a questionnaire booklet consisting of a demographic form, The Flourishing Scale (Diener et al., 2009), The Brief Resilience Scale (Smith et al., 2008), The Life Orientation Test –Revised (Scheier et al., 1994) and The Rosenberg Self- Esteem Scale (Rosenberg, 1965). Results revealed that males scored significantly higher on Flourishing, Optimism and Self-esteem as compared to females. Scores were found to be non-significant on the correlate of Resilience. Gender differences were found to be significant for Flourishing, optimism and self-esteem only. Various positive psychology interventions can be utilized at school level to enhance flourishing and psychological well being among adolescents. More research needs to be done in order to better understand the relationship between chosen variables among adolescents.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2240

INCLUSION OF MEN IN GENDER BASED VIOLENCE PREVENTION CAMPAIGNS: PERCEPTIONS OF STUDENTS IN A UNIVERSITY IN SOUTH AFRICA

Setwaba M., Maboga V.*, Mashaba K.

HPCSA ~ Department of Health ~ South Africa

Background: South Africa has the highest rate of GBV in the world, rooted in a complex interplay of socio-cultural, economic, and historical factors. Campaigns like #TotalShutdown, 16 Days of No Violence Against Women and Children, #Not in my name are comprehensive initiatives used to address GBV, thus emphasising the urgency for collective action. Such campaigns are core in demanding justice for victims, protecting their rights, and striving for global eradication of GBV. Engaging men in GBV preventative initiatives is critical.
Aim: To explore perceptions of university students on the inclusion of men in GBV prevention campaigns.
Objectives: To determine the perceptions of university students regarding the inclusion of men in GBV prevention campaigns, to determine their understanding of GBV and the importance of GBV prevention campaigns and the role of multi-gender approach (MGA) in the GBV prevention campaigns.
Methodology: Qualitative approach using the Social Learning Theory and Feminist Theory frameworks. Sixteen 3rd year Psychology and Criminology students (10 females/6 males) aged between 22 and 29 years were sampled. Thematic Analysis approach was used to analyse data.
Results: The results indicate that students had adequate understanding of GBV and prevention campaigns which informed their perceptions. They supported the inclusion of men in GBV prevention campaigns and advocated for MGA aimed at increasing awareness, protecting the rights of GBV victims and demanding justice for them. MGA was perceived as core in championing, intensifying the fight against GBV to its extinction. Community-based initiatives in GBV prevention campaigns were also seen as crucial in the eradication of GBV.
Conclusion: There was a quest for transformation in GBV and engagement of men and boys to change their social practices and attitudes towards women and children. GBV prevention initiatives promotes the inclusion of men in GBV prevention campaigns paramount to reducing the pandemic in South Africa.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2384

KOREAN MOTHERS' PARENTINGL ROLE STRESS AND SUBJECTIVE WELL-BEING: FOCUSING ON THE MEDIATING EFFECTS OF SOCIAL SUPPORT AND MARITAL CONFLICT

Sung M.*, Ki P.

Korea National Open University ~ SEOUL ~ Korea, Republic of

Introduction

In Korean society, where academic success is highly valued, mother of middle school students often experience cosiderable parenting role stress due to social expectations emphasizing children's achievement. Middle school second year, when developmental characteristics of adolescence and academic burdens converge, is a period of high parenting role stress and child-rearing burdens, so much so that a new term, 'middle school second year syndrome,' has emerged in Korea. Particularly in a context where traditional gender role perceptions persist, mothers are often seen as solely responsible for their children's achievements, leading to significant parenting role stress during this period.

Purpose

This study examines how parenting role stress among mothers of eighth-grade children affects their subjective well-being, focusing on the mediating roles of social support and marital conflict to identify the underlying mechanisms.

Method

Data were drawn from 1,225 mothers participating in the 15th Korea Child Panel Survey conducted by the Korea Institute for Child and Family Policy. Mediation analysis was performed using Hayes' PROCESS Macro Model 4, and bootstrapping was used to verify the significance of indirect effects. Mother's age, education level, and household income were controlled for.

Results

Mothers' parenting role stress negatively affected subjective well-being ($\beta = -.26$, $p < .001$). Parenting role stress also decreased social support ($\beta = -.15$, $p < .001$) and increased marital conflict ($\beta = .35$, $p < .001$). Social support positively predicted mothers' subjective well-being ($\beta = .06$, $p < .05$), whereas marital conflict negatively predicted it ($\beta = -.34$, $p < .001$).

Conclusions

In Korean society, reducing parenting role stress and marital conflict while strengthening social support networks can improve the subjective well-being of mothers with adolescnet children.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2389

THE ASSOCIATION BETWEEN PARENTAL ACHIEVEMENT PRESSURE AND DEPRESSION AMONG MIDDLE SCHOOL STUDENTS IN SOUTH KOREA

Ki P.*, Sung M.

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Introduction
Achievement pressure from parents influences adolescents' depression. Such parental pressure may be especially salient in affecting adolescents' depression in Korea, where academic competition is highly intense. In explaining the association between parental achievement pressure and depression, we can include family communication and academic stress as mediating variables because they explain the association through relational and emotional processes. Supportive communication can buffer the negative effects of parental pressure, whereas increased academic stress may aggravate depression.
Purpose
This study aimed to examine mediating effects of family communication and academic stress on the association between parental achievement pressure and depression among middle school students in South Korea.
Method
Data were drawn from the 15th wave of the Panel Study on Korean Children, which is a nationally collected dataset in Korea. We analyzed responses from the middle school students (N = 1,208). Descriptive statistics and mediation analyses were conducted using SPSS 22.0 and PROCESS macro model 4.
Results
The results showed that family communication and academic stress significantly mediated the association between parental achievement pressure and depression, although there was no direct effect of parental achievement pressure on depression. Higher levels of achievement pressure lowered the level of family communication ($\beta = -.27$, $p < .001$), which in turn increased depression ($\beta = -.32$, $p < .001$). In addition, higher achievement pressure increased academic stress ($\beta = .38$, $p < .001$), which further worsened depression ($\beta = .35$, $p < .001$).
Conclusion
This study found that parental achievement pressure affects adolescents' depression indirectly through family communication and academic stress. High parental pressure reduced family communication and increased academic stress, which led to depression among Korean adolescents. These findings highlight the importance of fostering positive family communication and reducing excessive academic pressure to promote adolescents' psychological well-being, offering important implications for counseling psychologists.

03 - Division 3: Psychology and Societal Development

GENDER STEREOTYPES AND SEXUAL VIOLENCE IN THE THIRD MILLENNIUM.

Thursday 23 July 2026 from 11:30 to 13:00

(D-Spadolini)

Norma De Piccoli (University of Turin ~ Turin ~ Italy), Chair and Presenter
Maria Vargas Moniz (ISPA, Instituto Universitário APPsyCI –), Discussant

The interest of this symposium arises from the possibility of addressing the topic of gender violence in its various facets. The targets of the investigations presented are adolescents (De Piccoli et al.; Del Buono), minor victims of sexual violence (Gallardo et al.,), professionals (Gallardo), couples (Pecini et al.); various areas are investigated, such as: the different sources and communication styles that have a role in legitimizing stereotypes, attitudes and harassing and violent behaviours, in particular the role of the mass media in consolidating these stereotypes (Del Buono's contribution) and the communication styles with which social violence is narrated and presented (see Crapolicchio et al.); finally, other contributions investigate psychosocial processes that underlie the legitimation of sexual violence: see the contribution by De Piccoli et al., which considers the role of sexism, rape myths belief and the perception of control in intimate relationships, and the contribution by Pecini et al., which focuses on intimate relationships by investigating the relationship between sexual objectification and violence in couple relationships. An important aspect to point out is that the contributions presented here have an applicative aim, either because they provide indications of interventions to be implemented or because, based on implemented interventions, they present the results, showing “evidence-based best practices”. The Symposium therefore constitutes an opportunity for an international exchange on practices and possible interventions that can be implemented on the topic of combating stereotypes and gender violence according to an ecological point of view.

Abstract 4297

CHALLENGING GENDER AND SEXUALITY STEREOTYPES TO PREVENT GENDER BASED VIOLENCE: AN INTERVENTION WITH THE ADOLESCENT POPULATION

De Piccoli N.*, Rollero C., Bosaia L., Berlin E.

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Gender-based violence (GBV) is a public health issue that affects not only victims and perpetrators, but also society as a whole. According to the social-ecological perspective, both individual psychological variables and social dimensions influence and bias perceptions of GBV, but evidence based interventions aimed at preventing GBV are still lacking. The present study reports the evaluation of a participatory training conducted with adolescents. Specifically, the main psychosocial dimensions related to GBV - such as sexist stereotypes, rape myths, the issue of control and power in intimate relationships, and the recognition of different forms of harassment as actual violence - were addressed during the training intervention using participatory methodologies. Participants were about 250 adolescents and were involved in eight training sessions. The research included the administration of a questionnaire before the training (T0, autumn 2024) and a questionnaire at the end of the training (T1, spring 2025). A control group of the same age and attending the same schools as the experimental subjects was also included. The questionnaire investigated the psychosocial dimensions reported above in relation to the perception of GBV.
In terms of the results, significant gender differences are expected at T0 in the experimental group and at T0 and T1 in the control group. In line with the literature, compared to girls, boys are expected to report higher levels of sexism, rape myths endorsement, more favourable attitudes toward control in intimate relationships, and lower levels of ability to recognise GBV. Moreover, it is expected that between T0 and T1 the experimental group will show a decrease in endorsement of sexist stereotypes and rape myths, and an increase in the ability to recognise the more subtle forms of GBV. The intervention should also improve the general well-being of adolescents, as well as the sense of community in the classroom.

Abstract 4298

THE NEED FOR COUNTER-PROGRAMMING TOXIC MASCULINITY ON SOCIAL MEDIA FOR ADOLESCENTS

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Toxic masculinity is the harmful masculinity norms that expect boys and men to be dominant, aggressive, unemotional, and physically strong in order to maintain their status in society. It is well documented that misogynistic content is widely available on social media and has a very strong influence. Gender stereotypes and misogyny on social media is influencing youth by the millions. Since there is a strong link between toxic masculinity and gender-based violence, this is highly problematic. Adolescence is a critical time period when ideas about gender and relationships are being solidified and this age group is learning directly from what they see on social media. Therefore, there is a strong need to counter-program the ubiquitous and harmful gender norms being pushed online in order to help prevent gender-based and sexual violence for the next generation before they begin intimate relationships.

It is important to address the “app-gap” for this age group by merging entertainment and education in the creation of counter-programming content online. Information regarding gender preconceptions, role models, and influences were gathered through surveys and focus groups with adolescents in schools in Naples, Italy. This will be used to inform the video content that would be most successful for this age group. Using advertising and marketing strategies can be an effective way to change deep-rooted cultural beliefs, to influence behavior, and inform adolescents about healthy relationships. With the creation of a video series blueprint and pilot video, the ultimate goal is to create an ongoing video series that can be scaled up for a wider audience in different countries.

Abstract 4299

INTIMATE PARTNER VIOLENCE AND STIGMATIZATION: AN EXPERIMENTAL STUDY ON HELPING INTENTIONS TOWARDS FEMALE SURVIVORS

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Media narratives about intimate partner violence (IPV) against women significantly shape public perceptions and intentions to engage in activism in support of survivors. This series of studies investigated how the communication of IPV events, particularly through depictions of survivors, impacts public support intentions by addressing the roles of emotions, attitudes, and stigma. In the first study (N = 235), portraying survivors as proactive and resilient reduced negative emotions in readers; however, this reduction was paradoxically associated with lower intentions to engage in activism in support of survivors. The second study (N = 105) demonstrated that similar portrayals increased victim-blaming attributions, which mediated a decrease in public support intentions. Lastly, the third study (N = 302) found that the way IPV is communicated influences beliefs in IPV myths, which in turn affect intentions to engage in activism. The direction of this effect, however, remains to be clarified. These findings offer a nuanced understanding of how communication shapes public responses to IPV. Highlighting survivors' agency and resilience can reduce stigma and challenge harmful stereotypes but may also produce unintended effects, such as reinforcing victim-blaming attitudes or reducing public motivation to act. This underscores the need to craft IPV narratives that balance these goals, fostering empathy and meaningful activism while minimizing risks.

Abstract 4300

DID YOU SAY SOMETHING? THE RELATIONSHIP BETWEEN OBJECTIFICATION, SELF-SILENCING, AND VIOLENCE IN ROMANTIC RELATIONSHIPS

Pecini C.*[1], Tallone B.[2], Di Bernardo G.A.[3]

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Recent research on sexual objectification has increasingly focused on its dynamics within romantic relationships. To contribute to this growing field, we conducted a study with approximately 250 heterosexual couples from Italy. Both partners completed an online questionnaire assessing partner objectification (hereafter referred to as partner-objectification), perceived objectification by their partner, self silencing, and experiences of intimate partner violence. Using the Actor-Partner Interdependence Model within a Structural Equation Modeling framework, our findings revealed that partner-objectification and perceived objectification, particularly for women, were significantly associated with higher levels of self-silencing and increased IPV experiences. Mediation and moderation analyses were also performed to better understand the mechanisms linking objectification to the outcomes. Our results provide valuable insights into how objectification processes affect relational dynamics and underscore the importance of addressing these patterns in research and interventions.

03 - Division 3: Psychology and Societal Development

THE VALUE OF VALUES IN ADDRESSING SOCIAL CHALLENGES

Thursday 23 July 2026 from 13:00 to 14:15

(D-Spadolini)

Daniela Barni (Department of Human and Social Sciences,), Chair and Presenter

Values shape attitudes, expectations, and behaviors, influencing how individuals and groups respond to
pressing social challenges such as multicultural coexistence, gender equality, intergenerational solidarity, etc.
This symposium brings together diverse perspectives on the role of values, highlighting their developmental,
educational, family and societal implications.
The high scientific quality of the contributions, their content, and potential practical implications make this
symposium highly relevant to the Congress. By integrating research across childhood, adolescence, and young
adulthood, the studies presented in the symposium employ longitudinal, qualitative, multi-informant, and cross
cultural approaches to deepen our understanding of how values can promote or hinder positive social change
and how they can serve as a focus for intervention programs.
The first presentation (Daniel et al.) examines the relationship between Schwartz's higher-order value dimensions and the trajectories of prosocial behavior (i.e., sharing behavior) in children. Through a longitudinal
perspective, it highlights how values contribute to the stability and change of prosocial behavior over time.
The second study (Makarova et al.) extends this focus by exploring value development during middle childhood
and its connection to observed prosocial behavior. Drawing on a large-scale longitudinal dataset, it discusses
the implications of self-transcendence values for educational programs aimed at promoting prosociality.
The third presentation (Esposito et al.) shifts the focus to adolescence, investigating the intergenerational
transmission of gender values and stereotypes. Using qualitative methods, it examines the role of teachers and
parents in reinforcing or challenging gender norms, offering insights into the socialization processes.
The fourth study (Barni and Danioni), in continuity with previous research, explores socialization processes in
families with adolescent children, examining how value-related dynamics may serve as resources for
developmental tasks and family well-being.
Thefinalcontribution(Albert)examinestherelationshipbetweenvaluesandintergenerationalsupportinfamilieswithandwithoutamigrationbackground.It
shedslightonhowculturalvalueorientationsinfluencetheexpectationsandpracticesofmutualsupportbetweengenerations(adultchildrenandtheirparents),particularlyinthecontextofmigrationandaging.Thediscussionwillprovideimplicationsforpractitionersandpolicymakersworkingtofostermoreinclusiveandresilientsocieties.

Abstract 4304

VALUE CHANGE IN PRIMARY SCHOOL CHILDREN: A LONGITUDINAL STUDY ON BENEVOLENCE AND PROSOCIAL BEHAVIOR

Makarova E.*[1], Scholz--Kuhn R.[1], Biechele L.[1], Doering A.[2]

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Previous research has provided valuable insights into value development during middle childhood. This study examines changes in personal values among Swiss primary school children, with a particular focus on benevolence, which has been identified as the most important value for children. Using data from the VALISE project and its follow-up project, we conducted a two-point longitudinal comparison of value change in children from grades 1-2 (N= 1,342 children, Mage at T1: 6.82) to grade 6 (Nanticipated = 600 children, Mage: 12). Our research addresses two key areas: First, the change in values, especially benevolence, between early and late primary school years. Second, the relationship between children's values and observed prosocial behavior. To analyze value change between the two time points, we calculated value change scores for benevolence and other values. Our findings provide insights into how values evolve during this critical period of child development and highlight the connection between children's personal values and their actual prosocial behaviors. Preliminary results show that children's value priorities are quite stable over time, with self-transcendence (benevolence and universalism values) being the most important values. This comprehensive approach contributes to the broader discussion on how values can be effectively fostered in educational settings to promote societal well-being. The results have implications for educational policy and practice, particularly in designing interventions to nurture positive values and prosocial behavior in young children. Understanding these developmental changes can inform the creation of age appropriate value education programs and help educators tailor their approaches to support children's moral development throughout primary school.

Abstract 4306

VALUES IN FAMILY LIFE: PROMOTING RELATIONSHIP QUALITY DURING ADOLESCENCE

Barni D.*[1], Danioni F.[2]

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This study examines how values, understood as guiding life principles, serve as key resources for addressing relational challenges within families during adolescence. In line with the symposium's focus on the value of values in addressing social challenges, the contribution investigates how parents' values shape parenting styles and are related to the quality of family relationships at a developmental stage characterized by increasing autonomy needs and evolving family roles.

Building on Schwartz's Theory of Basic Human Values, the study distinguishes among three types of parental values: personal values (those held by the parents), perceived children's values (those parents attribute to their adolescent children), and socialization values (those they aim to transmit). The degree of congruence or divergence between these value sets—both within individual parents and between partners—is considered a potential correlate of parenting practices and relational quality.

Participants were 418 Italian heterosexual parental couples (mothers: Mage = 44.93, SD = 4.68; fathers: Mage = 48.19, SD = 5.46), all living in Italy and having at least one adolescent child. Mothers and fathers independently completed a self-report questionnaire, including the Portrait Values Questionnaire and validated measures of parenting behavior and perceived parent–child relationship quality.

Data analyses (currently ongoing) will adopt dyadic and family-level strategies that account for the interdependence between family members, in line with a systemic approach. Preliminary results will be discussed in relation to how value (in)congruence is associated with parenting styles—particularly acceptance versus rejection—and how these dynamics impact the quality of parent–child relationships. The findings offer new insights into value-related dynamics within families, highlighting the psychological processes through which values contribute to relational functioning and support adolescent development as well as overall family well-being.

Abstract 4307

VALUES AND INTERGENERATIONAL SOLIDARITY IN THE CONTEXT OF MIGRATION AND AGEING

Albert I.*

University of Luxembourg ~ Esch-sur-Alzette ~ Luxembourg

Value orientations play a crucial role for intergenerational solidarity as they are linked to norms, expectations, and behaviors within families and societies. Earlier studies have focused on family norms and obligations, relationship quality or forms of reciprocity in mutual intergenerational support whereas they have less frequently addressed general values and needs.
The question of how families with a migration background negotiate expectations for mutual support between adult children and their parents is gaining importance in light of a first generation of migrants close to retirement age, with studies showing higher expectations for mutual intergenerational support.
The present study will focus on how values as guiding principles in people's lives that express underlying motives or goals are related to intergenerational support and reciprocity in the context of migration.
A sample of N = 134 young adults as well as their parents from Portuguese compared to Luxembourgish families living in the Grand Duchy indicated their preferences of ten human values as well as their mutual support (given and received).
Results showed differences in support provision between Luxembourgish and Portuguese families: whereas in Luxembourgish families, direction of support was rather downward the generational ladder, in Portuguese families, young adults indicated to provide as much support to parents as they received from them. As far as relations to value orientations are concerned, whereas in Luxembourgish families self-transcendence values were most strongly related to mutual support, in Portuguese families also conservation values, in particular security, were related to higher support exchange, whereas young adults' striving for stimulation was related negatively to the readiness to support parents.
Results will be discussed in the framework of an integrative model of intergenerational family relations, considering the specific role of security and conservation in the context of migration and ageing.

Abstract 4303

TRAJECTORIES OF PROSOCIAL BEHAVIOR IN MIDDLE CHILDHOOD: THE ROLE OF VALUE IMPORTANCE

Daniel E.*, Lankri Avital B., Sharabi S., Gerera--Heilprin N.

Tel Aviv University ~ Tel Aviv ~ Israel

This study investigates the trajectories of change in prosocial behavior and their association with Schwartz values in a longitudinal sample of 290 children, starting from grades 1-2 and followed over four annual waves. The mean age of children at Time 1 (T1) was 86.77 months (SD = 7.68), with 49% girls. Prosocial behavior was measured using a resource allocation task (Abramson et al., 2018), while values were assessed through a picture-based values survey (Döring et al., 2010).

Latent Class Growth Analysis (LCGA) revealed two distinct trajectories that best described the data, as determined by the Bootstrap Likelihood Ratio Test (BLRT) and the Lo-Mendell-Rubin Adjusted Likelihood Ratio Test (LMR). The two trajectories identified were: a high-stable trajectory, comprising 48% of the participants, and a low-increasing trajectory, comprising 52% of the participants. The study found that values at T1 significantly predicted class membership. Specifically, higher levels of self-transcendence values (i.e., benevolence, universalism) and lower levels of self-enhancement values (i.e., power, achievement) were associated higher likelihood of belonging to the high-stable trajectory, versus the low-increasing trajectory. However, values related to conservation (i.e., security, conformity, tradition) versus openness to change (i.e., self-direction, stimulation) did not predict class membership.

These findings suggest that some children are more likely to change in levels of sharing behavior than others. Moreover, they suggest that children become more likely to behave prosocially over time. We also found that values can predict the level of prosocial behavior over time in middle childhood. We did not find indication that they predict changes in prosocial behavior. This research contributes to our understanding of the role of values in the development of prosocial behavior and highlights the importance of fostering self-transcendence

values in early childhood to promote stable prosocial behavior trajectories.

Abstract 4305

THE INTERGENERATIONAL TRANSMISSION OF GENDER VALUES AND STEREOTYPES WITHIN A GROUP OF ITALIAN HIGH SCHOOL STUDENTS AND TEACHERS: A GROUNDED THEORY INVESTIGATION

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Gender values represent the beliefs and principles that society attributes to the roles and identities of men and women, influencing expectations and behaviors. These values lead to gender stereotypes, rigid simplifications that assign specific qualities and tasks to the two sexes. The intergenerational transmission of gender values and stereotypes is a social phenomenon through which beliefs, norms and expectations about gender roles are passed from one generation to another, influencing identities, behaviours and life opportunities. This transmission occurs mainly in the family and through school, media and religious and cultural institutions. In particular, gender stereotypes and sexist attitudes continue to persist in educational settings, with significant implications for student performance and well-being. This study aimed to investigate the development of gender stereotypes and sexist attitudes among Italian high school students and trainees. A series of focus groups was conducted with 24 high Italian students (all 18 years old) and 24 teachers in training (aged 37-61) to discover the complex interaction between individual, interpersonal, institutional and social factors contributing to these trends' formation and perpetuation. Analysis was conducted using an approach based on the Grounded Theory Methodology, adopting a constructivist lens (GTM; Charmaz, 2017; Mills, 2006). The results reveal a nuanced and multifaceted understanding of the issue, highlighting teacher attitudes, peer influence and broader cultural values and norms in shaping student perceptions and behaviors. A key finding of the study is the central role teachers and parents play in reinforcing or challenging gender stereotypes. The study provides insights for educators, policymakers and researchers seeking to address gender inequalities in education and promote more inclusive and equitable learning environments. The practical implications of the results will be extensively discussed.

03 - Division 3: Psychology and Societal Development

Poster Session 3 - Division 3

Thursday 23 July 2026 from 14:05 to 15:35

(X- Poster 1)

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1311

GENDER DIFFERENCES IN THE IMPACT OF SEXUAL HARASSMENT ON MENTAL HEALTH

Clopotel--Aldea A.*, Tanasie E., Nedelcea C.

University of Bucharest ~ Bucharest ~ Romania

Sexual harassment has become a significant issue in workplace and academic settings, affecting the mental health of individuals across all genders. Despite extensive research, inconsistencies persist in understanding the gender-differentiated impact of sexual harassment on mental health. This study represents the first multi-level and network meta-analysis that distinctly examines the impact of sexual harassment on the mental health of women and men, followed by a comparative analysis of these two genders—an aspect previously unexplored in the literature.

The study is a work in progress which will include quantitative research involving heterosexual adult participants who report direct experiences of sexual harassment, with gender-differentiated data, within a physical setting, and published in English. Data will be extracted from academic databases, open-access sources, peer-reviewed literature, and gray literature. The selected studies will undergo methodological quality and relevance assessment through a double-review process to ensure the consistency and validity of the results. A random-effects model will be employed to account for variability between studies, while standardized mean differences will quantify the impact on mental health. Studies with insufficient data for statistical analysis will be incorporated into the systematic review and analyzed qualitatively The mental health effects of sexual harassment will be categorized according to the biopsychosocial model, covering both clinical and non-clinical outcomes.

The expected contributions include clarifying how sexual harassment influences the mental health of both women and men, considering individual and contextual factors. By examining psychological consequences and contextual influences such as gender norms and social support, this research aims to refine theoretical frameworks and provide directions for the development of nuanced interventions and policies. Despite the anticipated heterogeneity of results, this study will contribute to the development of a conceptual framework that can guide future research and interventions.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 1794

A QUALITATIVE ANALYSIS OF SCHOOL VIOLENCE IN GUANAJUATO, MEXICO, FROM AN ECOSYSTEMIC PERSPECTIVE

García Y Barragán L.F.*, Correa Romero F.E., Zamudio García V., Fabian Martinez C.

Universidad de Guanajuato ~ León ~ Mexico

Based on focus groups and individual interviews with students, teachers, and parents, an ecosystemic analysis is proposed that highlights the complex phenomenon of school violence, which is underpinned by individual, family, and institutional dynamics. A spectrum of violence is identified that encompasses physical, verbal, psychological, and cyber aggression, as well as bullying, intimidation, discrimination, and peer conflicts. Additionally, the influence of domestic and gender violence in the school context is added to this picture. It is important to note that the perception of these types of violence varies depending on the actor: students are more aware of physical, verbal and cyber aggression, while teachers highlight a persistent lack of respect.

The causes of these behaviours are multifactorial. At the individual level, psychological factors such as low self-esteem, lack of communication skills, fear, frustration, stress and anxiety are identified as precursors to violence. The family context emerges as a determining factor, with family breakdown, lack of emotional support and parental supervision being recurring causes. At the institutional level, weaknesses such as lack of supervision by authorities, perception of impunity, and inadequate enforcement of regulations exacerbate the problem.

This leads to a weak and deficient reporting culture, where students do not report incidents for fear of reprisals, shame, or a generalised lack of trust.

Against this backdrop, key informants also identify a robust set of protective factors that are essential for mitigating violence. These consist of promoting effective communication, trust, mutual respect, and parental and emotional support. The key to resolving these situations lies in a comprehensive approach that combines the development of individual skills such as resilience and autonomy with coordinated institutional actions such as prevention, rapid intervention and conflict resolution.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1523

REACHING DIVERSE STUDENTS: SOCIODEMOGRAPHIC PATTERNS IN CAMPUS SEXUAL VIOLENCE PREVENTION PARTICIPATION

Lateef R.*[1], Paquette G.[1], Dion J.[2], Hébert M.[3], Baril K.[4], Bergeron M.[3], Dagenais C.[5], Fethi I.[3], Parent S.[6], Pelland M.[7], Savoie L.[7], Senn C.[8], Daigneault I.[5]

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Campus sexual violence is a pervasive problem worldwide. Students from marginalized groups are more vulnerable to campus sexual violence, but often do not trust or access campus resources, including prevention programs. Applied psychology plays a vital role in understanding these dynamics and ensuring that sexual assault prevention programs effectively reach those who need them most.

This study examined participation trends in a French adaptation of the Enhanced Assess, Acknowledge, Act (EAAA) program (also known as Flip the Script with EAAATM), an evidence-based sexual violence prevention program designed for 17- to 24-year-old for university students who self-identify as women, across five Canadian universities. Using data collected over three years, we compared the characteristics of students who chose to participate in the program (n = 268) with those in a representative student control group (n = 710). Sociodemographic variables included gender identity, sexual orientation, disability status, ethnic background, and residency status (domestic or international student). Alcohol use and history of childhood trauma were also compared between groups.

Results revealed an overrepresentation among program participants of students from several groups at higher risk of campus sexual violence, including international students, students with disabilities, gender-diverse students, and those reporting childhood trauma, among others. At the same time, some high-risk groups were not more likely to participate in the program, particularly students who binge drink. These findings suggest that some students may perceive a greater need for prevention programs, while others remain unreached.

Conclusions highlight the importance of considering sociodemographic and risk factors when designing and implementing campus sexual violence prevention programs. In this study, recruitment strategies appeared to encourage higher participation among students from many marginalized groups. Tailoring outreach strategies to increase accessibility and trust among marginalized groups can enhance program reach to those most vulnerable to campus sexual violence.

Division 3: Psychology and Societal Development Division 9: Economic Psychology Division 1: Work and Organizational Psychology SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1669

CONFORMIST BIAS UNDER SOCIAL AND NON-SOCIAL THREATS

Natsumeda M.*, Yokota K., Nakanishi D.

Hiroshima Shudo University ~ Hiroshima ~ Japan

Researchers across various fields have sought to address the fundamental question of why humans wage war (e.g., the Russia–Ukraine war). Psychologists have often conceptualized war as a form of intergroup conflict, and considerable attention has been devoted to investigating the psychological mechanisms. Previous studies have shown that intergroup conflict situations foster stronger ingroup cohesion and promote cooperative behavior. However, the free-rider problem theoretically makes achieving mutual cooperation difficult. Thus, it remains unclear why people tend to cooperate in intergroup conflict. This study aims to elucidate the mechanisms through which individuals address the free-rider problem and develop cooperative groups.

Cultural group selection theory posits that conformity bias—the tendency to conform excessively to the majority—may facilitate the achievement of mutual cooperation within a group. The theory suggests that conformity bias also works to foster mutual cooperation within groups. However, there is little empirical evidence regarding conformity bias not only in ingroup cooperation situations, but in intergroup conflict situations. Furthermore, this study examined the qualitative differences between threats originating from outgroups and those arising from other sources, such as a natural disaster.

We conducted a vignette experiment with 452 crowd workers who played a public goods game. In the social-threat condition, groups lost 20% of funds if they contributed less than another group; in the no social-threat condition groups lost 20% of group funds independently if they fell below a threshold. Participants first decided whether to contribute, then repeated the decision under four informational conditions (0, 3, 6, or 9 of 9 others' contributions).

The results showed conformity bias across conditions, with similar patterns in both threat situations. These findings suggest that conformity bias contributes to achieving mutual cooperation in various group-based threat situations.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1345

THE RELATIONSHIP BETWEEN NEGATIVE PHYSICAL SELF AND COGNITIVE FLEXIBILITY IN YOUNG ADULTS: THE CRITICAL ROLE OF PERCEIVED CONTROL

Sun Y.*, Wang Y.L.

Ming Chuan University ~ Taoyuan ~ Taiwan

Introduction: Concerns about physical appearance have long been a major source of psychological distress among young adults, while cognitive flexibility may influence how individuals cope with such concerns.

Purpose: This study aimed to examine the relationship between negative physical self and cognitive flexibility, with a particular focus on the role of perceived control in relation to body-related self-perceptions.

Method: A total of 100 young adults aged 18–25 were recruited. Participants completed the Negative Physical Self Scale (five subscales; fatness, shortness, facial appearance, and general appearance concern) and the Cognitive Flexibility Inventory (two subscales; alternatives, perceived control). Bivariate correlations were conducted to examine the association between different aspects of negative physical self and cognitive flexibility.

Results: The results revealed a significant negative correlation between NPSS and CFI total scores. Further examination showed that CFI-Control was significantly and negatively associated with NPSS subscales (i.e., Fatness, Facial Appearance, and General Appearance), whereas CFI-Alternatives demonstrated weak associations with the NPSS.

Conclusions: The findings highlight the critical role of perceived control in relation to negative physical self among young adults. Nonetheless, the potential involvement of third variables cannot be ruled out and warrants further investigation.

Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1368

SELF-COMPASSION AS A MODERATOR OF INTERGROUP CONTACT AND ATTITUDES TOWARDS IMMIGRANTS

Wong K.*, Bailis D.

University of Manitoba ~ Winnipeg ~ Canada

According to past research on the contact hypothesis, increased frequency and higher quality of intergroup contact leads to more positive attitudes and social relations between members of higher- and lower-status groups. Contact is most beneficial for highly prejudiced individuals, as indicated by right-wing authoritarianism and ingroup identification, but few other individual differences have been examined as moderators in prior research. This study investigated self-compassion as a potential moderator of intergroup contact on attitudes. Self-compassion is an adaptive quality that reflects how supportive and accepting someone typically feels toward themselves in difficult times. In an intergroup context, it could lead to greater correspondence between one's personal experience of contact and attitudes toward outgroup members. A total of 159 Canadian-born participants with diverse backgrounds and political affiliations were recruited online through Prolific. They responded to an online survey about contact with immigrants (quantity and quality), attitudes towards immigrants, self-compassion, and demographics. In line with the contact hypothesis, this study found an inverse relationship between contact quality and negative attitudes towards immigrants ($r = -.51$, $p = .01$). Novel to this research, self-compassion further moderated the relationship between contact quality and negative attitudes ($B = -.325$, $t(153) = -3.467$, $p = .001$), such that this inverse relationship was stronger for participants higher (vs. lower) in self-compassion. Thus, relative to participants lower in self-compassion, those higher in self-compassion reported especially less negative attitudes towards immigrants when contact quality was high, and more negative attitudes when contact quality was low. The findings of this study suggest that individuals with higher (vs. lower) self-compassion may rely more on their personal experiences to inform their attitudes. In contexts where high-quality intergroup contact experiences with immigrants are likely (e.g., welcomes, festivals, celebrations), fostering self-compassion may accelerate the development of positive intergroup attitudes.

Division 15: Students and Early Career Psychologists Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1890

DO EMOJIS SPEAK THE SAME LANGUAGE? CROSS-CULTURALLY ADAPTING A DIGITAL WELLBEING ASSESSMENT TOOL FOR CHINESE POPULATION

Mao Y.*, St Jean N.

Northwestern University ~ Chicago ~ United States of America

Introduction: Digital technologies and pictorial screeners are increasingly used to enhance access to care and monitor mental health, yet most are designed in Western contexts. Although the concept of pictorial or emoji-based screeners may appear universal, their meaning can differ across cultural settings. When applied to diverse cultural contexts, evidence-based adaptations must be incorporated to enhance the rigor and validity of such tools.

Purpose: The purpose of this study was to utilize an evidence-based process to adapt WellCheq, a digital, emoji-based screening tool, developed in the United States, that captures wellbeing states of youth to be culturally responsive to the Chinese youth population within a larger global wellbeing study.

Methods: Adults from mainland China (n=105) completed a survey to assess emoji preferences of affective states. Participants were presented with six emojis: three Apple emojis and three WeChat emojis (Chinese emoji dictionary) for the ten states used in WellCheq. Participants selected the emoji that they believed best represented each affective state.

Results: Chi-squared tests confirmed that the leading emoji for each emotion was chosen far more often than expected ($\chi^2 = 11.6–165.1$, all $p < .05$), with 7 of 10 top selections belonging to WeChat. Although the overall 7–3 split between platforms was not statistically significant ($\chi^2 = 1.6$, $p = .21$), the consistent per-emotion preferences highlight that even pictorial tools assumed to be universal require cultural adaptation to ensure validity and relevance.

Conclusion: Cultural adaptation of well-being assessments is necessary to ensure accuracy across populations. Integrating culturally familiar symbols strengthens validity, promotes inclusivity, and improves accessibility. Such adaptation helps psychologists capture experiences of groups often overlooked in mainstream research, including Asian populations and those with lower education levels. By reducing cultural blind spots in measurement, this work contributes to addressing inequalities and advancing global mental health.

03 - Division 3: Psychology and Societal Development

Mental Health and Adaptation 1

Thursday 23 July 2026 from 14:15 to 15:30

(D-Spadolini)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1713

PREDICTING MENTAL HEALTH HELP-SEEKING INTENTIONS IN FIRST-YEAR UNIVERSITY STUDENTS: AN EXTENDED THEORY OF PLANNED BEHAVIOUR APPROACH

Freire M.*, Gauld C., Quinn K.

The University of Newcastle, Australia ~ Callaghan, New South Wales ~ Australia

Introduction
First-year university students represent a diverse cohort navigating a critical period of transition. While they share the experience of entering higher education, recent school leavers and mature-aged students often differ markedly in life circumstances, developmental stage, and support needs. These differences may shape how students perceive and respond to psychological distress, particularly in relation to seeking help. Despite growing attention to student wellbeing, universities often adopt a one-size-fits-all approach to mental health support and help-seeking promotion, overlooking how age and life stage shape students' needs and behaviours. Understanding the psychological factors that drive or inhibit help-seeking across these subgroups is essential for inclusive and effective support.
Purpose
This study aimed to identify predictors of mental health help-seeking intentions in first-year university students using an extended Theory of Planned Behaviour (TPB) framework. It examined the roles of attitudes, subjective norms, perceived behavioural control, shame, and stigma, and compared predictors across professional and non-professional help-seeking pathways for recent school leavers and mature-aged students.
Method
Participants (N = 458) completed validated measures of TPB constructs, shame, and stigma. Hierarchical multiple regression analyses were conducted separately for professional and non-professional help-seeking intentions.
Results
Attitudes toward help-seeking emerged as the most consistent and robust predictor across both models. For professional help-seeking, shame significantly improved model fit and uniquely predicted intention, particularly among mature-aged students. In contrast, non-professional help-seeking was more strongly influenced by perceived behavioural control and subjective norms, especially among school leavers. Shame and stigma did not significantly predict non-professional help-seeking intentions.
Conclusions
TPB constructs remain central to predicting help-seeking intentions, but shame and stigma offer additional predictive value, particularly for professional support. These findings highlight the need for tailored interventions to promote professional and non-professional help-seeking, noting that the predictive influence of attitudes, social norms, and shame differ across diverse student populations.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 1730

INVESTIGATING SLEEP DEPRIVATION, MENTAL HEALTH, AND WELL-BEING: AN ECLECTIC APPROACH-BASED INTERVENTION AND ITS PSYCHOLOGICAL EFFECTS ON GRADUATE STUDENTS

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Sleep deprivation and poor sleep quality have been increasingly recognized as critical factors affecting psychological functioning and well-being in young adults. The present study examined the associations between sleep quality, mental health, and well-being indicators among college students in India, with the aim of informing an intervention framework. The study sample comprised 95 graduate students (Male = 63, Female = 28; M age = 24.6 years, SD = 3.32). Participants completed the Pittsburgh Sleep Quality Index, the Depression, Anxiety, and Stress Scale (DASS-21), Multidimensional Flourishing Scale, Peace of Mind Scale, and Harmony in Life Scale. Analyses indicated a significant positive correlation between poor sleep quality and depression ($r = 0.40$; $p < 0.01$), anxiety ($r = 0.57$; $p < 0.01$), and stress ($r = 0.57$; $p < 0.01$). Furthermore, poor sleep quality showed negative correlations with indicators of well-being; with psychological ($r = -0.30$; $p < 0.01$), social ($r = -0.14$; $p = 0.16$), emotional well-being ($r = -0.39$; $p < 0.01$), along with peace of mind ($r = -0.48$; $p < 0.01$) and harmony in life ($r = -0.42$; $p < 0.01$). It suggested that inadequate sleep affects multiple domains of functioning beyond mental health. Based on our findings, an eclectic mindfulness-based intervention has been developed and piloted to address the psychological effects of sleep deprivation. The intervention integrates yoga asanas, pranayama, mudras, and mindfulness meditation, offering a culturally sensitive and holistic approach to enhance sleep quality, reduce psychological distress, and foster overall well-being. The present exploratory study addresses sleep-related concerns among college students, not only as a matter of mental health but also as a broader well-being management framework. Incorporating eclectic, mindfulness-based practices into student support systems may provide a promising avenue for mitigating the adverse consequences of sleep deprivation in academic populations.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2251

INDIVIDUAL VULNERABILITIES AND PROTECTIVE FACTORS IN TECHNOLOGY-FACILITATED INTIMATE PARTNER VIOLENCE VICTIMIZATION: A LATENT PROFILE ANALYSIS

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Technology-facilitated intimate partner violence (TF-IPV) is an emerging form of abuse wherein digital and modern technologies are used to control, monitor, intimidate, humiliate, or harass a current or former partner. The rising prevalence of TF-IPV, coupled with its physical, psychological, and economic impacts on victims, necessitates urgent attention. However, research in this area is nascent, especially in examining associated individual factors. This study employed a person-centered approach to identify distinct latent profiles based on dark personality traits, emotion regulation difficulties, self-compassion, and conflict resolution styles, and examined their relationship to TF-IPV victimization outcomes. A sample of 221 Indian adults (≥ 18 years) in intimate relationships completed validated measures of dark personality traits, emotion regulation difficulties, self-compassion, conflict resolution styles, and TF-IPV victimization experiences. Latent profile analysis was conducted to identify different subgroups, followed by non-parametric tests to examine profile differences in TF-IPV outcomes. Three distinct profiles emerged: Adaptive (14.9%; characterized by low dark traits, effective emotion regulation, high self-compassion, and high positive problem solving), Normative (71.0%; near-average levels across all variables), and High-Risk (14.0%; elevated dark traits, emotion regulation difficulties, low self-compassion, and high conflict engagement and withdrawal). Significant differences were found across profiles for monitoring/control behaviors ($\chi^2(2) = 10.384$, $p = .006$), humiliation ($\chi^2(2) = 6.017$, $p = .049$), threats ($\chi^2(2) = 7.904$, $p = .019$), and total TF-IPV scores ($\chi^2(2) = 13.959$, $p = .001$). The High-Risk profile demonstrated the highest levels of TF-IPV victimization across all dimensions, with effect sizes ranging from small to medium ($r = .145$ to $.240$). The findings reveal meaningful heterogeneity in individual vulnerability to TF-IPV victimization, suggesting that specific combinations of personality traits, emotion regulation capacities, and protective factors create differential risk. Results support developing targeted interventions based on individual risk and protective factor profiles.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1971

FROM CLASSROOM TO COMMUNITY: MIO EMOCIONE CAFÉ AS AN EXPERIENTIAL MODEL FOR CULTIVATING EMOTIONAL INTELLIGENCE

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Emotional Intelligence(EI) is widely recognized as essential for relationships, leadership, well-being, and community health, yet few interventions directly target its full richness, and large-scale community applications remain rare. Mio Emocione—Italian for “My Emotions”—is an innovative café model that combines pedagogy and public engagement to cultivate EI as a way of life. Conceived as a pedagogical strategy for Emotional Intelligence course for undergraduate psychology students, the café provides learners with hands-on experience in designing and delivering a mass intervention, while simultaneously functioning as a community initiative that makes conversations about emotions as natural as sharing a cup of tea. The café integrates herbal teas, themed menu items, and creative décor with evidence-based activities drawn from the RULER framework of EI: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Visitors engage with emotion body maps, gratitude walls, cultural message rewrites, self-compassion letters, reflection cards, and creative art and music stations. Piloted in 2024 at Rishihood University, initial feedback suggested enhanced emotional vocabulary, openness to vulnerability, and stronger engagement with EI learning.

The forthcoming November 2025 café will expand to two days, with an expected 1000–1500 participants from the university and neighboring institutions. Evaluation employs a mixed-methods design: quantitative measures include pre–post EI scores (Schutte Self-report EI test), emotion vocabulary expansion, willingness to revisit or advocate for such cafés, and behavioral engagement indices; qualitative data includes focus group interviews, facilitator observations, and thematic analysis of artefacts such as gratitude notes, emotion maps, and reflection cards. Anticipated outcomes include measurable improvements in EI subscales, richer emotional fluency, and emergent themes of psychological safety, connectedness, and reframed cultural narratives.

By uniting pedagogy, community participation, and evidence-based design at scale, Mio Emocione offers a replicable model for embedding emotional intelligence into everyday life, with future plans for permanent cafés in Indian cities as sustainable hubs for emotional well-being.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1025

PARENTING CHALLENGES AND SUPPORT NEEDS IN RELATION TO SLEEP, NUTRITION, AND EMOTION DURING INFANCY AND EARLY CHILDHOOD: A SURVEY OF SOUTH AFRICAN PARENTS

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Introduction
Sleep, nutrition, and emotional regulation are important for child development and family wellbeing. Deficits in these areas may negatively influence children's development and add to parental responsibilities and stress. In South Africa, parents often struggle to access health-related information and support, highlighting the need for focused and practical educational interventions. Understanding parents' challenges and preferences for receiving support is therefore essential for designing effective, accessible, and contextually appropriate interventions.

Purpose
This mixed-methods study explored the challenges South African parents face in managing their young children's sleep, nutrition, and emotions, and examined the preferred formats and timing for receiving psychoeducational support.

Method
Parents of children during infancy and early childhood completed an online survey to explore the challenges and support needs of their children. The survey included a combination of open-ended narrative, multiple-choice, and Likert-scale items on perceived challenges in three domains: sleep, nutrition, and emotions. Parents also indicated preferred formats for psychoeducation interventions (e.g., WhatsApp/social media, pamphlets, videos, workshops) and the times they would most likely access such resources. Descriptive and content analyses were conducted.

Results
The analyses suggest that parents experience a wide range of challenges across all three domains, with sleep difficulties being most frequent during infancy, and eating and emotional challenges more common during early childhood. In terms of support, most parents preferred easily accessible, flexible formats such as WhatsApp/social media content and short videos, with workshops (both online and in-person) being less frequently selected. Evening and weekend times appeared to be the most preferred periods for engaging with support materials.

Conclusion
Findings highlight the everyday difficulties South African parents experience in supporting young children's sleep, nutrition, and emotional wellbeing. It illustrates the need for tailoring interventions to parental preferences. The findings will inform the development of an intervention to enhance parenting effectiveness and child wellbeing.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1828

PARENT–ADOLESCENT DYNAMICS IN YOUTH ONLINE RISK BEHAVIORS: APPLIED PSYCHOLOGY INSIGHTS FROM QUALITATIVE AND QUANTITATIVE LENSES

Olenik Shemesh D.*[1], Heiman T.[2]

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The rapid integration of digital technologies into adolescents' lives has amplified both opportunities for growth as well as exposure to risks. Adolescents' digital behavior patterns are a central topic in current research, requiring in-depth scholarly attention for developing develop deeper and broader understanding and designing applied coping and intervention programs. This study examined two online risk behaviors: cyberbullying (CB) and problematic internet use (PUI), from an intergenerational psychological perspective, integrating adolescents' and parents' voices to identify risk and resilience factors that shape youth online risk behaviors.

Using a mixed-methods design, two strands of research were conducted. First, semi-structured interviews with 30 adolescents aged 12–17and 30 parents, analyzed through a risk–resilience framework, revealed five interrelated factors influencing online risk involvement: social status and skills, peer and parent relationships, risk awareness, screen-time exposure, and prevention programs. These factors reflected both vulnerabilities and protective processes as experienced and interpreted by adolescents and parents. Second, a large-scale survey of 3,306 adolescents (ages 12-17) examined the psychological impact of parental involvement, parental control, and parent–child relationships on youth digital behaviors. Generalized Estimating Equation (GEE) analyses showed that excessive parental control was associated with reduced risk awareness, while strong parent–child relationships emerged as a protective factor, predicting higher risk awareness, lower PUI, and higher resilience to cybervictimization. By combining qualitative insights with large-scale quantitative evidence, this study highlights the complex psychological mechanisms underlying adolescent online risks relating to parental influences.

The findings point to the translation of theory into practice through the development of evidence-based programs that empower both youth and parents in navigating online challenges. Implications are discussed for applied psychology, including the development of interventions that strengthen intergenerational communication, enhance parental guidance, and support healthier digital environments for youth.

03 - Division 3: Psychology and Societal Development

Prosociality and Belief 1

Thursday 23 July 2026 from 15:30 to 17:30

(D-Spadolini)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 11: Sustainable cities and communities

Abstract 1590

THE STAGE OF SOCIETY: PSYCHO-COMPLOTISM

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Conspiracy theories arise in contexts of trauma, crisis, and uncertainty, where individuals and communities seek to manage overwhelming anxiety. Though lacking empirical grounding, they present themselves as coherent explanations by attributing responsibility to external, malevolent forces. This presentation explores their psychosocial function through a psychoanalytic lens, integrating Kleinian and Lacanian frameworks with examples such as the belief that COVID-19 pandemic was man-made.

From a psychoanalytic perspective, this mechanism can be understood through Melanie Klein's concept of splitting: complex and contradictory realities are divided into wholly "good" and wholly "bad" objects, reducing anxiety through simplification. In Lacanian terms, conspiracy theories may also be read as defenses against the Real, which resists symbolization. When the Symbolic order (law, institutions, social discourse) fails to provide stability, alternative narratives step in. These narratives create pseudo-symbolic structures "everything is planned," "there is a hidden enemy" that externalize responsibility and deflect recognition of vulnerability, systemic shortcomings, or complicity.

Conspiracy narratives shape public health behaviors (vaccine hesitancy during COVID-19), influence political participation (framing crises as government "plots"), and erode trust in institutions such as science, media, and governance. By reducing complex realities to binary oppositions, conspiracy theories provide short-term relief but hinder constructive engagement with social challenges.

Using Goya's The Sleep of Reason Produces Monsters as a metaphor, we show how producing conspiracy theories makes the subject both victim and author of their own narrative, drawing others into shared fantasy while displacing responsibility. In line with Žižek's notion of the "decline of the symbolic order," conspiracy theories function as perverse substitutes that promise false clarity and agency. We term this dynamic "psycho-complotism," where the mind constructs and becomes trapped in its own conspiratorial logic.

This presentation contributes to applied psychology through a psychoanalytic and societal perspective on conspiracy theories, with implications for mental health and media literacy.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1256

SPIRITUAL INTELLIGENCE, QUALITY OF LIFE AND LIFE SATISFACTION – AN INTEGRATIVE REVIEW

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Introduction.
In the last 20 years there has been a growing interest in the scientific community regarding the impact of spirituality, and later, spiritual intelligence (SI) on quality of life (QoL) and life satisfaction (LS). Still, the research on SI is characterized by a high level of heterogeneity which impedes generalizability.
Purpose.
The present study aims to review, synthesize and integrate the findings on the relationship between SI, QoL and LS by population studied, culture and model employed in order to identify potential underlying mechanisms.
Methods
The study follows Toronto and Remington's (2020) guidelines for developing an integrative review with The JBI Manual for Evidence Synthesis and the PRISMA 2020 checklist as secondary resources. The research protocol includes: Preparation, Search, Screening and Critical Appraisal, Quality Assessment, Extraction, Synthesis and Reporting.
The following databases were searched for primary sources: PubMed, Web of Science Core Collections, ScienceDirect, NUS Library, PROSPERO, Sage Journals, Scopus, SpringerLink, Wiley, OSF Repository and ProQuest using a interface-specific query.
A thematic analysis of the entities extracted and sources was performed with the application of the constant comparison method for data synthesis.
Results.
Four main themes arose in the relationship between SI, QoL and LS: identity and self perception, behaviour, relationship with others and life perception, closely following King's (2008) conceptualization of SI. Along with the themes, several influencing factors of the modelling of this relationship were observed: culture, cultural change, age, gender, life experience and context, with divergent results across studies.
Conclusion.
SI influences people's perception towards themselves and others, encouraging positive behaviors and the use of spiritual resources in stressful situations, accentuating the sense of connection with others, while maintaining a meaningful, holistic life perspective.
Addressing SI in the therapeutic practice could facilitate the creation of meaning and purpose in life, while allowing the client to develop more self-oriented coping strategies and strengthen the sense of connectedness.

Division 3: Psychology and Societal Development Division 11: Political Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 1524

INTERPERSONAL CONTACT WITH LGB PEOPLE IS ASSOCIATED WITH BROADER ACCEPTANCE ACROSS DOMAINS OF INTIMACY, WORK, AND POLITICS AT THE INDIVIDUAL AND THE NATIONAL LEVELS IN EUROPE

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Interpersonal contact with outgroup members is known to reduce prejudice, which is widely applied to attitudes toward LGB people. However, this effect across different socio-cultural contexts, which vary in the prevalence of openly LGB individuals, social norms, and legal frameworks, remains underexplored. Through cross-national analysis, we aim to investigate whether the effects of personal contact with LGB people hold across differing socio-cultural contexts, even when controlling for various social factors such as religiosity, economic development, and individualism, as well as demographic factors such as education, and whether they operate at both the individual and the societal level.

We conducted a secondary analysis of the Eurobarometer 83.4 (2015, EU), which includes multiple items on acceptance of LGB people (continuous) and personal contact with LGB people (dichotomous). After excluding cases with missing responses and national-level covariates, sample sizes ranged from 18,853 to 26,085, nested within 25-30 countries. Outcome variables were acceptance of sexual relationships between same-sex people, comfort with an LGB colleague, and comfort with an LGB political leader. For each outcome, we estimated multiple multilevel random-intercept models.

Across models, personal contact with an LGB person predicted higher acceptance for all outcomes (βs = .21 - .25). At the national level, higher contact rates also predicted greater acceptance (βs= .24 - .36), with effects comparable to the legalization of same-sex marriage (βs = .21 - .27) and other societal factors.

The findings indicate that interpersonal contact with LGB individuals is a significant factor associated with acceptance at both individual and national levels across different socio-cultural contexts, with effects comparable to structural or legal conditions. Although causal inferences cannot be drawn due to the cross-sectional design and the inclusion of LGB respondents may affect estimates, the results underscore the potential of contact-based approaches for reducing prejudice, at least in European countries.

Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 1192

WHEN ALTRUISM SHINES TOGETHER: GROUP FRAMING TO ALLEVIATE THE DISPLAY DILEMMA

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Conspicuous altruism-publicly displaying one's good deeds-has the potential to inspire further prosocial actions and facilitate the diffusion of altruism. Yet individuals often face a "display dilemma": they wish to spread good deeds to encourage others, but fear their motives may be questioned. To address this paradox, we propose group-framed conspicuous altruism as a nudging strategy. Group framing situates altruistic acts within a collective context (e.g., presenting multiple participants in photos, certificates, or social media posts), shifting the focus from the individual to the group. This framing provides a more legitimate external attribution, reduces the psychological burden of self-display, and enhances group identity and perceived social impact, thereby increasing willingness to share altruism.

We conducted five studies (N = 1,396), including two field studies and three online experiments, across diverse contexts such as public service messages, blood donation, teaching support, charity hiking, and online donations. Field studies demonstrated that group framing increased both willingness to display and actual prosocial displays. Online experiments further confirmed its effectiveness regardless of whether altruistic acts were performed individually or collectively. Mediation analyses revealed that group framing operates by strengthening impression management motivation, which in turn promotes conspicuous altruism.

This research extends the application of nudge theory to the diffusion of altruistic behavior and provides a practical strategy to alleviate the conspicuous altruism dilemma. As a low-cost and easily implementable intervention, group framing does not alter altruistic acts themselves but adjusts how they are presented. These findings offer valuable implications for nonprofits, charities, and social marketing, helping to design more effective strategies to amplify the societal impact of altruism.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1968

VOLUNTARY CARE AND FELT CONNECTION: CULTURAL DIMENSIONS OF SATISFYING SOCIAL SUPPORT AMONG FILIPINOS

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This study explores what makes social support satisfying for Filipino adults, moving beyond general measures of support quantity, outcomes, and network access. Through a qualitative survey of 424 Filipinos aged 18 to 65, we gathered instances of receiving help and reasons for finding it satisfying or dissatisfying. Using reflexive thematic analysis, we identified key dimensions of satisfying support within the Philippine cultural context. Filipinos value help that offers effective solutions without undermining their agency. Support is most satisfying when it restores confidence, encourages persistence, and affirms self-worth. Conversely, help that blames, belittles, or imposes weakness is dissatisfying. The source and delivery of support also matter: Filipinos prefer voluntary and wholehearted help over transactional or socially obligated aid. Support is seen as more authentic when it arises from genuine care rather than pressure to appear kind. Many respondents expressed discomfort with help that creates a sense of indebtedness. The expectation to reciprocate can feel burdensome and cast doubt on the sincerity of the gesture. Help is most appreciated when it comes freely and when it affirms one's place in a caring social network. Dissatisfaction also arises when received support feels disproportionate to one's past efforts in helping others. The study highlights how cultural values shape support expectations. Filipino indigenous values such as "kagandahang loob" (shared inner nobility) and "pakiramdam" (shared inner perception) inform how help is given, received, and appraised. These findings challenge earlier definitions of "utang na loob", reframing Filipino social support as a commitment to solidarity rather than a transactional obligation. This culturally grounded understanding offers a more nuanced framework for theorizing and measuring social support in collectivist settings.

03 - Division 3: Psychology and Societal Development

Sustainability and Global Psychology 2

Thursday 23 July 2026 from 15:30 to 16:30

(C- Spadolini)

Division 3: Psychology and Societal Development Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 267

ASSESSMENT OF SUSTAINABLE WELL-BEING AMONG INDIAN YOUTHS

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Introduction
Sustainability has become an important aspect in everyday lives. Its priority is being increasingly highlighted globally. The integration of sustainability in our daily lives is inevitable. Through decades, sustainability did not gain enough weightage to make it as the essential indicators of well-being, let alone measuring sustainable well-being. This paper highlights the need and importance of a holistic well-being questionnaire.
Purpose
Well-being questionnaire/s took into account various aspects like physical, mental, social, spiritual and emotional. However financial, environmental and sustainability of well-being were hardly considered as indicators in any questionnaire. A more inclusive questionnaire to determine well-being, its longevity and sustainability is crucial. Thus, a 'Sustainable well-being Questionnaire' has been developed and administered among Indian youth.
Method
An extensive sustainable well-being questionnaire is developed, with various aspects like Physical, Mental, Spiritual, Social, Environmental, Economic, and Sustainability. The questionnaire has 97 items in total. A Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) is used. The students' responses (N=500) were then quantitatively analyzed to find out the correlations among the sub-aspects. Thus, the importance of sustainability, environmental well-being and the reason behind its inclusion is highlighted.
Results
The Indian youth hailing from urban areas exhibited a higher economic well-being. Environmental well-being is significant in people hailing from semi-urban and rural areas. Sustainability stood among one of the top scored average items in the questionnaire. Males recorded high on economic well-being while females dominated in social well-being.
Conclusions
The results indicate that there is a need for an in-depth analysis of sustainable well-being. This basic research is the foundation of such an attempt to determine which aspect of well-being is high amongst Indian youth and which ones need improvement. Further frameworks on improving well-being of youth can be devised with extensive studies, focusing on necessary aspects.

Division 9: Economic Psychology SDG 3: Good Health and Well-being

Abstract 568

A GENERAL THEORY OF HAPPINESS MANAGEMENT

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The ultimate goal of all human activity is happiness; happiness like other goals must be managed to be achieved. Thus, happiness management is an established business practice. To further promote opportunities for happiness, the novel general theory presented integrates three additional realms, parents, governments, and the self. The theory's generality is based on the idea that, regardless of culture, religion or gender, happiness in adulthood is a function of two principles: (a) both hedonic and eudaimonic components are required, and (b) active production is needed to transform attention, time, effort, and money into hedonic and eudaimonic capital in both the work and leisure spheres. In adulthood these forms of capital are produced when each "happiness manager" creates appropriate opportunities. In childhood, parents and governments affect these opportunities directly by making decisions regarding cognitive and non-cognitive skills, emotional health, autonomy, and beliefs acquired at home and/or at school. Later, parents become happiness advisers for adults, while governments affect individuals' propensity to invest in capital through their conduct and public expenditures. The theory predicts that faulty management that is detrimental to the accumulation and preservation of capital stock can cause happiness turbulence throughout the life cycle (e.g., mid-life crisis). The motivation to engage in happiness management emerges from the third principle proposed: that individual happiness spills over. It carries objective benefits for the self, business performance, governments and society. Thus, proper happiness management could result in higher level of happiness for a larger number of people.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1457

CAN PSYCHOLOGY "SAVE THE WORLD" FROM ENVIRONMENTAL COLLAPSE? A PRAGMATIC DIAGNOSIS AND PRESCRIPTION FOR THE FUTURE OF OUR FIELD

Markowitz E.*

University of Massachusetts Amherst ~ Amherst ~ United States of America

There is a growing recognition amongst policymakers, business leaders, civil society actors and others that the major environmental challenges we face—e.g., climate change, biodiversity and habitat loss, degradation of air and water quality—are fundamentally problems of human behavior. This welcomed, if belated, recognition of the core nature of these problems has resulted in an increased interest in the possible application of psychological science to inform and improve efforts to avoid adverse outcomes in the future. Indeed, there has been an explosion of both descriptive and experimental research in the field of environmental psychology over the past two decades, much of which explicitly aims to support efforts to address these and related problems of environmental conservation through the promotion of targeted behavior change (particularly at the individual and household levels). Although there is some evidence that this field of research has had positive impacts (e.g., improved efforts to address problems of environmental sustainability through voluntary changes in behavior), there is also a growing (and sometimes heated) discussion around the limitations and potential unintended (negative) consequences of this approach to promoting environmental conservation. Given this context and the stakes of “getting it right,” my goals for this talk are twofold: first, I want to clarify and contextualize the key considerations, assumptions and arguments that those on all sides of this much-needed conversation are bringing to the table; second, I want to provide a fair yet critical assessment of what our field does and does not have to offer to broader real-world efforts to promote environmental conservation and sustainability, particularly given the nature of our current political moment around the world. Finally, I will provide my own prescription for where the field could go next as a function of our individual and collective goals and values.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 1731

PSYCHOSOCIAL RESOURCES AND YOUTH PATHWAYS TO SUSTAINABLE WORK: EVIDENCE FROM SOUTH AFRICA'S BASIC EDUCATION EMPLOYMENT INITIATIVE

Veldsman N.A.*[1], Meyer I.[1], Harvey J.[2], Mncwango B.M.[2], Ngandu S.[2], Yousuff Motala S.[2], Budlender J.[1], Leibbrandt M.[1]

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Youth unemployment is a persistent global challenge with consequences for both individual well-being and sustainable development. Public employment programmes have been widely implemented to provide short-term employment and skills development opportunities. However, existing research has primarily focused on economic indicators of such programmes, with far less attention to the psychosocial resources that support longer-term transitions into decent work. This gap is particularly salient in the Global South, where unemployment rates remain among the highest worldwide. To partially address these gaps, this study will examine South Africa's Presidential Employment Stimulus (PES), implemented through the Basic Education Employment Initiative (BEEI). The BEEI typically places over 200,000 unemployed youth with temporary employment as Education and General Support Assistants in public schools. Although designed as a short-term intervention, the programme provides an opportunity to assess the extent to which public employment programmes, like the BEEI, can strengthen participants' psychosocial resources and contribute to pathways into sustainable and decent work. We will adopt a quasi-experimental, longitudinal design, tracking psychosocial and economic outcomes across three survey waves: baseline (after selection but before placement), during employment, and after programme completion. A sample of approximately 5,000 BEEI applicants, comprising both beneficiaries (treatment group) and non-beneficiaries (control group), will be surveyed. Key variables include psychological resources (self-efficacy, self-esteem, personal initiative, belonging), indicators of well-being (quality of life), and economic measures (job search barriers and income). This design will enable stronger causal inference about how temporary public employment programmes, like the BEEI, shape young people's labour-market trajectories and psychosocial well-being. Our findings will generate policy-relevant insights with societal applications, illustrating the applied contributions psychology can make to addressing youth unemployment and informing the design of future youth unemployment interventions and policies in high-unemployment contexts.

03 - Division 3: Psychology and Societal Development

Poster Session 4 - Division 3

Thursday 23 July 2026 from 15:40 to 17:10

(X- Poster 1)

Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1204

BREAKING THE SILENCE: HOW HUMOR SHAPES NEUROPHYSIOLOGICAL RESPONSES TO DEATH-RELATED ADVERTISING

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Introduction
Death is a universal experience, but it remains a taboo in commercial communication. According to Terror Management Theory, death awareness provokes existential anxiety, which individuals manage through cultural worldviews and consumption choices that provide symbolism. Depending on tone and structure, advertising can amplify or mitigate anxieties, shaping interpretation and emotional processing. Humor acts as a mechanism that reduces anxiety and facilitates the processing of distressing content. However, little research has examined its role in funeral advertising.

Purpose
This study examines how humorous funeral advertisements affect neurophysiological and self-reported responses and whether individual characteristics moderate these effects.

Method
A within-subject experiment was conducted with 58 participants, who were divided into three groups: young (M_age=29.29), adults (M_age=43.6), and elderly (M_age=60.89). The groups were balanced for gender (48% female). Participants observed 18 stimuli (9 humorous and 9 traditional) to determine whether people of different ages are more sensitive to death communication. Recorded measures included electroencephalographic indices of cognitive engagement and memorization, as well as physiological indices of heart rate variability and galvanic skin response. After each stimulus, participants reported emotional valence, perceived humor, purchase intention, brand awareness, and ad liking. Personality, emotional style, and communication apprehension and anxiety about death were also assessed.

Results
Ongoing analyses are expected to reveal that humorous advertisements elicit higher engagement, consistent with evidence showing that humor enhances attention and recall. These advertisements are expected to evoke different responses from individuals with varying levels of death anxiety or apprehension. Negative attitudes and emotional reactions are anticipated among elders, who can relate to the content more closely.

Conclusions
This research aims to improve our understanding of how framing strategies influence cognitive and emotional responses in sensitive situations. Building on the literature on taboo communication and terror management in marketing, it offers implications for effective, age-sensitive death care advertising.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 2058

PREDICTING PRODUCTIVE TIME ORIENTATION: THE ROLE OF PERCEIVED SOCIAL SUPPORT, LIFE AND SOCIAL CHANGES

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This paper aimed to investigate the contribution of perceived life and social changes, along with self-assessed support by family and friends in prediction of productive time orientation as a positive conception and evaluation of past and future and continuity between them.
Three measures were administered on a sample consisted of 340 participants (female=234) at various age to assess study variables. The data were collected during the winter, 2024.
It was expected that social support by family and social support by friends will be the strongest predictors of productive time orientation, followed by perceived quantitative and qualitative life changes, while self-evaluated level as well as quality of social changes was proposed to be less powerful predictors of criterion variable.
Hierarchical linear regression analysis revealed that, after controlling for participants' age and sex, the quantity of life changes negatively and the quality of life changes positively and significantly predicted productive time orientation (β= -.14, $p<.01$ and β= .23, $p<.001$, respectively), explaining 11% of its variability ($F(2, 333)=21.66$, $p<.001$). Level and quality of social changes as evaluated by the study participants, accounted for 5% of the variance of productive time orientation ($F(2, 335)=8.69$, $p<.001$), but their individual contribution in predicting criterion variable was not statistically significant. As found, stronger productive time orientation was predicted by highly assessed family support (β= .31, $p<.001$), as well as by highly rated friends support (β= .21, $p<.001$). Perceived social support accounted for 15% in the variance of criterion variable ($F(2, 331)=36.73$, $p<.001$).
The results will be discussed in line with the existing theoretical and empirical findings/knowledge. In addition, recommendations for future research and practical implications of the study findings, particularly in the field of psychological well-being, will be presented.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 2099

CULTIVATING PUBLIC-FACING SCHOLARS: A MIXED-METHODS STUDY OF PSYCHOSOCIAL AND EDUCATIONAL IMPACTS OF GRADUATE TRAINING IN SCIENCE ENGAGEMENT

Trott C.*, Smeyne C.

University of Cincinnati ~ Cincinnati ~ United States of America

Academic researchers are increasingly called upon to engage public audiences outside the academic sphere in order to communicate scholarly findings and raise awareness of empirical evidence. Graduate programs are increasingly aware of this need, yet most focus almost exclusively on research skills training. When public engagement training is offered, it is usually brief and focused narrowly on dissemination of scientific knowledge—an approach known to be less effective. This presentation describes findings from a mixed-methods research study examining the impacts of a multi-tiered graduate education curriculum in Public Engagement with Science (PEWS) based on extensive community partnership and interdisciplinary collaboration. Specifically, Engaging Science is a three-level interdisciplinary curriculum sequence for graduate students consisting of: (Level 1) an intensive two-day session providing hands-on PEWS experience at a museum; (Level 2) a semester-long course including multi-disciplinary team projects carried out with community organizations; and (Level 3) an application-based fellowship working with a community organization facilitated by faculty and peer mentorship, culminating in an independent PEWS project. Through surveys, focus groups, and interviews with graduate students, this interdisciplinary research project explores the transformative potential of the Engaging Science curriculum to: (1) equip graduate students to engage public audiences in a meaningful, robust way, (2) encourage collaboration across disciplines, and (3) support the success of graduate students through opportunities for community engagement. Findings suggest that the transformative potential of Engaging Science is rooted in its innovative approach to PEWS instruction that goes beyond mere dissemination of scientific findings to emphasize reciprocal interaction addressing a range of critical issues including scientific processes, trust in science, the cultivation of awe, and a sense of belonging within the physical, biological, behavioral, and social sciences.

Division 3: Psychology and Societal Development Division 16: Counseling Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2061

THE LINKS BETWEEN SEXUAL OBJECTIFICATION OF WOMEN AND TOLERANCE OF SEXUAL HARASSMENT ON SOCIAL NETWORKING SITES AMONG HETEROSEXUAL MEN IN LITHUANIA

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Introduction: Although previous studies confirm links between objectification of women and tolerance of sexual harassment, but these relations still are understudied in the context of social networking sites (SNS) (Galdi & Guizzo, 2021; Ligman et al., 2024). Considering that women are more likely to be sexually objectified and sexually harassed by heterosexual men, it is important to fill-in the gap of knowledge how prevalent is tolerance of sexual harassment on SNS among heterosexual adult men, considering their individual characteristics as well as their tendency to sexually objectify women.

The aim of the study was to reveal links between tendency to sexually objectify women and tolerance of sexual harassment on SNS, in a sample of adult heterosexual men.

Method: 109 heterosexual Lithuanian men, aged 18-65 (mean age 25.6 years) participated in the online study. The study questionnaire consisted of the Sexual-Other Objectification Scale (Bloom, Tavakoli, & Romito, 2024), four vignettes purposely created by the authors to assess tolerance of sexual harassment on SNS and the short version of the Balanced Inventory of Desirable Responding (Paulhus, 1991). The study participants were also asked some socio-demographic and SNS use related questions.

Results: The study results revealed no significant age, education, time spend on SNS or marital status differences in heterosexual men to sexually objectify women. There were also no statistically significant differences in tolerance of sexual harassment on SNS by participants' age or education, but single men were more likely to tolerate sexual harassment than those with a romantic partner. A positive strong association was found between sexual objectification and tolerance of sexual harassment on SNS.

Conclusions: These findings highlight the need to target tendency to sexually objectify women while implementing prevention strategies working with heterosexual men, as this phenomenon is closely linked to greater tolerance of sexual harassment on SNS.

03 - Division 3: Psychology and Societal Development

UNDERSTANDING AND ADDRESSING THE ROLE OF PROVIDER BIAS IN GLOBAL HEALTHCARE DISPARITIES

Thursday 23 July 2026 from 16:30 to 17:30

(C- Spadolini)

Nao Hagiwara (University of Virginia ~ Charlottesville), Chair and Presenter

Racial and ethnic disparities in healthcare persist across the globe, partly due to biases held by healthcare providers, which affect clinical interactions and patient outcomes. This symposium highlights new research uncovering the nature of these disparities, the mechanisms through which provider bias contributes to them, and innovative strategies designed to mitigate the impact of such bias. Presentation 1 applied a social comparison framework to mental health disparities. Three studies with Brazilian participants showed that unfavorable social comparisons predicted depressive symptoms and suicidal ideation, while experimentally or cognitively shifting to favorable comparisons improved mental health outcomes. Presentation 2 examined ethnicity-based disparities in psychotherapy among Italian psychology trainees, finding that participants were less inclined to approach or assist a Romanian patient compared to an Italian patient—an effect largely mediated by differences in humanity attributions. These relations were also investigated in the context of racial disparities between Black and White patients. Presentation 3 explored attentional bias in healthcare scenarios under resource scarcity. Across two studies in Portugal, participants exhibited race-modulated attentional biases under scarcity conditions, with heightened attention to Black faces when intensive care stimuli were presented. These results underscore the importance of contextual factors, such as scarcity, in activating subtle bias processes. Presentation 4 tested the clinical impact of a provider implicit bias intervention. FamilyandInternalMedicineresidentswererandomlyassignedtoeitherfullworkshops(awarenessplusco mmunicationskills)oranawareness-
onlycondition.Hispanicpatientsratedencountersmorepositivelywhenresidentshadcompletedthefulltra ining—
butonlywhenresidentsdemonstratedlowresistancetolearningaboutbias.Thefindingshighlightthecritica lroleofaddressinglearnerresistancetooptimizetheimpactofbias-
reductionefforts.Finally,Presentation5introducedanovel,scalableintervention—
abriefscriptforproviderstouseatthestartofclinicalencounters—
developedusingacommunityengagementapproach.Black/AfricanAmericansurveyrespondentsreport edsignificantlymoretrustandhigherintentionstoadheretoproviderrecommendationswhenthescriptwas used.Together,thesepresentationsilluminatecontext-
sensitivemechanismsofproviderbiasandofferpromising,culturallyinformedstrategiesforinterventionac rossdiversepopulations.

Abstract 4310

ETHNIC DISPARITIES IN PSYCHOTHERAPEUTIC CONTEXTS

Milauro G.*, Falvo R., Capozza D.

University of Padova ~ Padova ~ Italy

Research has shown that patient and physician ethnic group membership affects how they engage in clinical interaction. In the US, for instance, physician's verbal and non-verbal communication differs when the patient is White or Black; therapeutic recommendations may also vary. The present study focuses on clinical relationships in psychotherapy. We propose that, even in this context, ethnicity-based differentiations can be observed, and that these disparities may depend on psychotherapist's attitudes and attributions of humanity. We employed a scenario, describing the case of a 43-year-old man (a specialized technician) suffering from panic attacks, where patient's ethnicity was experimentally manipulated, in a between-participants design. Participants were Italian students enrolled in Master's degree programs in Dynamic or Clinical Psychology, or in Specialization Schools in Psychotherapy (N = 172). They were asked to imagine being licensed professionals treating the patient: in one condition, the patient was Romanian (Alecu), in the other, he was Italian (Paolo). They answered an online questionnaire including measures of attitude and items designed to assess humanity attributions (to Alecu or Paolo). The questionnaire also included implicit and explicit measures that allowed for the detection of ethnicity-based disparities. Mediation models were tested. It was found that participants were less inclined to approach and help the Romanian patient compared to the Italian one (a SC-IAT of approach/avoidance and a SC-IAT of helping/ignoring were used as implicit measures). They provided fewer contact details to the Romanian patient and expected less adherence to treatment recommendations from him. These ethnic disparities were explained by different attitudes, but mostly by the attribution of a lower human status to the Romanian patient. Results allow for the proposal of interventions aimed at mitigating ethnic disparities in the psychotherapeutic context. The study was replicated considering the Black-White relationship (White participants). These data also will be reported.

Abstract 4311

RACIAL ATTENTION IN TIMES OF SCARCITY: COGNITIVE PATHWAYS TO INEQUITY IN HEALTHCARE

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Institute of Social Sciences, University of Lisbon ~ Lisbon ~ Portugal

Racial disparities in healthcare persist even in systems with universal access, and previous evidence suggests that such inequities are often sustained by subtle, implicit cognitive bias operating even among well-intentioned healthcare professionals. One such mechanism is attentional bias—the differential allocation of visual attention based on social categories such as race. While racialized attention has been widely studied in general social contexts, less is known about how it operates in healthcare settings, particularly under conditions of resource scarcity. Across two experimental studies conducted in Portugal, we investigated whether perceived scarcity modulates racial attentional bias toward intensive care stimuli. In Study 1 (N = 200 White Portuguese medical students), participants completed a dot-probe task in which racialized faces (White vs Black) were subliminally presented before the appearance of intensive care–related or neutral objects. Results showed a general attentional preference for intensive care stimuli (B = 17.22, t = 2.21, p = .03), but no significant racial modulation of attention. In Study 2 (N = 181 lay participants), we introduced an experimental manipulation of resource availability (scarcity vs abundance). Under scarcity, participants showed greater attentional bias toward Black faces (vs White) when followed by intensive care stimuli—consistent with an outgroup threat pattern. Although the effect did not reach conventional significance levels (B = 101.94, SE = 55.08, z = −1.85, p = .128, 95% CI [−209.89, 6.02]), the pattern supports the race-threating hypothesis. Under abundance, participants showed no attentional bias based on race. A differential attentional bias score showed that resource scarcity increased race-based attentional allocation.These findings underscore the importance of investigating how attentional bias may operate in healthcare contexts, particularly under contingency situations, such as scarcity. They highlight the need to address subtle, implicit processes that may shape clinical perception and judgment, even in the absence of explicit prejudice.

Abstract 4313

FEASIBILITY AND ACCEPTABILITY OF INNOVATIVE IMPLICIT BIAS INTERVENTION FOR HEALTHCARE PROVIDERS

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University of Virginia ~ Charlottesville, Virginia, ~ United States of America

Despite many US educational institutions' efforts to tackle provider implicit bias, our systematic review uncovered that current implicit bias trainings show limited effectiveness in improving patient outcomes. Findings from extensive research suggest that minoritized patients are likely responding to a constellation of nonverbal/paraverbal communication behaviors displayed by providers, stemming from implicit bias, rather than isolated key behaviors. Managing multiple communication behaviors in a coordinated manner is difficult, which poses scalability challenges. Patients' communication behaviors during clinical encounters are also affected by patient expectations about the medical interactions, which are often negative. To address these challenges, we developed a novel, theory-driven implicit bias intervention—a concise script providers use to start their clinical encounters with new patients. The goal of this mixed methods study using a community engagement approach was to assess the acceptability and feasibility of the script. We conducted four focus groups with 21 Black/African Americans and two expert panel reviews with 6 family medicine physicians to refine the script. In a subsequent survey (N = 304 Black/African Americans, 67.4% women, age M = 45.17), respondents reported trusting a provider who begins an appointment using the script significantly more (M = 4.00, SD = .65, range 1–5) than healthcare providers in general (M = 3.05, SD = .77), $t(303) = 19.86$, SE = .05, $p < .001$, $d = .83$. Respondents also reported strong intentions to adhere to the provider's recommendations (M = 4.15, SD = .69, range 1–5). A pilot study to test the implementation and preliminary efficacy of the script in improving patient-centered outcomes is currently underway. The implications of these findings for future healthcare provider training and policy changes will be discussed.

03 - Division 3: Psychology and Societal Development

Poster Session 5 - Division 3

Thursday 23 July 2026 from 17:15 to 18:45

(X- Poster 1)

Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1087

BEYOND THE CLOSET: EXAMINING SEXUAL MINORITY OUTNESS, SOCIAL VIGILANCE, AND THE ROLES OF DISCRIMINATION AND BELONGING

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Introduction: Even with increased societal acceptance of LGBTQ+ identities, LGBTQ+ individuals continue to experience discrimination (NASEM, 2020). While LGBTQ+ identity disclosure may alleviate the burden of concealment (Kosciw et al., 2015), it may expose individuals to discrimination (Wall et al., 2022). Social vigilance is linked to experiences of discrimination (Timmins et al., 2017). A sense of belonging may act as a buffer against discrimination (Perrin et al., 2020).

Purpose: Few studies have examined social vigilance in LGBTQ+ populations or the relationship between heterosexism and social vigilance.

Method: The current study utilized an archival dataset of 248 sexual minority identifying individuals. Participants were recruited through a university in the south-central region of the United States. Participants between the ages of 18 and 29 completed an online survey and answered demographic questions, indicated contexts they were “out” in, and completed the Heterosexist Harassment, Rejection, and Discrimination Scale, Social Vigilance Questionnaire, and the Sense of Belonging Instrument.

Results: We used PROCESS Macro (Hayes, 2013) to run a mediated moderation model examining the relationship between outness of sexual orientation, social vigilance, if heterosexist discrimination mediated this relationship, and if sense of belonging moderated this relationship. The current study did not observe any significant relationships in our proposed model. Preliminary analyses revealed monosexual individuals were more out than polysexual individuals.

Conclusions: Limitations of the current study include using a general sense of belonging measure instead of an LGBTQ+ specific belonging measure and a young university sample recruited through snowball sampling. Polysexual individuals may experience unique discrimination that explains the observed lower levels of outness. The sample was collected at a university that has historically been accepting and affirming to LGBTQ+ students, which may explain the unexpected non-significant findings. Future research should explore global differences in LGBTQ+ individuals’ “coming out” experiences.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 2486

CHARACTER STRENGTH AND EMOTIONAL INTELLIGENCE ON HUMAN FLOURISHING AMONG EMERGING ADULTS

Bada B.*, Falade O.

University of Lagos ~ Lagos ~ Nigeria

The main aim of this study is it investigate the Influence of character strength and emotional intelligence on human flourishing among emerging adults in Akoka, Lagos, it also evaluate the degree to which character strength and emotional intelligence can predict human flourishing among emerging adults in Akoka, Lagos. 387 participants were used for this study and were administered
test instruments, using Character Strengths Rating Form (CSRF),
Schutte Emotional Intelligent Scale (SEIS) and Flourishing
Scale. The result of the study revealed that Character strength
independently predicts human flourishing given the Beta and P value scores to be (b = .275, P <.001), also, emotional intelligence independently predict human flourishing given the Beta and P value scores to be (b = .259, P <.001), Furthermore, Character strength and emotional intelligence are jointly responsible for 23.4% variance in human flourishing (R square =.234). which implies that Character strength and emotional intelligence jointly explained 23.4% human flourishing of the participants. Secondly, result of the study revealed there was a significant positive relationship between character strength of respondents (r = .646, P<.001) and emotional intelligence. Also, a significant positive relationship was observed between human flourishing of respondents (r = .436, P>.05) and emotional intelligence as well as between human flourishing of respondents (r = .442, P>.05) and character strength. The study
therefore concludes by suggesting that positive character strength, such as resilience, empathy, and integrity, significantly contribute to an individual overall well-being and flourishing. Furthermore, emotional intelligence serves as a pivotal factor, enhancing the ability of these young adults in navigating social complexities, manage stress, and build meaningful relationships

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 2471

ROMANTIC RELATIONSHIP QUALITY DURING YOUNG ADULTHOOD: A SYSTEMATIC LITERATURE REVIEW

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[1]Department of Human and Social Sciences, University of Bergamo ~ Bergamo ~ Italy, [2]Department of Psychology, Catholic University of Milan ~ Milano ~ Italy

The quality of romantic relationships during young adulthood represents a key developmental factor that is
associated with psychological and social well-being. During this life stage, individuals refine their interpersonal skills and expectations of intimacy, making romantic relationships a central context for
emotional growth. Despite extensive research, there remains a lack of consensus on which indicators best
define and measure relationship quality in this specific life stage.
This systematic review aimed to identify and synthesize empirical evidence on romantic relationship quality
among young adults, examining both core dimensions and the potential influence of broader social systems,
such as family and peers.
Following PRISMA 2020 guidelines, a systematic literature search was conducted across four electronic
databases (PubMed, PsycINFO, Scopus, and Web of Science), ensuring a rigorous and structured selection of
relevant studies. Eligible studies included empirical investigations assessing romantic relationship quality
among individuals aged approximately 18–30 years. Studies were screened and evaluated according to
predefined inclusion and exclusion criteria.
Preliminary findings revealed considerable heterogeneity in both theoretical frameworks and measurement
instruments, indicating the multidimensional nature of romantic relationship quality.
Findings, practical implications, and directions for future research will be discussed.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2428

BEYOND SYMPTOM TREATMENT: ANALYSING SOCIAL CHANGE PROPOSALS IN BRAZILIAN PSYCHOLOGICAL LITERATURE DURING THE COVID-19 PANDEMIC

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Since Covid-19's early months, scientific research in psychology has focused mainly on its impacts on population's mental health during and after this event. However, psychology can also analyze the pandemic from a psychosocial perspective, which considers it as an intensifier of issues already present in our society that are also causes of psychological distress. Therefore, an approach capable of analyzing this period under different determinants and suggesting ways to solve such problems from their origins is needed. In our research, we aimed to examine how Brazilian psychology fits into the discussions about the Covid-19 pandemic, focusing on proposals for social changes to improve this scenario. A systematic review of the literature was conducted, and the materials for analysis were collected from publications in Brazilian psychology journals indexed in the Latin American and Caribbean Center on Health Sciences Information (BIREME/PAHO/WHO) and the Scientific Electronic Library Online Brazil (Scielo). Among the 462 Covid-19 related articles published by March 2025, only 37 elaborated their debates through a psychosocial perspective. Our analysis revealed that more than half of the publications originated from the fields of social psychology and political psychology, reflecting the historical tendency within Brazilian psychology that social crises are topics primarily addressed by these disciplines. Additionally, the articles mainly proposed an epistemological shift in Brazilian psychology through a critical conception of this science, calling for the Brazilian state to act democratically through social public policies, and raising political and critical awareness among the population. Finally, we discussed the fragmentation of psychological science as a key component for lack of involvement of other fields in the psychosocial debate and in proposing concrete actions for social change, in light of the criticism of the Brazilian political and social scenario, as well as the implications of this for the resolution of social problems.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality

Abstract 2393

THE DIFFERENCES IN TAIWANESE PEOPLE'S ATTITUDES TOWARD HOMOSEXUALITY BETWEEN 2012 AND 2022

Hsu C.*

Chang Jung Christian University ~ Tainan ~ Taiwan

In 2019, Taiwan legalized same-sex marriage, becoming the first region in Asia to do so. This study examines whether there were significant differences in Taiwanese people's attitudes toward homosexuality between 2012 and 2022. The Taiwan Social Change Survey (TSCS) conducted nationwide random sampling in both years to investigate public opinions on various gender-related issues, including attitudes toward homosexuality. In 2012, 2,072 participants were surveyed, and in 2022, 1,728 participants took part.

Results showed that over the ten-year period, negative stereotypes toward homosexuality among the Taiwanese public had significantly decreased. However, in both surveys, more than 60% of respondents believed that coming out as gay or lesbian would cause emotional distress to one's parents. Although the proportion of people who supported the right of same-sex couples to marry increased significantly, the proportion of those who opposed it also rose slightly.

The proportion of people who agreed that same-sex couples could fulfill parental roles as well as heterosexual couples increased significantly. Nevertheless, the proportions of those who agreed and disagreed that gay men could be competent parents were nearly equal. Interestingly, the 2022 survey found that 66% of participants believed homosexuals should have the right to raise children, yet only 55% believed that lesbian couples could perform parental roles well, and 48.2% thought that gay men possessed good parenting abilities.

These findings indicate that while negative stereotypes toward homosexuality in Taiwan have declined substantially, and despite the legalization of same-sex marriage and adoption rights for same-sex couples, a considerable number of people still doubt whether homosexuals can serve as competent parents.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2404

AI-DRIVEN DIGITAL STORYTELLING ROBOTS ON STUDENT ENGAGEMENT AND MOTIVATION

Fung K.Y.*, Sin K.F.

The Education University of Hong Kong ~ Hong Kong ~ Hong Kong

Creativity is recognized as an essential skill in 21st-century education. Storytelling can facilitate student motivation, engagement, and cognitive development. However, conventional storytelling approaches often lack interactivity and fail to capture learners' attention. According to Self-determination Theory (SDT), satisfying basic psychological needs (i.e., autonomy, competence, and relatedness) is essential for fostering motivation and well-being. This study examines how a multi-sensory digital storytelling system incorporating an interactive robot affects student engagement and psychological well-being compared to paper-based and PowerPoint (PPT) modalities. The research addresses the gap in exploring how different storytelling delivery modes influence students' intrinsic motivation and performance in well-being. Twenty-four students (12 female, 12 male) aged 7-8 years participated in a comparative study in three conditions: paper-based storytelling (n=8), PPT-based storytelling (n=8), and robot-assisted storytelling (n=8). A human-like robot is equipped with multisensory support, including animations, instant feedback via a large language model (LLM), and interactive movements. The five-day intervention delivers one story per day. Students complete pre- and post-questionnaires and conduct semi-structured interviews to provide insights into emotional experiences and learning preferences. The robot-assisted group demonstrates statistically significant improvements in behavioural (pre: μ=70.83, σ=18.15; post: μ=90.00, σ=9.43; +27.06%, $p<.05$) and cognitive engagement (pre: μ=66.67, σ=18.86; post: μ=86.67, σ=10.08; +30.00%, $p<.05$). Qualitative findings reveal that students express excitement, reduce frustration, and feel confident interacting with the robot. Interactive robot-assisted storytelling significantly enhances behavioural and cognitive engagement and promotes psychological well-being. The integration of multisensory and interactive technologies aligns with SDT principles to foster intrinsic motivation and happiness. Future longitudinal research with larger samples will strengthen these findings and explore sustained effects on well-being.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 4543

WHAT IT IS LIKE TO LIVE WITHOUT SOCIAL MEDIA DURING THE RUSSO-UKRAINIAN WAR?

Ocheretianko P.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction

Social media have developed rapidly over the past two decades, becoming increasingly embedded in everyday life. Perceived primarily as platforms for entertainment, they have evolved into more complex tools for facilitating social interactions, shaping self-representation and creating new forms of economic activity. Within the context of the Russian–Ukrainian war, social media have acquired new roles, serving as crucial sources of information, fostering political engagement, social support, and community building.
However, an intense information flow may lead to cognitive overload, and the experience of individuals who refrain from using such platforms under the pressure during wartime remains an underexplored area of research.

Purpose

The purpose of this study is to explore central aspects of the subjective experience of individuals who discontinued the use of social media during the Russian-Ukrainian war, making a contribution into an understanding of the respondents` sense-making activity in a case under investigation.
Method
The study uses qualitative approach to phenomenon. The data were collected by the semi-structured interviews, coded and interpreted through interpretative phenomenological analysis. The interviews were conducted with six young adults aged 19-29 residing in Kyiv, Ukraine.

Results

The experience of disengaging from social media during wartime was interpreted through three categories: a regained sense of control over the information environment, enabling selective news consumption, emphasized value of face-to-face interactions regarding social communication, and viewing social media as a distractor while longing for time and space free from media noise.

Conclusions

The findings demonstrate that despite reducing distractions and information overload, participants have still retained a limited access to social media for communicating safety and wellbeing with others, using these platforms as primary sources of information during wartime.
Disengagement from social media was also associated with a diminished sense of a link between war-related news, personal life, and the possibility of meaningful change.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2454

HIDDEN IN PLAIN SIGHT: AN ANALYSIS OF SEX DIFFERENCES IN AUTISM PRESENTATION, CO-OCCURRING CONDITIONS AND INDIVIDUAL RESILIENCE

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Introduction
Autism Spectrum Disorder (ASD) is a developmental condition characterised by persistent difficulties with social communication, restricted interests and repetitive behaviours, which appears during early childhood (APA, 2013). While an early diagnosis of ASD has been identified as being beneficial, with improved access to supports and services, reduced judgement and self-criticism and the creation of a positive self-identity all improving quality of life (Ruiz Calzada et al., 2012; Russell & Norwich, 2012; Wong et al., 2015), research has indicated that when compared with males, those assigned female at birth (AFAB) are at an increased risk of remaining undiagnosed and must often present with more severe symptoms in order to have their ASD recognised (Kreiser & White, 2014).
Purpose
To identify the sex differences in ASD presentation, symptomology and co-occurring conditions and to investigate whether there is an association between these differences and age of diagnosis.
Method
The research involved an online survey of autistic adults (both diagnosed and suspected), measuring various demographic factors, and ASD screener measure, as well as participant scores on a battery of screening measures for diagnoses such as ADHD, depression and anxiety disorders etc. Scores on a measure of personal resilience were also included. A between-groups comparison study was conducted to identify the differences between those assigned male at birth (AMAB) and AFAB individuals.
Results
Results of the data analysis describe the differences in ASD presentation, prevalence of co-occurring conditions and individual resilience levels, as well as differences in diagnostic age between AMAB and AFAB participants.
Conclusions
Supported by the literature, it is evident that there are sex differences in ASD presentation and that females with a diagnosis of ASD often also receive secondary and tertiary diagnoses, occasionally prior to receiving the ASD diagnosis. Sex differences must be considered to improve diagnostic pathways and reduce diagnostic age for AFAB individuals.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2670

SOCIAL COMPARISON AND ITS PSYCHOLOGICAL CORRELATES IN KOREA: A META-ANALYSIS

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In Korea's collectivistic culture, social comparison influences various domains, including mental health, emotion, personality, academics, and career. This meta-analysis reviewed 70 studies (135 effect sizes) on social comparison published in Korea up to August 29, 2025, with 26,669 participants ranging from adolescents to older adults, drawn from local to nationwide samples. Social comparison was primarily measured using the INCOM(Iowa-Netherlands Comparison Orientation Measure) and its modified versions. Among the 18 variables related to social comparison identified in this meta-analysis, strong associations were found with fear of negative evaluation (ESr = .60, 95% CI [0.55, 0.64]) and public self-consciousness (ESr = .59, 95% CI [0.54, 0.64]), followed by anxiety (ESr = .52, 95% CI [0.45, 0.58]), intolerance of uncertainty (ESr = .42, 95% CI [0.40, 0.45]), social anxiety (ESr = .40, 95% CI [0.35, 0.45]), and fear of missing out (ESr = .39, 95% CI [0.27, 0.50]). Medium effect sizes were revealed for career anxiety, depression, pursuit of happiness, socially prescribed perfectionism, and SNS addiction tendencies. Small effect sizes were observed for academic burnout, subjective well-being, self-esteem, and self-encouragement. In particular, subjective well-being, self-esteem, self-compassion, self-encouragement, and self-concept clarity were negatively related to social comparison, whereas other variables were positively related with statistical significance. This study systematically integrates research on social comparison in Korea and provides empirical evidence of its associations with diverse psychological and behavioral variables, offering important implications for future research.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2641

THE MOTIVATIONAL SELF-REGULATION AND ACADEMIC ADJUSTMENT IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Silva N.*[1], Martínez--López Z.[2], Mayo Pais M.E.[2], Real J.E.[3], Tinajero Vacas C.[2]

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Academic adjustment is an important component of students' educational experience, encompassing satisfaction with school, perceived success, and academic motivation, and influencing achievement and well-being. Motivational self-regulation strategies —mastery self-talk, personally referred performance self-talk, self-enhancing self-talk, self-defeating self-talk, work-avoidance self-talk, self-efficacy enhancement, self-consequating, cost appraisal, enhancement of personal significance, and enhancement of situational interest— may contribute to this process. Examining the relationship between these constructs might be of particular importance for students with special educational needs (SEN), who often face challenges that can affect adaptation and long-term outcomes. This study analysed the association between motivational self-regulation strategies and academic adjustment in adolescents with SEN. Participants were 236 secondary school students (44.5% girls; Mage = 13.7; SDage = 1.3), enrolled in different compulsory secondary education grades (32.6% in 1st, 35.6% in 2nd, 14.8% in 3rd, and 16.9% in 4th). Data were collected using diverse subscales of the Scale of Learning Motivational Strategies – Secondary and of the Spanish version of the Motivational Regulation Survey and various items from the academic adjustment subscale of the Spanish version of the Student Adaptation to College Questionnaire (SACQ). A regression analysis was conducted to test the effect of ten motivational self-regulation strategies on academic adjustment, controlling for sex and grade level. Results showed that self-efficacy enhancement ($\beta = .297$, $p \leq .001$) and cost appraisal ($\beta = .160$, $p \leq .05$) were positively associated with academic adjustment, whereas work-avoidance self-talk ($\beta = -.234$, $p \leq .001$) was negatively associated. The model explained 24.7% of the variance ($F(5, 212) = 15.238$, $p \leq .001$). These findings indicate that motivational self-regulation contributes to academic adjustment among adolescents with SEN and offer valuable insights for designing targeted interventions that foster engagement, resilience, and adaptive learning behaviours in inclusive contexts.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2640

THE RELATIONSHIP BETWEEN PERCEIVED SOCIAL SUPPORT AND WORK-AVOIDANCE SELF-TALK IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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Work-avoidance self-talk strategy reduces students' effort, limits the use of deep processing strategies and fostering amotivation, ultimately undermining self-regulated learning. Identifying factors that can counteract these tendencies is essential for promoting adaptive motivational patterns. Perceived social support has been highlighted in different studies as a key resource for strengthening inner motivational processes and promoting engagement; however, evidence regarding its role among students with special educational needs (SEN), who may encounter additional challenges in sustaining motivation, remains scarce. The present study aimed to examine the relationship between perceived social support and work-avoidance self-talk among adolescents with SEN. A total of 236 secondary school students (44.5% girls; Mage = 13.7; SDage = 1.3), enrolled in different academic courses (32.6% in 1st grade, 35.6% in 2nd grade, 14.8% in 3rd grade, and 16.9% in 4th grade), participated in the research. Data were collected using various subscales from the Spanish adaptation of the Relational Support Inventory – Adolescence and the Scale of Learning Motivational Strategies – Secondary. To assess the influence of different sources and types of perceived social support—emotional support, guidance, and reassurance of worth—from teachers, family, and peers on work-avoidance self-talk, we performed a linear regression analysis. Sex and academic course were entered as control variables in the first step. The model was significant, explaining 16.6% of the variance in work-avoidance self-talk ($F(5, 221) = 10.024$, $p \leq .001$). Emotional support from teachers and family, as well as teacher guidance, showed significant negative associations ($\beta = -.149$, $p \leq .05$; $\beta = -.196$, $p \leq .01$; $\beta = -.185$, $p \leq .01$, respectively). These findings highlight the protective role of perceived social support in promoting self-regulated learning and reducing maladaptive motivational patterns, reinforcing its importance for designing interventions that foster academic engagement and well-being in adolescence whit SEN.

03 - Division 3: Psychology and Societal Development

GENDER-BASED VIOLENCE SYSTEMS RESPONSE CAPACITY: CONTRIBUTIONS FROM COMMUNITY PSYCHOLOGY RESEARCH AND INTERVENTION

Thursday 23 July 2026 from 17:30 to 19:00

(D-Spadolini)

Maria Vargas Moniz (ISPA, Instituto Universitário APPsyCI –), Chair and Presenter

Community-based response to violence against women received substantive attention from community psychology scientific production over the past decades. The cross-cultural and intercontinental exchanges on research, training and action have provided us with a consistent body of knowledge for informed systems analysis and practices recommendations. The first contribution addresses the contributions of the capabilities approach to understand the long-term impacts and systems response regarding violence against women; a second contribution is focused on the narratives of women on IPV in public services; a third contribution specifically analyses the recovery from homelessness, a fourth on the community accountability approach to ending violence against women and the fifth contribution address men on the prevention of violence against women. We probe to analyse the intertwined effects of gender-based violence, through different lenses, with a rich and transnational series of contributions seeking the universal appeal to address gender-based violence.

Abstract 4327

THE CAPABILITIES FRAMEWORK FOR THE ANALYSIS OF COMMUNITY-BASED SYSTEMS RESPONSE TO GENDERED-BASED VIOLENCE

Vargas--Moniz M.*, Conde M.J.

ISPA, Instituto Universitário APPsyCI – Applied Psychology Research Center Capabilities and Inclusion, Lisboa ~ Lisbona ~ Portugal

The presentation is inspired by Community Psychology contributions from scholars, researchers, practitioners and survivors of gendered-based violence, and their reflections regarding systems response (e.g., Nnawulezi, et al., 2022; Sullivan, 2018; Goodman, et al, 2017). These contributions are articulated with information gathered (2020- 2024) through a PAR (Participatory Action Research) Project Peer Networks: Gender Violence and Empowerment, implemented through a University-Community Partnership (Vargas-Moniz, et al., 2024). Probing to expand our vision and response capacity to foster good governance and positive interactions among public and private stakeholders, we present lessons learned with the contribution of the Capabilities Theory (Nussbaum, 2000), that supports a broad reflection on ten domains (life, health, ontological security, imagination and thought, emotions, practical reason, affiliation, other species, play, control over environment), regarding challenges and strengths of survivors' on systems advancement and sustainability. Despite the international treaties and conventions, demanding governmental response to structural and conjunctural violence against women, stakeholder's advance critiques about pre-determined paths of service provision, "… shelters a sort of probation system where their lives are very heavy and in suspended mode" (e.g., DN Portuguese Journal, 2025), reflecting the inability for effective and quality response in community-based articulated resources. We aim to present a survivor's and advocates-based analysis on how the community stakeholders, and service-systems would need to articulate to generate effective, accountable and sustainable responses to the women, their families (including children, youth, elders and pets). Moreover, we discuss how the recurrent psychopathologizing of violence is damaging women in their full citizenship rights, and freedoms generating new forms of dependency on professional reports to certify individual basic capacities, and the need to advance other community based supports, including crisis intervention to foster protective factors against continued and prolonged forms of violence reiterated by social and community-based systems (e.g., court decisions, housing instability, employment, educational barriers).

Abstract 4328

STORIES OF INTIMATE PARTNER VIOLENCE IN A PUBLIC SERVICE: EXPECTATIONS AND NEEDS OF WOMEN VICTIMS OF VIOLENCE

Di Napoli I.*, Bellanca N., Arcidiacono C.

University Federico II, Naples ~ Naples ~ Italy

Gender-based violence against women represents one of the most serious forms of human rights violations (EIGE, 2024), with devastating physical, psychological, and social consequences (García-Moreno et al., 2013). The extent of this phenomenon within family and intimate relationships emerges clearly (Istat, 2020). The aim of this study is to analyze the factors and dynamics associated with the perpetration of gender-based violence, examining stories of violence against women. The analysis included 100 case histories, completed by properly trained operators, for women aged between 19 and 78 who sought help at a Neapolitan anti-violence center from 2022 to 2024. This center aids both Italian and foreign national women. The thematic analysis was conducted following the model proposed by Braun and Clarke (2006). The results highlight the need for a multidimensional approach to tackle the issue of gender-based violence effectively. The consequences for women who have experienced violence are underscored. The importance of the link between precarious socio-economic conditions and violent behaviour emerged as central to consider. The role of the intergenerational transmission of violence is emphasized, as 50% of the women reported that the perpetrators of the violence had been victims of witnessed violence during childhood. The criminal records of the perpetrators were present in 32% of the case history, linked to forms of violence such as stalking and economic violence. The latter is particularly prevalent. This data requires further specific investigation, as it significantly deviates from the national data generally reported. Additionally, differences in violent dynamics between women who are mothers and those who are not are considered, along with the role children play in prompting women to seek help. Finally, services, institutions, and social networks that can be protective factors or represent risks in combating the phenomenon are analyzed. Implications and possible interventions are discussed.

Abstract 4329

"I'VE NEVER HAD A HOME": WOMEN'S EXPERIENCES OF RECOVERY FROM HOMELESSNESS AND SUBSTANCE USE ISSUES IN IRELAND.

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The complex relationship between homelessness and substance use issues (SUI), and recovery from homelessness and SUI are only partially captured in existing research. Women experiencing homelessness and SUI are at heightened risk of victimization, traumatization, and family separation. Thus, women's unique experiences of the pursuit of recovery in the context of substance use issues and homelessness warrants further study. In this talk, we present the accounts of women who participated in a longitudinal examination of the recovery experiences of homeless service users in Ireland. At two time points, semi-structured interviews took place with a sample of 14 women with experiences of long-term homelessness and SUI. Participant profiles indicated high rates of concurrent SUI and mental health issues, engagement with domestic violence services and criminal justice involvement. Themes identified from thematic analysis included the complexity of relationships, unconditional housing as a shot at life, and recovery supports and signifiers. Findings reflect women's strategies to have their basic needs met, to overcome cumulative adversity, and to construct and pursue their personal recovery trajectories. Findings are discussed in respect of policies and programmes for supporting women and their families engaged with homelessness and treatment services.

Abstract 4330

CHARTING NEW HORIZONS FOR A COMMUNITY ACCOUNTABILITY APPROACH TO ENDING GENDER-BASED VIOLENCE

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Vanderbilt University ~ Nashville, Tennessee, ~ United States of America

The community response to gender-based violence has long been characterized by two broad goals: survivor safety and perpetrator accountability. The latter has aim has been elusive. In the United States context, accountability has centered criminal processing including a robust first response from law enforcement (e.g., mandated arrest policies; policies against dual arrest), prosecution (e.g., evidence-based led by the state), protection orders (e.g., co-locating advocates in court houses; moving orders efficiently from emergency to longer-term plenary orders). Yet, a reliance on a retributive justice movement has been critiqued almost for as long as it has been pursued. Women of color, especially, have noted the “double binds” created by an emphasis on criminal processing, a system that disproportionately targets men of color. As an alternative, restorative justice approaches are increasingly articulated. While promising, these efforts are nascent, with various complexities being explored including the voluntariness of participation, when and where restorative opportunities should be offered (in universities adjudication? in lieu of criminal prosecution?), and the outcomes associated with this process for survivors and for perpetrators. Finally, notions of a community accountability have surfaced over the years, posing questions regarding the role of bystanders, the transformation of rape culture, the re-education of generations of students regarding consent and healthy relationships and the role of faith- and civic-organizations. The current study provides a comprehensive empirical literature review of the status of the gender-based violence movements (including intimate partner and sexual assault) approaches to perpetrator accountability accompanied by interviews with a wide range of cardholders in the community response to gender-based violence including survivors, advocates, researchers, policy makers, and state/regional coalition members. The aim is to chart a new horizon for the pursuit accountability in the 21stcentury that is embedded in a robust community response, centered in community rather than outsourced to criminal processing.

Abstract 4331

MEN AND THE PREVENTION OF VIOLENCE AGAINST WOMEN

Ornelas J.*

ISPA, Instituto Universitário APPsyCI – Applied Psychology Research Center Capabilities and Inclusion, Lisboa ~ Lisbona ~ Portugal

Men are the population cohort with the highest level of responsibility on the incidence and prevalence of the designated pandemic of violence against women, girls, and children. Despite incommensurable numbers of international treaties and recommendations, the feminicide numbers and severe violence reported situations persist with no substantive changes. The 2025 global statistics reported by the United Nations reiterate that around 1 in 3 women worldwide experience physical or sexual violence in their lifetime, mostly perpetrated by an intimate partner. Men must take responsibility for the severity of this social issue and commit to proactive intervention in the prevention of violence. This is not just the problem of a few—those who are “bad,” who are violent, who drink, who use drugs, or who have mental illnesses. This labelling runs in parallel to the “Blaming the Victim” narrative that is often applied to women. This connection only isolates “some” men—the aggressors—and removes from the social context and the social basis of the repeated acts of violence; it compartmentalises the reality by placing aggressors on one side and victims on the other. In the course of my recent involvement and support for research in the field of violence against women and children, I concluded that if our goal is genuinely to work on the universal prevention of violence, we need to change the focus of research. Research should no longer be solely focused on demonstrating the causes and consequences of victimisation but directly address the problems and dilemmas of contemporary heterosexual men and promote a global strategy. Most studies on men and masculinity focus on perpetrators of violence involved in the judicial system, a restricted group that limits our perspectives on men and excludes the majority who should be a fundamental part of an innovative field of social intervention.

03 - Division 3: Psychology and Societal Development

LOCAL COMMUNITIES AND MODERN TECHNOLOGIES: UNRAVELING SOCIAL RELATIONSHIPS AND PARTICIPATORY PROCESSES IN UBIQUITOUS COMMUNITIES

Friday 24 July 2026 from 08:00 to 09:30

(D-Spadolini)

Flora Gatti (Università degli Studi di Napoli Federic), Chair and Presenter
Procentese Fortuna (Università degli Studi di Napoli Federic), Discussant

Modern communities (e.g., neighborhoods, cities) are undergoing deep transformations due to the increasingly pervasive uses of new technologies. Indeed, these technologies allow individuals to experience local places and relationships in a ubiquitous way (e.g., Gatti & Procentese, 2021, 2024). These changes – and the resulting intertwinement of online and offline experiences, relationships, and interactions – are significantly reshaping the social processes and dynamics characterizing them at different levels (individual, interpersonal, intergroup, and collective) as well as the paths towards participatory processes. This produces effects on local social relationships, but also on the opportunities citizens have to experience urban spaces and meanings and engage for them.

In light of this, the present symposium aims to unravel such impacts by addressing the role social media and other community-related technologies play in shaping social and community relationships and processes within contemporary communities. Specifically, the contributions will address the role of modern technologies in shaping relational phenomena, social interactions, and participatory and community building processes.

Abstract 3590

CYBER DATING ABUSE: UNFAIR SOCIOCULTURAL ROOTS AND INJUSTICE THROUGH TECHNOLOGIES

Bellanca N.*[1], Agueli B.[1], Esposito C.[2], Esposito C.[3], Di Napoli I.[3]

[1]Università degli Studi di Modena e Reggio Emilia ~ Modena ~ Italy, [2]Università degli Studi di Foggia ~ Foggia ~ Italy, [3]Università degli Studi di Napoli Federico II ~ Napoli ~ Italy

INTRODUCTION
Information and Communications Technology (ICT) has become a constitutive element of contemporary relational dynamics, extending the intensity of interactions. Far from being a neutral medium, ICT affords specific affordances - like constant connectivity, anonymity, surveillance - that can facilitate coercive and aggressive behaviours within intimate relationships. In this context, digital technologies enable manifestations of Cyber Dating Abuse (CDA), including control, monitoring, and direct aggression (Borrajo et al., 2015). These practices are rooted in sociocultural injustice and gender inequalities that structure offline relationships and find new spaces for reproduction and amplification online (Marganski & Melander, 2018; Peskin et al., 2017).
PURPOSE
The study examines factors that can contribute to the negative use of technologies, leading to CDA.
METHOD
1084 young adults (69,4% female), aged between 18 and 30 (M_age= 23.89, SD = 3.01) participated in an online survey. Using Mplus, a Structural Equation Model (SEM) was tested to investigate the predictive contribution of General (G-BJW) and Personal (P-BJW) Beliefs in a Just World on Control and Overt Aggression, manifestations of CDA. The mediating effect of Acceptance of Victim-Blaming Myths, Benevolent and Hostile Sexism was tested.
RESULTS
G-BJW had a positive effect on all mediators and a direct and negative effect on Control. P-BJW had a negative effect on all mediators. Benevolent Sexism was associated only with Control, while Hostile Sexism had an effect only on Overt Aggression. Victim-Blaming Myths had a positive effect on both outcomes. G-BJW was indirectly and positively associated with Overt Aggression through Hostile Sexism and Victim-Blaming Myths, and with Control through Benevolent Sexism and Victim-Blaming Myths. P-BJW was indirectly and negatively associated with Overt Aggression only through Hostile Sexism, and with Control through Benevolent Sexism.
CONCLUSIONS
Interventions should focus on the conscious use of technologies to end CDA, exploiting their potential to reduce and combat unequal models.

Abstract 3592

THE ROLE OF ACTIVE AND PASSIVE SOCIAL MEDIA IN RESTORING SENSE OF COMMUNITY IN THE LOCAL NEIGBORHOODS

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It is often said that social media is detrimental to local social communities as many people flock to online spaces based on interest or social group. As a consequence, people may be less inclined to talk to their neighbours, venture outside in their neigbourhood, and in general participate less in their local community. This may lead to a decline in social cohesion and sense of community. However, social media may also positively affect local community involvement. Several social media applications and uses exist specifically for local community interaction. People may actively communicate with their local community members such as via WhatsApp neighbourhood groups, or they may use local social media passively, by following or participating in local Facebook groups or specific neighborhood apps such as Nextdoor. We pose that participation in these local social media may increase bridging and bonding social capital in the local community. This, in turn, may restore sense of community and community identity. A survey among 1852 Dutch and Italian participants indeed showed that both passive and active local social media use affect bridging and bonding social capital. Bridging and bonding social capital, in turn affect people's sense of community and community identity. Active social media use affects bridging and bonding to a larger extent than more passive social media use. The effects of social media use on bridging and bonding social capital were stronger for people who experience local community loss. That is, people who feel that their local community affords few physical spaces for local community interaction may restore their sense of community through the use of local social media.

Abstract 3593

CAN NEIGHBORHOOD-RELATED SOCIAL MEDIA STRENGTHEN LOCAL COMMUNITIES? UNRAVELING THEIR EFFECTS ON LOCAL COMMUNITY EXPERIENCES AND COMMUNITY RESILIENCE

Gatti F.*, Fortuna P.

Università degli Studi di Napoli Federico II ~ Napoli ~ Italy

The spread of neighborhood-related uses of locative social media has complexified how citizens can experience their local communities (i.e., neighborhoods and cities), making the latter ubiquitous social ecosystems. Indeed, these social media produce further social opportunities that have become easily available to citizens, integrating the social processes that characterize local communities. Based on this, the present study addressed the impact of these technologies on users' local community experiences, with reference to social capital, Sense of Community (SoC), Sense of Responsible Togetherness (SoRT), and community resilience. An online questionnaire was administered to 965 Italian citizens aged between 18 and 64 (Mage = 22.80; SD = 4.88) being involved in WhatsApp or Facebook neighborhood groups. A multiple sequential mediation model was run using Structural Equation Modeling (SEM). The results show that the use of these social media supports users' bridging and bonding social capital; additionally, it can support their SoC through both bridging and bonding social capital, and their SoRT through bridging social capital. Last, through the sequential mediations of bridging social capital and SoRT, and of bonding social capital and SoRT, these applications can sustain users' perception of their community as resilient. This suggests that neighborhood-related technologies may hold potential to strengthen the local social fabric, supporting citizens' tie to and responsibility-taking for their neighborhood. By doing so, their use may sustain the perception about that community being resilient, based on citizens feeling that there are practical as well as social resources to rely on when in need, and that community members are tied to that neighborhood and actively take responsibility for its improvement. This highlights the complexities related to modern local community experiences, showing that neighborhood-based technologies could represent tools allowing the activation and enjoyment of local resources. Theoretical and practical implications stem and will be discussed.

Abstract 3594

A PHYGITAL APPROACH TO COMMUNITY ENGAGEMENT IN URBAN REGENERATION: INSIGHTS FROM EXP-EIA CASE STUDIES

Boffi M.*[1], Piga B.[2], Stancato G.[2], D''Antonio G.[1], Colonna C.[1], Rainisio N.[1]

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Individuals and communities increasingly inhabit an onlife condition, in which digital and physical dimensions are inseparably intertwined (Floridi, 2015). Within this scenario, hybrid technologies are profoundly reshaping community dynamics and participation, though not without critical concerns. The digital divide and socio-economic disparities may undermine inclusivity, excluding vulnerable groups or reducing participation to tokenistic practices (Condie & Richards, 2022). These risks become particularly salient in urban regeneration, where top-down approaches have historically produced displacement and limited benefits for well-being (Lees & Hubbard, 2020). At the same time, such hybrid environments have been found able to broaden engagement, reinforce social ties, and enable novel forms of activism (Greijdanus et al., 2020). Moreover, locative media could reconnect digital representations with physical places, fostering new collective identities (Schwartz & Hochman, 2014). To promote equitable and meaningful community participation in today's ubiquitous communities (Gatti & Procentese, 2024) while advancing social justice, it is essential to develop innovative methodologies that integrate digital tools with the recognition of local needs, emerging identities, and knowledge. Grounded in psychology, the exp-EIA methodology responds to this challenge by integrating emotional, cognitive, and community identity dimensions to capture nuanced experiences of urban environments (Rainisio et al., 2024). In this contribution, results from participatory studies carried out in university campuses and natural areas—using digital apps and the luminous planning table, part of the exp-EIA ecosystem—will be presented, showing the potential of a phygital approach to citizen engagement and the co-construction of community-based urban regeneration processes.

03 - Division 3: Psychology and Societal Development

ADDRESSING GLOBAL GENDER VIOLENCE: INCIDENCE, PREVENTION AND SOLUTIONS

Friday 24 July 2026 from 09:30 to 11:00

(D-Spadolini)

Jill Bloom (William James College ~ Boston ~ United), Chair and Presenter

The UN defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or summering to women.” Gender-based violence (GBV) is present in every society around the world and takes many forms ranging from human trafficking, sexual abuse to domestic violence (WHO, 2018). GBV has long been recognized as a human rights issue that has serious implications for public and mental health, yet most gender violence not only goes unpunished but is tolerated in silence. One major obstacle in combating GBV is the fragmentation of efforts, highlighting the need for more coordinated and innovative interventions. The six presentations that make up this Symposium address GBV across global populations, in widely varying contexts, and from a range of perspectives, each proposing strategies and interventions that address the pervasiveness of GBV. The first two presentations on the incidence of Intimate Partner Violence in Oceania and GBV towards gender and sexual minorities in Canada, respectively call for culturally grounded mental health support to achieve gender equality in Oceania, and trauma informed gender affirming care for Two- Spirited, Lesbian, Gay, Bisexual, Trans, Queer, Intersexed sexual minorities in Canada. The following two presentations focus on human trafficking, first, addressing the role of shame in gender violence, demonstrating how shame can be co-constructed in dialogic exchange between self, perpetrator, family members. Second, the intersectionality of war and human trafficking in war torn countries is presented. Next, domestic violence among refugees populations is addressed, utilizing transnational feminist and intersectional approaches to address the unnuanced binary of victim/perpetrator. The final presentation focuses on climate change and weather related disasters exacerbate gender-based violence (GBV), disproportionately affecting women and girls. Understanding these dynamics is essential for advancing psychological science and practice in global contexts.

Abstract 3568

COLONIAL LEGACIES, CULTURAL NORMS, AND GENDER-BASED VIOLENCE IN OCEANIA

Sidun N.*

Independent Scholar ~ Honolulu ~ United States of America

Gender-based violence is one of the most pervasive human rights violations facing women in Pacific Island Countries (Oceania). Rates of intimate partner violence (IPV) and sexual assault across the region far exceed global averages, with lifetime prevalence of physical partner violence reported at 61% in Fiji, 59% in Kiribati, and 46% in the Solomon Islands. Women are subjected not only to physical abuse, but also to emotional violence, coercive control, and sexual assault by both partners and non-partners. In Vanuatu, for example, 68% of women report emotional violence, while in Nauru, 47% have experienced sexual violence outside of intimate partnerships. Cultural stigma, the preservation of family honor, and religious interpretations that reinforce patriarchal authority frequently discourage disclosure and help-seeking. This silence perpetuates cycles of abuse and contributes to women's heightened vulnerability to depression, anxiety, and post-traumatic stress. Colonial histories and missionary influences have further entrenched gender hierarchies and shaped norms that justify violence against women. In Samoa, customary governance structures and biblical interpretations have excluded women from decision-making, while also reinforcing the perception that domestic and sexual violence is a result of women's failure to meet prescribed roles. Such attitudes normalize abuse and obscure structural inequalities that place women at risk. The consequences of gender-based violence are profound, extending beyond immediate physical harm to affect women's educational attainment, economic participation, political representation, and overall well-being. Addressing these challenges requires not only culturally grounded mental health support and survivor-centered services but also systemic reforms that empower women in governance, increase access to justice, and challenge entrenched social norms. Without these interventions, gender-based violence will remain a significant barrier to achieving gender equality and sustainable development in Oceania.

Abstract 3569

GENDER BASED VIOLENCE: THE INTERGENERATIONAL EXPERIENCES OF GENDER AND SEXUAL MINORITIES

Sinacore A.*

McGill University ~ Montreal ~ Canada

The history of gender-based violence (GBV) towards gender and sexual minorities in Canada is well documented. However, physical and sexual violence toward members of the 2SLGBTQI+ (Two- Spirited, Lesbian, Gay, Bisexual, Trans, Queer, Intersexed) individuals and communities is widespread with incidents increasing in recent years. A 2024 EGALE Canada report indicated that hate crimes targeting gender diversity and sexual orientation increase by 69% since 2023 and by 388% over the course of 2016 to 2023. These crimes were extremely violent targeting individuals as young as 15 with many experiencing violence more than once. According to the Canadian Psychological association position paper, addressing the prevention of gender-based harm 78 TO 85 percent of two-spirited people experience physical and/or sexual assault. As well, older people who identify as a gender and/or sexual minority have experienced GBV more than three times in their lifetime with victimization reported on average 6.5 times across their lifetime. In Canada, GBV is a public health concern that disproportionately effects 2SLGBTQI+ people and their communities. This violence is pervasive and fueled by transphobia, biphobia, homophobia and lesbophobia. Moreover, when reviewing the literature on GBV toward 2SLGBTQI+ individuals and their communities the experiences of violence are further compounded when one takes into account intersecting identities (e.g. race, age, disability). Moreover, current anti-trans political rhetoric has resulted in an increase in violence against trans and gender diverse individuals. Thus in this presentations the speaker will provide an analysis of the past and current situation of GBV faced by 2SLGBTQI+ individuals and communities and offer insights on how to offer trauma informed gender affirming care.

Abstract 3570

THE ROLE OF SHAME IN GENDER VIOLENCE PERPETUATED AGAINST VICTIMS OF SEX TRAFFICKING

Dryjanska L.*

University of Cardinal Stefan Wyszynski ~ Warsaw ~ Poland

Using the theoretical perspective of Fairbairn's object relations theory, integrated with the dialogical approach to social representations, the presenter will discuss the role of shame in gender violence inherent in sex trafficking. Drawing from a qualitative, phenomenological research study with 18 men and women survivors (of various intersecting identities in terms of race, ethnicity, and age) asked to describe their experiences, this presentation will feature cases that correspond to different types of shame. In the spirit of dialogical analysis, it will demonstrate how shame can be co-constructed in a dialogical exchange of self and different counterparts, including the perpetrator, family members, officials, and a more generalized notion of others as an expression of a given culture. Paying attention to words might provide some insight into a dimension of shame, while noticing and systematically recording non-verbal cues can enrich that perspective. Pauses, incomplete sentences, smiles, and tears, to mention just a few, might indicate shame not explicitly shared with the researcher who has a choice on how to respond to it. Similarly, an exchange with another interlocutor could elicit a different reaction. That response could in turn shape the subsequent reaction and partially explain certain phenomena common in anti-trafficking response, such as the frequent survivor's preference for a peer mentor rather than a professional therapist (if a person is forced to choose, as emerging from the data). The presentation will include examples of how shame might impact the self-concept and the figures that have been perceived as neglectful shamers in the lives of survivors of gender violence impacted by sex trafficking. It will conclude with a discussion of specific interventions aimed at shame reduction, not only from a therapeutic perspective, but also in the social arena, recognizing the role of stigma in fueling and perpetuating shame.

Abstract 3571

HUMAN TRAFFICKING IN A CLIMATE OF CONFLICT

Rajan I.*

Independent Scholar ~ Anaheim ~ United States of America

We live in a time in which war & international hostilities are becoming the norm. The Russian attack on Ukraine, and now the escalating war between Israel and HAMAS, are creating global waves of fear, animosity, and suffering, causing war-torn peoples to scatter in every direction in search of asylum. Political leaders from local, national, and international platforms have become consumed with defending borders from bombs and refugees, and xenophobia rules the day. In this socio-political reality, in which the exploitation of vulnerable human beings is becoming a worldwide standard, what is the fate of human trafficking victims? Recently, the United States Institute of Peace reported that the humanitarian crisis caused by Russia's war in Ukraine is rapidly turning into a human trafficking crisis in which women and children, who make up the majority of the refugees fleeing the war, are being exploited. Further, U.S. Ambassador to the U.N. Linda Thomas-Greenfield told the U.N. Security Council that "it is on Russia to stop rape, violence, and atrocities from within its ranks." As of 2020, the UN estimates that over 2 billion people live in conflict-affected countries, and as of 2023, the World Economic Forum estimates that 339 million largely war-torn people need humanitarian assistance. More vulnerable, exploitable communities are created by war, as a lack of food, water, & shelter creates vulnerability for families stuck in areas of conflict or attempting to flee from those areas. Evidence shows that because war ravages communities without prejudice, even those who once had economic, familial, and socio-cultural protections are at risk of being trafficked. These risks dramatically increase among those marginalized because of race or gender-based inequities. This presentation will focus on the intersectionality of war & human trafficking, as well as the mental health effects on refugees forced to seek asylum.

Abstract 3572

UNDERSTANDING DOMESTIC VIOLENCE AMONG REFUGEE POPULATIONS: TRANSNATIONAL FEMINIST & INTERSECTIONAL APPROACHES

Bloom J.*

William James College ~ Boston ~ United States of America

The literature on Domestic Violence (DV) and refugees settling in developed countries is sparse, despite concerns from service providers and policy makers that communities are experiencing DV that it is negatively affecting wellbeing and the chances of successful settlement.

There is general consensus among researchers that DV is not more prevalent among immigrant and refugee groups than native-born American women. While many dynamics of DV are similar, specific factors inherent to displacement and refugee and immigration status exacerbate risks and shape experiences of DV among refugee and other forcibly displaced women.

Of note, the majority of the literature on refugees and DV has focused on women, not men, perpetuating a unnuanced binary of victim/perpetrator. Among the few studies that have addressed the experience of refugee men, violence was explained contextually as a means of gaining control and re-establishing power following the trauma and violence experienced in their home countries. What is needed, and what this presentation addresses, is a more nuanced approach to understanding DV among refugee men and women. Transnational feminist and intersectional approaches acknowledge that gender oppression is modified by intersections with other forms of inequality and oppression. For example, not all men benefit equally from patriarchy, and cannot be categorized solely as privileged or oppressed. In short, there is a different meaning to male domination when it is refracted through the lens of race, colonization and class oppression.

In conclusion, analysis of DV in the refugee context requires a specific appreciation of patriarchy as it manifests through cultures as a way of ensuring that critiques remains focused on factors that place both women and men at risk. There is ample consensus that, although violence against women has historically been viewed as a feminist issue, the solution must ultimately involve both women and men.

03 - Division 3: Psychology and Societal Development

Identity and Belonging 2

Friday 24 July 2026 from 10:00 to 11:30

(S-Monumentale)

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2599

UNDERSTANDING THE PSYCHOLOGICAL AND LINGUISTIC DETERMINANTS OF MUTUAL INTELLIGIBILITY

Jagelkova L.*

Dartmouth College ~ Hanover ~ United States of America

Which psychological and linguistic factors allow a person to understand related, but different, languages? In 2012, the European Commission called for research to investigate the mutual intelligibility among closely related European languages to improve communication within the EU. Existing correlational evidence suggests that mutual intelligibility may depend not just on linguistic determinants (e.g., lexical, syntactic, pronunciation similarities) but also on extra-linguistic determinants (e.g., exposure, cognitive skills, personality). I devised an innovative questionnaire which includes not only tasks to measure the level of mutual intelligibility, but also cognitive games and questions to measure personal attributes, as well as proxies for respondents' effort. The survey design allows me to identify the causal impact of language itself, of cultural exposure, and of personal attributes on an individual's ability to understand related, but different, languages. I distributed the survey to 200 students in Slovakia divided into three groups: native speakers, non-native speakers, and heritage speakers (individuals who have grown up in a home where a language other than Slovak is spoken). I tested their ability to understand listening and reading tasks in Slavic languages of the European Union (Polish, Czech, Slovak, Slovene, Croatian, Bulgarian). Looking across these groups allows me to tease out the role of language itself in mutual intelligibility (which is equal for all respondents) and the impact of extra-linguistic determinants such as exposure, which is not present for heritage or non-native speakers. Controlling for a person's score on tasks in their native language, as well as for response times, and audio replays – proxies for exerted effort – allows me to obtain unbiased estimates of the determinants of mutual intelligibility. I provide recommendations that lay the foundation for an improved pedagogical approach to the teaching of languages which emphasizes the factors, skills, and personal attributes that facilitate mutual intelligibility.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1599

GENDER STEREOTYPES AND THE CONSTRUCTION OF FEMALE IDENTITY: A SYSTEMATIC REVIEW AND PLANNED META-ANALYSIS

Destro B.*, Marchioro D.M.

IUSVE Istituto Universitario Salesiano Venezia (VE) ~ Venezia Mestre (VE) ~ Italy

Gender stereotypes shape women's self-perception and identity development, yet empirical evidence is dispersed across subfields, measures, and designs.

This systematic review and planned meta-analysis synthesize associations between stereotype internalization/ambivalent sexism and female identity-related outcomes (self-concept clarity, self-esteem, identity distress), and examine mechanisms (self-objectification; pressure to conform to gender roles) and moderators (feminist identification, social support, exposure to sexist events, media context).

Following PRISMA 2020, PsycINFO, PubMed, Scopus, and Web of Science will be searched (1987–2025) for peer-reviewed studies on women (≥16 years) using validated measures (e.g., Ambivalent Sexism Inventory, Objectified Body Consciousness, Self-Concept Clarity Scale, Rosenberg Self-Esteem, Identity Distress Survey, Multidimensional Scale of Perceived Social Support). Eligible designs include cross-sectional, longitudinal, and experimental studies. Two independent reviewers will screen, extract, and appraise risk of bias (adapted NOS/ROBINS-I), resolving disagreements by consensus. Random-effects models will estimate pooled associations; robustness will be examined via leave-one-out analyses, influence diagnostics, meta-regression, and publication-bias tests (funnel asymmetry, trim-and-fill, p-curve).

The review will quantify links between sexism/stereotype internalization and identity indicators, evaluate indirect effects through self-objectification and normative role pressure, and identify conditions that amplify or buffer impacts. We will report pooled correlations or standardized mean differences with 95% confidence intervals and heterogeneity (τ^2, I^2), isolate methodological sources of variance, and summarize evidential quality and reproducibility. Subgroup analyses will compare developmental stages, measurement approaches, and media exposure.

By integrating results across disciplines, this review will clarify how gendered beliefs are internalized and translated into female identity processes, and under what conditions their effects are strengthened or mitigated. Anticipated implications include guidance for gender-aware psychoeducational and clinical interventions (e.g., stereotype literacy, identity-clarity training, self-compassion and objectification-reducing practices) and priorities for future longitudinal and experimental research suited to causal inference. PROSPERO registration will be sought prior to data extraction; full findings will be available for presentation.

Division 3: Psychology and Societal Development Division 11: Political Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 4538

WAR AS A CONTEXT FOR SHAPING SPECIAL CONDITIONS FOR THE FORMATION OF IDENTITY AMONG YOUNG PEOPLE IN DONBAS

Morozova Z.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction
Identity formation - the central task of youth - is profoundly complicated by war, displacement, and the loss of territory. For young people from the Donetsk region, this process since 2014 has involved the challenge of integrating collective trauma and a radically changed social context into a stable sense of "self".
Purpose
This study aims to explore the lived experience of identity formation among young people from Donbas and to interpret how they make sense of their personal development within the context of prolonged conflict and social instability.
Method
The research used a qualitative approach to the studied phenomenon: interpretive phenomenological analysis. This involves two: a phenomenological description of the participants' experiences and the researcher's interpretation of these experiences. The data were collected by semi-structured interviews with three young men aged 18-19 who had lived in the Donetsk region since birth and were there in 2014, meaning they grew up in the context of a protracted conflict. Since 2022, all three have experienced displacement within or outside the region, including as a result of changes in the security situation and educational opportunities.
Results
The experience of identity formation in a war environment is summarized in two main categories, each containing specific subordinate themes:
1. Perception of war as a distant background (dominance of denial and avoidance coping strategies; lack of familial reflection or open discussion);
2. Adaptability as a core identity mechanism (development of psychological defense against social hostility; identity as fluid social capital and a tool for integration); and Strategic control over uncertainty (hyperplanning as a substitute for existential safety; identity suspension and the transition to a moratorium status).
Conclusions
Identity among young people in Donbas has been forged through a dynamic interplay of trauma and adaptation to war-related instability, manifesting in a complex struggle between denial, survival strategies, and the search for self-definition. This process highlights the importance of theoretical frameworks, such as social identity, moratorium status, social capital, and hidden identity, in understanding how individuals reconstruct themselves during ongoing conflict.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1284

EXPLORING FORGIVENESS, EMPATHY AND PSYCHOLOGICAL WELL-BEING AMONG YOUNG ADULTS

Kaur H.[2], Sharma M.*[2], Kaur S.A.[1]

[1]Birla Institute of Technology & Science ~ Pilani ~ India, [2]Punjabi University ~ Patiala ~ India

Forgiveness is considered a significant construct of positive psychology fostering well-being among adults. It is an intentional emotional and multidimensional process that involves overcoming resentment and negative emotions and further fostering reconciliation with oneself or others. Empathy is an affective response and ability to share and understand the perspectives of others, which notably promotes overall positive functioning known as well-being. While prior research highlights the benefits of forgiveness, there has been a research gap examining how empathy and gender differences influence forgiveness. Thus, the study seeks to investigate the impact of empathy and gender in shaping forgiveness while contributing to overall well-being. This study advances the need to understand interpersonal and intrapersonal components of forgiveness. A cross-sectional survey design was used, collecting data from 100 university students using standardized scales—the Heartland Forgiveness Scale (Kravchuk, 2022), the Ryff Psychological Well-being Scale (Ryff, 1989), and the Emotional Empathic Drive Short Scale (Karlstetter, 2017). Statistical analysis was performed employing a regression model and inferential statistics (t-test, correlation). The present study hypothesizes that higher empathy will be positively correlated with forgiveness and gender will serve as a moderator.The results of the current study will be discussed in the presentation. The outcomes of this research have both practical and theoretical implications and interventions focusing on young adults, enhancing counselling practices and mental health initiatives promoting social connectedness, resilience, and well-being. This research will help bridge gap in literature by promoting psychoeducational modules that focus on forgiveness and empathic sensitivity.

Abstract 3349

NEGOTIATING VALUES AND IDENTITIES IN THE AGE OF GLOBALIZATION: INSIGHTS FROM INDIA

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Background: Globalization accelerated cross-cultural exchange, exposing young people to new ideas, lifestyles, and belief systems. While this process has created opportunities for modernization and social progress, it has also intensified tensions between traditional values and global perspectives (Rao et al., 2013). The goal of this study was to better understand how individuals negotiate traditional and modern identities in the context of globalization.
Methods: Semi-structured interviews were conducted in-person with 60 young adults from India (equal gender representation, ages 20-30) representing diverse regions. Each interview included questions about the perceived positive and negative effects of globalization, its influence on everyday life and parenting practices, and the coexistence of old and new values within one's personal identity. Responses were thematically coded using NVivo software.
Results: Globalization was seen as a catalyst for eliminating oppressive practices and embracing self-respect, independence, and exploration. However, many reported experiencing an inferiority complex and growing pressure to embrace modern lifestyles. Participants noted the clash between traditional and modern values and expectations, which produced identity conflict. Some participants reported maintaining two identities (one for parents and one for friends) to avoid open confrontation. This compartmentalization of identity often led to shame, guilt, anxiety, and emotional strain. At the same time, many expressed a growth mindset in response to globalization pressures, viewing the clash between old and new values as an opportunity for personal development, consciously selecting humanistic values while discarding the limiting ones.
Conclusions: The study revealed that globalization is experienced as both liberating and destabilizing. It facilitates empowerment by providing tools for critical reflection, fostering mental health literacy, and encouraging gender equality. At the same time, it generates psychosocial tension, identity fragmentation, and pressure to abandon cultural traditions. Mental health practitioners should recognize the identity conflicts created by globalization and support clients in exploring ambivalence without judgment.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 1236

OUTGROUP MEMBERS' SOCIAL RELATIONSHIPS AND OUTGROUP DEHUMANIZATION: EGOCENTRIC SOCIAL NETWORK ANALYSES

Jia Y.[1], Zuo B.[1], Zhang B.*[2]

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Perceiving outgroup members as lacking humanness (outgroup dehumanization) undermines social harmony and equality. Because humanness often manifests in social interactions, outgroup dehumanization may be influenced by both perceivers' own cross-group ties and their knowledge of outgroup members' relationships with others. However, existing research on the humanizing effects of outgroup members' social relationships has focused primarily on the former, with little attention to the latter. Therefore, the present research aimed to examine, within an egocentric social network framework, how first-party ties to outgroup contacts and third-party knowledge of connections among these contacts and other contacts were related to outgroup humanness attribution.

Study 1 (N = 683) examined men's and women's perceptions of the other gender; Study 2 (N = 349) investigated how residents of megacities in China perceived migrants. We collected data on participants' egocentric networks and adopted a profile correlation approach to index their attributions of human nature (HN) and human uniqueness (HU) to the outgroup. The overall strength of first-party ties to the outgroup contacts and the closeness centrality of these contacts (an index of third-party relationships) were assessed via social network analysis. In Study 2, we also measured perceived social status of and closeness to the outgroup as potential mediators.

Multilevel regression and mediation analyses revealed that stronger ties to other-gender contacts were associated with attribution of more HN but not HU to the gender outgroup, whereas higher closeness centrality of other-gender contacts was related to greater outgroup HU but not HN attribution. Among mega-city residents, these direct associations did not emerge; however, the closeness centrality of migrant contacts was indirectly linked to greater HU attribution toward migrants through higher perceived social status of this social group. These findings suggest that interventions strengthening intergroup ties and increasing outgroup contacts' closeness centrality may help reduce outgroup dehumanization.

03 - Division 3: Psychology and Societal Development

Development in Digital Contexts 1

Friday 24 July 2026 from 11:00 to 13:00

(D-Spadolini)

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 2577

BRIDGING THE GAP: PEER ATTACHMENT AS A BUFFER AGAINST PARENTAL TECHNOFERENCE AND SMARTPHONE ADDICTION IN ADOLESCENTS

Gauttam K.*

Department of Psychology, University of Delhi ~ Delhi ~ India

Parental technoference, refers to the interruptions and interference caused by the technological devices in the parent-child communication, is one of the factors that leads to smartphone addiction among adolescents. The present research will examine how parental technoference is associated with adolescent smartphone addiction with moderating effects of peer attachment. Based on the social learning theory and Compensatory Internet Use Theory, the study hypothesised (1) there is a positive relationship between parental technoference and smartphone addiction, (2) parental technoference and peer attachment have a moderating relationship and (3) there are important differences between early (ages 12-13) and late adolescents (ages 18-19) in parental technoference, peer attachment and smartphone addiction. There were 140 adolescents who took part in the study. The interaction effects were analyzed through moderation analysis through Smart PLS. Findings revealed that technoference on the part of parents had a positive relationship with addiction to smartphones. This correlation was moderated by peer attachment, whereby the stronger the peer attachment, the weaker the relationship between parental technoference and smartphone addiction. Moreover, the adolescents in later stages of the adolescence phase showed higher smartphone addiction and peer attachment than those in early stages of the adolescence phases. These findings highlights the importance of technology to reduce parental technoference and strengthen peer attachment to counterbalance the effect of technology-related disturbances on adolescents' well-being.

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 159

THE INFLUENCE OF BIG FIVE TRAITS AND AGE COHORTS ON EMOTIONAL RESPONSES TO AI

Vanhara A.*, Labriola M., Salapska--Gelleri J.

Florida Gulf Coast University ~ Fort Myers ~ United States of America

Artificial intelligence (AI) sparks diverse opinions on its benefits and consequences. How people feel about the use of AI can vary across personality traits, including individuals with higher levels of neuroticism being more likely to endorse more strict regulation of AI (Bartneck et al., 2023). Additionally, individuals in different age cohorts also reported varying emotional impacts related to AI use, including older adults being more likely to endorse negative attitudes towards AI than younger cohorts (Stein et al., 2024). This study examines how perceptions of AI vary across personality traits and generational cohorts.

A total of 250 participants aged 18 and older will complete an online survey. Participants will complete questions related to their demographic variables, their knowledge, opinions, and emotions about AI, alongside the BFI-10 (Rammstedt & John, 2007) to assess Big Five personality traits.

Pearson correlations will examine the relationships between age cohorts, negative emotions toward AI, and personality traits. A multiple linear regression will assess how neuroticism and age predict negative attitudes toward AI, with negative emotions serving as the dependent variable. It is hypothesized that older adults with higher levels of neuroticism will report more negative attitudes and emotions toward AI.

Understanding how AI impacts society is critical. Results obtained from this research can inform how various age cohorts may impact individuals connection and understanding of AI. Strategies such as AI literacy and education can support and promote a better understanding of AI's role in society and how individuals determine its role and interactions.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1420

THE PREVALENCE AND FACTORS INFLUENCING PROBLEMATIC SHORT-VIDEO USE AMONG ADOLESCENTS: A SYSTEMATIC SCOPING REVIEW

Hu Y.*, Zhu S.

The Hong Kong Polytechnic University ~ Hong Kong ~ China

Introduction: Short-video platforms like TikTok are increasingly popular among adolescents, raising concerns about problematic use impacting mental health and daily functioning.

Purpose: This review aims to map current evidence regarding prevalence, risk and protective factors, and conceptualizations of problematic short-video use (PSVU) among adolescents.

Method: A systematic scoping review was conducted following PRISMA-ScR guidelines. Eight databases were searched for peer-reviewed empirical studies on adolescent PSVU published between 2015 and 2025. Studies focusing on individuals aged 10-19 and assessing PSVU were included. Data were extracted and factors were synthesized using Bronfenbrenner's Ecological Systems Theory (EST) framework.

Results: Twenty-seven studies met the inclusion criteria, predominantly from China. Most studies used cross-sectional quantitative designs, with a few qualitative and longitudinal studies. Reported prevalence of PSVU among adolescents ranged from about 7% to over 40%, reflecting differences in definitions and measurement tools. Using Bronfenbrenner's EST, risk and protective factors influencing PSVU were systematically categorized across multiple ecological levels: individual (e.g., psychological distress, poor self-control), microsystem (e.g., family dynamics, peer influence, school environment, academic pressure, bullying), and exosystem (e.g., nature exposure, community environment, platform information and system quality). This ecological categorization provides a comprehensive understanding of the multifactorial influences on adolescent PSVU. Conceptual ambiguity and methodological heterogeneity were noted across studies.

Conclusions: PSVU among adolescents is a multifaceted behavior influenced by diverse ecological factors. Future research should standardize definitions, adopt validated measurement tools, diversify methods including qualitative and longitudinal studies, and explore under-researched ecological levels. Findings inform the development of multi-level interventions that engage coordination among individuals, families, schools, communities, and broader stakeholders to prevent adolescent problematic use and promote digital well-being.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 775

DEVELOPMENTAL AND SOCIO-CULTURAL INFLUENCES ON GENDER DIFFERENCES IN DIGITAL LITERACY: A SYSTEMATIC AND META-ANALYTIC REVIEW

Guo Z.*[1], Chen L.L.[1], Liang Q.[2]

[1]The University of Hong Kong ~ Hong Kong ~ Hong Kong, [2]Jinan University ~ Guangzhou ~ China

Gender disparities in digital literacy (DL) are a well-documented phenomenon across diverse developmental stages and socio-cultural contexts, yet they remain inadequately addressed in DL education. A potential underlying reason may lie in the measurement approaches employed, as self-reported measures are susceptible to bias and may not accurately reflect actual DL performance. Therefore, this systematic and meta-analytic review investigates gender disparities in performance-based DL and its developmental trajectory from Grade 3 to Grade 12 by synthesizing empirical evidence from 43 studies across 31 regions since 2005. Notably, the Gender Inequality Index was intentionally incorporated to examine the interplay between DL and socio-cultural contexts. The analysis adopted a mixed-method approach, integrating thematic and content analysis with the meta-analysis under the Bayesian framework — chosen for its robustness to small sample sizes and capacity to incorporate prior information. The cross-sectional meta-analysis revealed a consistent girl advantage ($k = 67$, $g = +0.14$, 95% CI[0.11, 0.18]). However, the longitudinal meta-analysis ($k = 6$) showed comparable growth rates for girls ($d = 1.48$, $p < .001$) and boys ($d = 1.29$, $p < .001$). Triangulated qualitative findings revealed that gender differences were most pronounced in upper primary and lower secondary education and were unexpectedly larger in highly developed regions than in developing ones. These findings contradict the gender stratification theory, which predicts smaller disparities in more gender-equal societies. Instead, they support the gender-equality paradox, suggesting that socio-cultural and developmental factors interact to shape DL outcomes. Methodological variations such as test modality and psychometric modeling were also identified as sources of inconsistencies across studies. This review extends traditional gender difference theories into the domain of DL education. It underscores the urgent need for international collaboration in research and pedagogical reform to promote gender equality in DL education, thereby fostering equitable career opportunities and advancing human well-being.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 921

RELATIONSHIP BETWEEN CONSCIENTIOUSNESS, PROCRASTINATION AND SMARTPHONE ADDICTION AMONG INDIAN YOUNG ADULTS

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Banaras Hindu University ~ Varanasi ~ India

The smartphone has gradually become inseparable part of lives for many young adults worldwide, and brought certain undesirable consequences as well. Procrastination identified as a prevalent issue amongst students reflects failure of self-control and linked with addictive behaviours, including smartphone addiction. Whereas, conscientiousness, characterized by self-discipline and goal-directed behaviour, has been identified as a protective factor against maladaptive behaviours such as procrastination. Given the importance of these factors in academic performance and overall development of young adults and lack of studies in the Indian context, the present study aimed to explore the relationship between conscientiousness, procrastination and smartphone addiction among Indian students. In this study 110 college students (43 males, 67 females), aged 18-26 years were engaged through purposive sampling. The Smartphone Addiction Scale (Kwon et al., 2013), Big Five Inventory-Conscientiousness items (John & Soto, 2017), and the Lay Procrastination Scale (Lay, 1986) were administered. A correlational research design was employed, and data were analyzed using correlation, regression, and mediation analyses. Results indicated that conscientiousness was negatively correlated with both procrastination ($r = –0.53$, $p < 0.01$) and smartphone addiction ($r = –0.39$, $p < 0.01$). Mediation analysis further revealed that procrastination partially mediated the relationship between conscientiousness and smartphone addiction, with an indirect effect of conscientiousness on smartphone addiction through procrastination ($\beta = –0.85$, 95% CI: –1.85, –0.10, $p < 0.05$). The findings suggested that individuals with lower levels of conscientiousness were relatively prone to procrastination and increasingly susceptible to smartphone addiction. Present survey study emphasized the need of fostering self-regulatory skills and employ strategies to reduce procrastination in order to reduce smartphone addiction in young adults. Future researches may examine smartphone addiction along with procrastination and conscientiousness in the light of empirical and qualitative data.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 1172

BETWEEN DISTRACTION AND CONNECTION – PRESCENCE OF SMARTPHONES IN EARLY FAMILY LIFE. A QUALITATIVE INTERVIEW STUDY

Braune--Krickau K.*[1], Schneebeli L.[1], Gemperle M.[2], Joliat A.[1], Von Wyl A.[1]

[1]Zurich University of Applied Sciences ~ Zurich ~ Switzerland, [2]~ Zurich ~ Switzerland

Introduction
For today's young children, parental smartphone use forms part of their earliest environments. As toddlers develop, they not only notice but increasingly engage with smartphones. This shared digital presence introduces opportunities for technoference – moments where smartphone use disrupts parent-child interactions (McDaniel & Coyne, 2016). Quantitative studies link technoference to reduced parental sensitivity (Braune-Krickau et al., 2021) and adverse child outcomes, yet little is known about how parents themselves experience and interpret these dynamics. Understanding parental perspectives is essential for providing nuanced, effective guidance.
Purpose
This qualitative study explores mothers' experiences, attitudes, and ambivalences regarding the presence of smartphones within the parent-toddler relationship.
Method
The study is part of the multi-methods project Smart Toddlers (Swiss National Science Foundation, grant nr. 10001C_192820). Twenty-nine mothers of children aged 14–16 months participated in semi-structured interviews. Data were analyzed using reflexive thematic analysis (Braun & Clarke, 2022).
Results
Six themes each captured mothers' experiences of their own smartphone use and of their toddlers' own smartphone use. Mothers reported setting boundaries to protect key interactions, such as joint play and meals, yet described seeking "me-time" on smartphones. Smartphones also provided valued social connection, helping mothers manage feelings of isolation. Many became acutely aware of serving as role models for their observant toddlers. Regarding children's engagement, mothers described the "magnetic pull" of smartphones but expressed uncertainty about appropriate exposure. Most sought to delay device use to protect natural learning and creativity, rejecting smartphones as tools for soothing or distraction.
Conclusions
Mothers experience a high amount of ambivalence, striving to balance digital connectedness and real-live connection to their child. They aim to minimize technoference while also acknowledging the challenges they face in this respect. This underscores a need for parental guidance that considers the complex functions portable digital devices fulfill for parents of young children.

03 - Division 3: Psychology and Societal Development

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES OF WIDENING INEQUALITIES AND ITS IMPACT ON WELLBEING

Friday 24 July 2026 from 11:30 to 13:00

(S-Monumentale)

Purnima Singh (Department of Humanities and Social Scie), Chair

Widening inequalities undermine well-being of people across nations. More than ever before, today it has become pertinent for all societies and nations that inequality related issues need to be addressed on a priority basis. Wellbeing of people can be ensured only if issues of economic inequality, deprivations, discrimination, prejudice, conflict and climate and sustainability related issues are adequately addressed as such issues tend to exacerbate the consequences of inequalities. Despite various attempts to address these issues in nations being made, the issue of inequality still persists impacting people's lives, their growth , health and wellbeing and creating a context which allows individuals and groups to flourish. It is important to understand the complex nature of inequality and the ways in which ethnicity, gender and socioeconomic class, geographical location interact across various nations and societies. This symposium will discuss the psychological and social consequences of inequalities in various contexts and focus on developing a broad and holistic framework for understanding widening nature of inequalities and their amelioration.

Abstract 3735

FROM MARGINS TO MEANING: UNDERSTANDING THE WELL-BEING OF DEVIANT ADOLESCENTS IN OBSERVATION HOMES

Kohli N.*[1], Banerjee A.[2], Chawla S.K.[2], Sonoo S.[3]

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The present qualitative study aimed to: (1) understand adolescents' perceptions of antisocial behaviour in observation homes, (2) examine the underlying causes of such behaviour, and (3) explore its consequences. Using purposive sampling, data were collected from 20 adolescents (aged 10–18 years) residing in the RajkeeyaSamprekshan Grih (Kishore), Prayagraj, India. Given the sensitive institutional context, particular care was taken in engaging participants. Thematic analysis identified three broad categories of contributing factors: (a) social factors such as broken homes, parental neglect, peer pressure and influence, criminal facilitation by peers, street life, and slum living; (b) individual factors such as gambling, drug abuse, and lack of education; and (c) psychological factors such as negative self-concept, emotional instability, impulsivity, child abuse, stress, and sensation-seeking behaviour. In terms of consequences, adolescents and their families experienced anxiety, suicidal ideation, feelings of revenge, social rejection, shame, guilt, pride, loneliness, financial burden, and social discrimination. The study underscores the complex challenges faced by this vulnerable population and highlights the need for targeted interventions and policies to mitigate the risks associated with adolescent antisocial behaviour.

Abstract 3737

EARLY LIFE ADVERSITY AND ANGER IN INDIA

Suchday S.*

Pace University ~ New York ~ United States of America

Inequity is the underbelly of Globalization and has grown exponentially with accelerated pace of globalization. Inequity has increased between people, communities, and even nations. Early life adversity(ELA) frequently accompanied by paucity of resources is enhanced by inequity. Both ELA and inequity may lead to increased anger and resentment among young people, particularly as they are exposed to inequity in their proximal environment and distant lands through the internet. The current presentation will discuss data from our lab collected among undergraduate students in Mumbai, India (n = 317; age = 19 years; 243 females; 131 Hindu, 123 Christian/Catholic/Protestant, Islam 20, Jain 14, Zoroastrian 9, Buddhist 5, Jewish 1, Others 12, missing 2). Participants completed measures of anger and ELA. Data indicated that early life adversity was associated with multiple aspects of anger including trait anger, anger rumination, and the regulation of anger – both expression and suppression. In a related study in our lab (Santoro et al, 2020), data indicated that early life adversity predicted anger, stress, and health among young Asian Indian immigrants (n=132; Mean Age=23.5 years). Increased anger among young people may have significant repercussions in their personal lives leading to isolation and poor health. Impact of anger on communities is multifaced, with direct effects including the rise of conflict and indirect effects such as increased health care costs and loss of productive life years.

Abstract 3738

IMPACT OF FINANCIAL INEQUALITY IN CANCER TREATMENT ON DECISION-MAKING, RELATIONSHIPS AND DISTRESS: PERSPECTIVES FROM CANCER PATIENTS AND FAMILY CAREGIVER IN INDIA AND THEIR WELLBEING

Jain N.*[1], Singh P.[2]

[1]O.P. Jindal Global University ~ Haryana ~ India, [2]Indian Institute of Technology, Delhi ~ Delhi ~ India

Financial toxicity in cancer treatment extends far beyond economic calculations, revealing deep psychological and societal inequalities that shape the experiences of patients and caregivers in India.Financial strain of treatment is increasingly recognized as a critical challenge for patients and family caregivers in low- and middle-income countries, including India. This study explores the impact of financial toxicity on decision process in cancer treatment, relationships and psychosocial distress from the perspectives of both cancer patients and their family caregivers. A sample of 47 participants (20 cancer patients; 27 primary caregivers) was selected via purposive sampling. Using interpretative phenomenological analysis, four major themes were culled out: high cost of treatment, overhead expenses and debts; impact on little big decisions; influence on family dynamics and atmosphere; and moral distress. Addressing financial toxicity holistically is essential not only to improve treatment adherence and outcomes but also to safeguard the psychological well-being and relational stability of patients and their families in India.

Abstract 3739

STRUCTURAL INEQUALITIES AND WELL-BEING: IMPLICATIONS FOR GENDER JUSTICE

Siddiqui N R.*

Aligarh Muslim University ~ Uttar Pradesh ~ India

Structural inequalities prevalent in society perpetuate cycles of disadvantage impacting the wellbeing of those who are victims of such inequalities. Despite concerted effort to address the inequalities on account of gender, age, minorities, and other marginalized groups the prevalent unequal power and resource distribution, profoundly impacts individuals' well-being.Across societies, irrespective of whether it is developed or developing nation, gender inequality is quite pervasive. Gender inequality refers to the unequal division of power and resources between women and men. These inequalities are assigned, reproduced and maintained at the individual as well as societal level. Structural gender inequality takes into account the widespread, but often masked or invisible patterns of gendered practices. It also encompasses the social, economic and cultural background that are entrenched in a system that creates and perpetuates disadvantage relative to the other groups. The prevalent norms, values and practices lead to clear distinctions between the sexes resulting in allocating women as subordinated to men. This tendency to stratify groups by superior–inferior positioning in structural inequality is exemplified by the gender segregation of occupations. The injustice and discrimination faced on account of these practices not only affects the wellbeing of females but does not augur well for gender justice. For gender justice, the root causes of these inequalities—like patriarchal systems and discriminatory norms—needs to be addressed. In essence, gender justice calls for structural reform that creates equitable social, economic, and cultural conditions.

Abstract 3740

GENDER-BASED VIOLENCE IN UNEQUAL SOCIETIES: A CRITICAL DISCOURSE ANALYSIS OF RAPE MYTHS AND THEIR PSYCHOLOGICAL CONSEQUENCES

Singh T.*[1], Mittal S.[2]

[1]Department of Psychology, Banaras Hindu University, Varanasi, India ~ Uttar Pradesh ~ India, [2]Bennette University ~ Greater Noida ~ India

Gender-based violence disproportionately targets women and gender minorities. While its prevalence and psychological consequences are well documented, less attention has been given to how discourses surrounding such violence shape these consequences and impact survivors' well-being. This study argues that language does not only describe gender-based violence but actively maintains gender hierarchies and perpetuates these crimes. This study situates rape myths within Foucauldian framework and frames them as discursive regimes that delegitimize survivor narratives and normalize violence. By examining rape myths as discursive power tools, the present study highlights their role in exacerbating the psychological consequences for the victims.

The study examined the role of rape myths in shaping and controlling ideas about rapes and to explore how these myths harm survivors by causing shame, silence, and loss of control, reinforcing social inequality. By employing the critical discourse analysis framework legal judgments, media narratives, and policy discourses were analysed. The analysis was informed by Foucault's insights into power/knowledge nexus, disciplinarity, governmentality and subjectivity. The analysis revealed that rape myths are deeply entrenched in the criminal justice systems globally. These myths operate at multiple levels leading to victim blaming, lower prosecution rates and revictimization. The myths normalize unrealistic expectations of victim behaviour and silence alternative voices. Rape myths are not only the product of unequal societies but also contribute to inequalities in the society. These perpetuate psychological harm by power imbalances and normalizing victim blaming. According to Foucault, this psychological harm may feel like 'second rape' to the victims. Beyond psychological harm, these processes significantly undermine survivors' overall well-being, restricting their ability to regain agency, resilience, and a sense of security.

Recognizing rape myths as tools of power can help create laws, policies, and therapy that care for survivors, prioritize well-being, restore agency, and foster equitable structures of care and justice.

03 - Division 3: Psychology and Societal Development

MARGINALIZED GROUPS AND ENGAGEMENT FOR (SOCIAL AND ECOLOGICAL) SUSTAINABILITY: IS IT SUSTAINABLE?

Friday 24 July 2026 from 12:00 to 13:00

(C- Spadolini)

Angela Fedi (University of Torino – Dept. of Psycholo), Chair and Presenter

Marginalized groups (who are traditionally underrepresented) are by definition or by their impact - more often
or more than other groups - victims of social injustice and climate change. Minorities are particularly
vulnerable to environmental and social justice challenges, and their participation in these struggles is not only
a matter of fairness, but also critical to their effectiveness. The civic opportunity gap is rooted in ethnic, age,
gender, sexual, socio-economic and geographic differences, which mean that the more affected groups are
less likely to be heard.
The full participation of marginalized groups in the struggles for social and environmental sustainability is
essential to understand motivations, resources, constraints and decision-making processes and to develop
truly inclusive sustainability programmes that genuinely contribute to social, economic and environmental
equity and cultural vitality in minority communities (Lakhan, 2024).
As explicitly addressed in the 2030 Agenda for Sustainable Development, special attention should be paid
to the participation of vulnerable groups and developing countries (SDG target 10.6) in the decision-making
process to “ensure responsive, inclusive, participatory and representative decision-making at all levels” (SDG
target 16.7).
If we know that we can work towards a future that is not only environmentally sustainable, but also socially
just and culturally vibrant by placing the voices, knowledge and leadership of minority communities at the
centre of our sustainability efforts, then the way we go about working out problems and co-creating solutions
should not only be more equitable, but also more effective and resilient in the face of global challenges.
Therefore, an intersectional perspective can be useful to link social and environmental sustainability, but also
to address the challenges of participation of marginalized groups (migrants,Fernandes-Jesusetal.,youth,Menezes et al.,LGBTQ+persons,Rollèetal.)andin educationalorparticipatorycontextsasprivilegedenvironmentsforparticipation(e.g.active
participation,Fedi et al., school, Albanesi et al.). The symposium offers the opportunity to analyse different research and experiences with regard to the
question:Howsustainableisparticipationforsustainabilityrecognisingthatonlythroughequitableengagementcantrulyviablesolutionstoglobalchallengesbefound.

Abstract 4470

AGENCY IN CLIMATE MOBILITIES: MOZAMBICAN MIGRANTS CONSTRUCTING AGENCY AND POLITICAL POWER IN RELATION TO CLIMATE CHANGE

Fernandes--Jesus M.*[1], Palmary I.[2], Barnes B.[2]

[1]University of Sussex, UK ~ Sussex ~ United Kingdom, [2]University of Johannesburg, South Africa ~ Johannesburg ~ South Africa

There is an increasing recognition that climate change is shaping migration patterns, particularly in contexts that are disproportionately and unfairly affected by climate-related events. In this study, we focus on the lived experiences of internal and international migrants from/in Mozambique – a country highly affected by climate change – to understand the factors and processes that shape their agency and political power. Their experiences are examined following an intersectional climate mobility justice framework and the aspirations-capabilities model. Specifically, we focus on how Mozambican migrants exert and perceive their sense of agency in relation to climate change, at two levels: (1) migratory agency (e.g., decision to migrate; where to migrate) and (2) political power in relation to climate change (e.g., ability to respond to climate change; participate in climate policies; contribute to build alternative futures). Between February and April 2025, we conducted 42 semi structured interviews with Mozambican migrants from different socio-economic backgrounds who have moved from Mozambique to South Africa and Portugal or internally within Mozambique. The interviews explored their migration experience, views and modes of engagement with climate change, and their sense of agency and power in relation to migration and climate change. Using Reflexive Thematic Analysis, in this talk, we focus our analysis on how participants exert agency and power in relation to climate change and how such experiences are shaped by factors such as gender, age, and education. The ability to make decisions and act politically in relation to climate change is key for achieving climate justice. By understanding the barriers that constrain the construction of agency and political power, our study has practical implications for developing more inclusive policies and programmes that recognise the nuanced and complex migration experiences in the context of climate change.

Key-words: climate justice; migration; agency; aspirations-capabilities

Abstract 4472

ACKNOWLEDGING BARRIERS AND DESIGNING PATHWAYS TOWARDS SUSTAINABLE LGBTQI- INCLUSION IN HIGHER EDUCATION

Rollè L.*[1], Trombetta T.[1], Santoniccolo F.[1], Paradiso M.N.[1], Papathanasiou N.[2], Christidi E.O.[2]

[1]Department of Psychology, University of Turin, Turin, Italy ~ Turin ~ Italy, [2]3Orlando LGBT+ ~ ATHENS ~ Greece

The numerous funding opportunities provided by National Agencies and co funded by the European Commission (e.g. ER+ Higher Education HEi), as well as the recent report by the European Union Agency for Fundamental Rights (FRA, 2024), underline that LGBT+ people are increasingly exposed to bullying, dropping out or discrimination on campus and in classrooms.
It is well established that various kinds of homophobia and transphobia, both direct and indirect, that accompanies the experience of being a LGBT+ person, as well as other kinds of discrimination hinder in various ways other minority groups, are proven risk factors regarding equal and sustainable access to education, healthcare and social welfare.
In the last 10 years, studies have highlighted several initiatives to develop sustainable HEi, but a significant gap persists in terms of studies focusing on LGBT+ individuals. There is a growing urgency to rethink the concept of HEi as something attentive, sustainable, inclusive, rather than serving to silence diversity, which is an all-too-common occurrence in some contexts.
The lack of specific training courses on LGBT+ themes, such as the lack of “Safe Space” in HEi, contributes to increasing discrimination based on sexual identity and, consequently, to the well-being of all people: LGBT+ rights are the rights of everyone and the community.
Cembranel et al. (2023) remind us of the need to validate different identities and give a voice to different singularities through an educational experience capable to represent LGBT+ people, rethinking University programs and Doctorates, addressing intersectional issues and providing good practices and recommendations.
Creating sustainable international networks can lead to pathways and research for inclusive and sustainable HEi. This will only be possible through further research on Diversity and Inclusion, with support for researchers and recognized and multidisciplinary support programs and Safe Spaces, while also recognizing and actively moving towards eliminating existing obstacles.

Abstract 4473

IS PARTICIPATION FOR SUSTAINABILITY SUSTAINABLE? AN INSIGHT FROM FOCUS GROUPS ON ENVIRONMENTAL ONLINE AND IN-PERSON PARTICIPATION

Fedi A.*[1], Martini M.[1], De Jong A.[1], Albanesi C.[2], Compare C.[2], Tzankova I.[2], La Barbera F.[3], Coppola S.[3]

[1]University of Torino – Dept. of Psychology ~ Torino ~ Italy, [2]University of Bologna – Dept. of Psychology ~ Bologna ~ Italy, [3]University of Napoli – Dept. of Political Sciences ~ NAPOLI ~ Italy

In recent years, interest in climate change and environmental sustainability has increased in public opinion, in the new and old media and among scientists. There are important changes in attitudes towards environmental protection and a great involvement in environmental movements, especially among young people. Moreover, online interactions have also reached most areas of life, including collective activation.
The present study is part of a research project investigating the differences in perceptions of online participation compared to face-to-face environmental engagement and the characteristics that make participation effective.
Ten focus groups were conducted in three geographical areas of Italy (Turin, Bologna, Naples), involving 96 participants (64 F, age 18-40, mean 39.11). The FGs discussion were based on the following topics: personal experiences of environmental participation; meaning and balance of participation; comparison between online and face-to-face participation; individual and social identity changes that may be associated with participation.
The FG transcripts were subjected to thematic analysis, which we propose here on the aspects that make participation - in its various forms - sustainable. The results suggest that face-to-face participation seems to benefit from a more visible activist identity and a greater attribution of efficacy, sometimes linked to the possibility of taking concrete action and having direct relationships with people. Considerations of personal, social, material and symbolic costs and risks were also discussed and help to clarify the difference between the forms of participation and the perception of their sustainability.

Keywords: participation, climate change, sustainability, focus group

Abstract 4474

CHALLENGING EXCLUSION, FOSTERING INCLUSION: INTERSECTIONAL PERSPECTIVES FROM THE HORIZON EUROPE SINCRONY PROJECT

Albanesi C.*, Compare C., Tzankova I., Cecconi A., Cicognani E.

University of Bologna – Dept. of Psychology ~ Bologna ~ Italy

Introduction: Research shows that participatory innovations rarely adopt an intersectional perspective (Wojciechowska, 2019) and even less frequently address intergenerational and intragenerational social justice. While youth activism and participatory mechanisms are key resources for social change, young people's perspectives are often marginalized in schools and communities (Collins, 2017). Purpose: As part of the Horizon Europe SINCRONY project, this study aims to examine power dynamics, internalised biases, and barriers to participation, seeking to identify paths to inclusive democratic processes through intergroup dialogue (Schoem & Hurtado, 2001). More specifically, it investigates youth narratives on intersectional inclusion and exclusion in school and community participation processes. Method: To achieve the research objectives, five focus groups were conducted in school and community contexts in the Emilia-Romagna region, Italy, involving 47 participants (28 cisgender women, 17 cisgender men, 2 non-binary persons, aged 16–28). Three groups consisted of high school students, and two involved members of youth community organisations. Discussions explored dominant narratives, personal experiences of inclusion and exclusion in participatory settings, and perspectives on youth organisations as spaces of participation. The discussions were recorded and transcribed verbatim with participants' consent. A thematic analysis of the transcripts was conducted. Results: Findings reveal contrasting perspectives, largely shaped by the participants' contexts. High school students tended to frame inclusion and exclusion in terms of individual traits and interpersonal experiences, emphasising personal agency and the role of action versus inaction. In contrast, members of youth organisations highlighted systemic and sociocultural barriers, underscoring the structural and institutional forces that create privilege-oppression dynamics. Participants also reflected on the complexities of youth participation across various forms—from formal representation to collective protest—identifying both its challenges and strengths. Conclusions: The study provides insights into perceptions of youth participation barriers, creating opportunities to define strategies for fostering inclusive democratic participation in schools and communities.Keywords:Youth participation,intersectionality,inclusion,deliberation,socialjustice

03 - Division 3: Psychology and Societal Development

Purnima Singh, Indian Institute of Technology Delhi, New Delhi, India

Friday 24 July 2026 from 13:00 to 13:30

(D-Spadolini)

Abstract 4614

Presidential Address

Singh P.*

03 - Division 3: Psychology and Societal Development

APPLIED PSYCHOLOGY IN THE DOMAIN OF INTIMATE RELATIONSHIPS: ENHANCING THE MENTAL HEALTH AND WELL-BEING OF SINGLE AND COUPLED INDIVIDUALS

Friday 24 July 2026 from 13:30 to 15:00

(D-Spadolini)

Katarzyna Adamczyk (Adam Mickiewicz University ~ Poznan, Wie), Chair and Presenter

Intimate relationships are one of the strongest predictors of mental health and well-being. Therefore, intimate relationships represent an essential domain of creating positive changes for individuals and society. Notably, the significant changes in the sociohistorical context of modern, intimate relationships, such as the increasing rates of single adults and cohabitation, or the occurrence of external adverse factors, such as the outbreak of the COVID-19 pandemic, confront us with the pressing need to seek interventions that will enhance well-being and reduce ill-being of single and coupled individuals. This symposium addresses that need by inviting speakers who will share unique insights.

In the first paper, Chiarolanza and colleagues will report the results of their study assessing stress associated with the outbreak of COVID-19 among 108 heterosexual couples. Based on their findings, which show that the COVID-19 pandemic was a global stressor for the quality of romantic relationships, the authors will discuss the targeted interventions finalized to reduce relational stress.

In the second paper, da Silva and colleagues will present their longitudinal, cross-cultural study findings on a sample of 351 coupled adults from Brazil and the UK. Based on their results, the authors will highlight the need for culturally informed, attachment-based interventions to improve relationship satisfaction and, by extension, mental health.

In the third paper, Rodrigues will present the results of his study performed in U.S. and Portugal samples and elaborate on targeted interventions aimed at enhancing sexual and relational well-being among single individuals across different cultural contexts.In the fourth paper, Van Gasse and Mortelmans will present the results of their qualitative interview-based study with 40 single individuals and discuss how their findings showing the role of the narratives of self and love,the experience of personal growth, relational confusion, lingering regret, or validation of their single status may constitute of areas of practical interventions.

Inthefifthpaper,Adamczykandcolleagueswillpresenttheintra-andinterpersonalfactorsrelatedtosingles'mentalhealthandwell-beinganddiscussthepotential practicalimplicationsforpsychotherapeuticandeducationalworkwithsingleclientswhomayexperiencea dversementalhealth outcomes.

Abstract 4421

AFTER THE OUTBREAK OF COVID-19: ACKNOWLEDGING THE COMPLEXITY OF DYADS IN MANAGING STRESS

Chiarolanza C.*, Cavalli R.G., Velotti P., Barile M.

Department of Dynamic and Clinical Psychology and Health Studies, Sapienza University of Rome ~ Rome ~ Italy

COVID-19 has left significant sequelae in many people from the physical and psychological point of view, reporting growth rates for affective, anxiety, and depression diseases. Stress associated with the outbreak of COVID-19 made mental health a significant topic for public health. Analysis of recent literature reported that family life crossed many difficulties, such as facing the illness and the death of family members, especially older ones, the risky blending in sharing family and job time in one unique space, and the constant interplay between closeness and emotional distance. Therefore, we designed the present study - Analysing marital and family STrEss in post-Pandemic Scenario (STEPS) for the evaluation of stress, its impact on personal and relational well-being, the role of individual and dyadic factors in facing marital, parenting, and work balance life. We assessed the fluctuations of work and home stress for one month in 108 heterosexual romantic couples using an intensive longitudinal approach. Preliminary results highlighted that COVID-19 represented a global stressor for the quality of romantic relationships, only if we considered the partner effect in the APIMeM model. Besides, we found that negative dyadic coping strategies amplified the negative impact on the perceived quality of the relationship. Finally, the lack of dyadic awareness, which is a relevant factor in the dyadic dysregulation in couple relationships appears related to the conflict between family and work. Results will be discussed in terms of targeted interventions finalized to reduce the relational stress.

Abstract 4422

UNDERSTANDING RELATIONSHIP SATISFACTION THROUGH ATTACHMENT INSECURITY AND MATE-RETENTION BEHAVIOURS IN BRAZIL AND THE UK: IMPLICATIONS FOR CULTURALLY INFORMED INTERVENTIONS

Nascimento B.*[1], Adair L.[2], Ferenczi N.[3], Shishane K.[3]

[1]University of Bristol ~ Bristol ~ United Kingdom, [2]Brunel University London ~ London ~ United Kingdom, [3]University of Bedfordshire ~ Bedford ~ United Kingdom

Partnered individuals typically report greater well-being than singles; however, poor-quality relationships can be more harmful to mental health than singlehood. Relationship satisfaction, therefore, plays a central role in psychological well-being. Attachment insecurity—marked by anxiety and avoidance—has been consistently linked to lower relationship satisfaction, in part due to its influence on adaptive interpersonal behaviours. Mate retention (MR) strategies, aimed at maintaining relationships, may mediate this link. These include benefit-provisioning (BP) strategies (e.g., affection, gift-giving) and cost-inflicting (CI) strategies (e.g., jealousy induction, autonomy restriction). While previous research has largely relied on cross-sectional designs and is limited in cultural scope, our study used a longitudinal, cross-cultural approach to address these gaps.

Participants (N = 351; 53.5% from Brazil), aged 19–84 and in committed relationships, completed measures of attachment insecurity and perceived partner MR strategies at Time 1 (T1). Relationship satisfaction was measured one month later at Time 2 (T2). Controlling for gender, we found that the associations between anxious attachment and relationship satisfaction was mediated by perceived benefit-provisioning (BP) and cost-inflicting (CI) mate-retention strategies, whereas only BP strategies mediated the path from avoidant attachment. Importantly, these mediation paths were moderated by country (Brazil vs. UK). Specifically, the indirect effect of anxious attachment on relationship satisfaction through CI was negative in Brazil, but positive in the UK, whereas the indirect effect through BP was only significant in Brazil. In turn, the indirect effect of avoidant attachment on relationship satisfaction through BP was negative in Brazil but positive in the UK.

These findings underscore cultural differences in how attachment and MR strategies influence relationship outcomes over time. They highlight the need for culturally informed, attachment-based interventions in applied psychology to improve relationship satisfaction and, by extension, mental health.

Abstract 4424

“SHE COULD HAVE BEEN THE ONE”: MAKING SENSE OF IN-BETWEEN RELATIONSHIPS IN SINGLEHOOD NARRATIVES

Van Gasse D.*, Mortelmans D.

University of Antwerp, Centre for Population, Family and Health (CPFH), Faculty of Social Sciences ~ Antwerp, ~ Belgium

Contemporary romantic life increasingly includes ambiguous relationships beyond traditional committed partnerships. Terms such as "situationships," casual dating, and "almost relationships" highlight the emotional and social complexity of modern romance. These forms of connection often do not match all dimensions of Sternberg’s triangular theory of love and are frequently overlooked or treated as failed attempts in relationship studies.

This paper explores how single adults interpret and narrate these "in-between" romantic experiences, examining their impact on personal identity, relational expectations, and emotional understanding.

Qualitative interviews were conducted with 40 single individuals aged 25–35 in Belgium. Participants reflected on emotionally significant yet unresolved romantic episodes, such as casual dating, unexpressed attraction, mismatched timing, and situationships. Additionally, each participant’s closest friend provided complementary insights into these experiences, enriching the analysis with a multi-actor perspective.

Preliminary analysis indicates that "in-between" relationships significantly shape singles' self-narratives, influencing personal growth, relational uncertainty, lingering regret, and affirmation of singlehood. Participants described these episodes as emotionally impactful and often pivotal to their relational outlook. Friends often supported these interpretations but occasionally offered more pragmatic or critical views.Initial findings suggest that "in-between" relationships are meaningful identity-shaping experiences rather than relational failures. They function as mirrors for self-reflection and emotional milestones within singlehood. Recognizing these experiences challenges traditional binary frameworks and highlights the nuanced emotional realities of contemporary romantic life.

Abstract 4425

ENHANCING MENTAL HEALTH AMONG SINGLE ADULTS: PRACTICAL IMPLICATIONS BASED ON INTRA- AND INTERPERSONAL FACTORS

Adamczyk K.*, Kotus M., Frydrychowicz M.

Adam Mickiewicz University, Faculty of Psychology and Cognitive Science ~ Poznan, Wielkopolska, ~ Poland

In recent years, the increasing prevalence of single adults in many countries has prompted intensified scientific efforts aimed at understanding single people's mental health outcomes. Notably, the newest research line in single studies is intended to determine the circumstances in which singlehood is related to coping or thriving and answer the question of Who is well adapted to single status?

Previous studies revealed that higher mental health among singles is related to such intrapersonal factors as attachment security, social-avoidance goals, lower desire for a partner, older age, higher satisfaction with singlehood and relationship congruency, positive religious coping and positive religious attribution, higher spiritual well-being, and attachment to a pet. In turn, the following example interpersonal factors are recognized as related to higher singles' mental health: stronger perceived social support and integration, high quality of friendships, and lower sexual desire.

This presentation aims to provide a comprehensive review of previous literature to indicate the intra-and interpersonal factors related to enhanced mental health among single adults. This review serves as a basis for formulating the practical implications for psychotherapeutic and educational work with single clients who may encounter in their work single individuals experiencing adverse mental health outcomes as a function of remaining single.

03 - Division 3: Psychology and Societal Development

Johnny Fontaine, Ghent University, Belgium

Friday 24 July 2026 from 13:30 to 14:00

(A - Spadolini)

Abstract 4633

Divisional Invited Keynote

Fontaine J.*

03 - Division 3: Psychology and Societal Development

Family and Well-Being

Friday 24 July 2026 from 15:00 to 16:30

(D-Spadolini)

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 447

PARENTAL REPRESENTATIONS OF THE INFANT: THE CONTRIBUTION OF PREMATURITY AND PARENTING STRESS

Karni--Visel Y.*, Ben--Yaakov O., Taubman – Ben--Ari O.

Bar-Ilan University ~ Ramat Gan ~ Israel

Background:
Parental perceptions of the infant play a critical role in shaping parenting behavior and child development. Understanding the role of prematurity in these perceptions during early development is crucial for addressing emotional needs and providing timely support. This study examined parental representations of the infants among parents of preterm and full-term infants.
Methods:
A total of 146 parents (mean age = 32.19, SD = 5.31) of firstborn, single children aged 15–24 months (mean age = 19.45 months, SD = 2.90) participated in the study. The sample included parents of preterm infants (n = 73) and full-term infants with no reported developmental concerns (n = 73), matched on parents' gender, age, socioeconomic status, and child's age. Participants completed the Mothers' Object Relations Scale–Short Form (MORS-SF) and the Parental Stress Index (PSI).
Results:
Parents of preterm infants reported higher levels of parental stress. In a multivariate model, parental stress was negatively associated with parents' perceptions of the infant's warmth and positively with perceptions of the infant's invasiveness. Parental stress significantly mediated the association between the research group (preterm, full-term) and both the infant's warmth and invasiveness, while the direct effects of the research group on the infant's representations were not significant.
Conclusions:
The study highlights parental stress as a central mechanism through which prematurity influences early parent–infant relationship dynamics. Interventions aimed at reducing parental stress may promote more positive parental representations and improve the quality of early bonding. Strengthening the relational foundation during this sensitive period is crucial for supporting both the infant's and the parents' well-being.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1353

RELATIONSHIPS WITH PARENTS AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS FROM IMMIGRANT FAMILIES

Chebotareva E.*

Moscow State University od Psychology and Education, HSE University, RUDN University ~ Moscow ~ Russian Federation

As the migration crisis unfolds, increasing attention is being paid to the challenges faced by immigrant families and children. Adaptation to a new country is particularly difficult for adolescents, as the separation processes typical for this age can reduce their adaptive capacity.
We conducted a study in Russia aimed at analyzing the relationship between adolescents' relationships with their parents and their psychological well-being in the context of immigration.
The participants were: 47 Russian adolescents and 44 adolescents from immigrant families. Among the latter group, 21 adolescents had migrated to the Russia with their parents about 3 years ago, while 23 adolescents were born in the Russia to immigrants' families. All respondents were proficient in Russian.
The following methods were used: Ryff's PWB, ADOR by Matejcek, Rican, PSI by Hoffman.
The results showed that adolescents from immigrant families have lower levels of psychological well-being than those living in their home country and adolescents born in the host country demonstrate the lowest levels.
Immigrant adolescents born I the host country tend to characterize their mothers as inconsistent and their fathers as distant. Adolescents who moved to a new country with their parents are more likely to report positive interest from their fathers. No significant differences were found between the groups in psychological separation.
Overall, the well-being of all adolescents is positively associated with the quality of their relationships with their parents, their independence from their parents and the harmonious separation process. However, for adolescents who recently immigrated, the ability to receive functional support from parents is positively associated with their well-being.
Thus, relationships with parents are an important factor in the socio-psychological adaptation of immigrant adolescents, but this varies depending on whether the child was born in the host or the country of origin. Understanding these nuances will allow for more effective psychological support for migrant families.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1519

MARIA OR CAPTAIN VON TRAPP? PENSION AND YOUNG PARENTS

Yan J.*

Peking University ~ Beijing ~ China

This paper investigates whether the expectation of future sufficient eldercare provided by the pension system would influence current parenting styles. Using China's New Rural Pension Scheme (NRPS) as a quasi-natural experiment, we conducted a staggered triple difference model on the county-by-county level. We found that the launch of NRPS increased permissive parenting by 7.3% and decreased authoritarian parenting by 5.0%. Mechanism analysis suggested that this phenomenon may be attributed to parents' lowered expectations of receiving elder care from their children. Changes in parenting styles would lead to improved children's mental health. Cross-national comparisons further validate the universal association between the social pension and the democratization of child-rearing approaches. This paper provides micro-level evidence for understanding the transformative effects of pension policies on intergenerational family dynamics.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 937

ROMANTIC RELATIONSHIPS ACROSS GENERATIONS: A PSYCHOLOGICAL PERSPECTIVE ON GENERATIONS X, Y, AND Z

Walecka--Matyja K.*

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Introduction: Sternberg's (1986) theory of love identifies passion, intimacy, and commitment as central components of romantic relationship quality. However, contemporary research highlights additional psychological factors influencing relationship satisfaction, such as empathy, openness, sexual satisfaction, communication, financial stability, health, career development, and overall quality of life. Sternberg's model also emphasizes the dynamic nature of romantic relationships, encouraging exploration of how they evolve over time and across generations.
Purpose: The present study aimed to examine generational differences in psychological determinants of romantic relationship quality among individuals from Generations X, Y, and Z.
Method: A total of 174 participants (88 women and 86 men), aged 18 to 63 years, took part in the study. A quantitative, longitudinal, self-report design was employed. Four standardized instruments with strong psychometric properties were used: the Affective Communication Index (Floyd & Morman, 1998), the Forgiveness Scale (Toussaint et al., 2001), the Sexual Satisfaction Questionnaire (Nomejko & Dolińska-Zygmunt, 2011), and the Interpersonal Commitment Questionnaire (Stanley & Markman, 1992), along with a demographic survey.
Results: Results indicated that Generation X participants reported higher levels of affective communication, forgiveness, and interpersonal commitment. In contrast, Generation Z participants demonstrated significantly greater sexual satisfaction compared to Generations X and Y. Additionally, longer relationship duration was associated with increased affective communication and forgiveness, but decreased sexual satisfaction. Greater interpersonal commitment was also observed among individuals in longer relationships.
Conclusions: These findings offer practical implications for couple therapy, particularly in tailoring interventions to the emotional and communicative needs of different age groups. The observed intergenerational differences underscore the importance of flexible, age-sensitive therapeutic approaches aimed at enhancing relationship quality.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1017

ESTABLISHED ADULTHOOD IN INDIA: A PHENOMENOLOGICAL STUDY OF WORK–LIFE BALANCE, FAMILY OBLIGATIONS, AND IDENTITY NEGOTIATION

Singh V.*, Cherian J.

Christ University ~ Bengaluru ~ India

Established adulthood, typically spanning ages 30 to 45, is an emerging developmental phase that has received limited attention compared to adolescence and emerging adulthood. In the Indian context, this life stage is uniquely shaped by the simultaneous negotiation of professional demands, family obligations, and evolving personal goals within a rapidly transforming socio-cultural landscape. This study aimed to explore how Indian adults navigate established adulthood while balancing collectivist traditions with the pressures of neoliberal urban life.

A qualitative phenomenological design was adopted, using in-depth semi-structured interviews with 30 adults (15 men and 15 women) residing in four major metropolitan cities: Delhi, Mumbai, Bengaluru, and Kolkata. Participants were purposively sampled to represent diverse socio-economic backgrounds and family structures. Interviews explored experiences of work–life balance, role strain, intergenerational caregiving, expectations from family and society, and identity development. Data were analyzed thematically using a hybrid of deductive and inductive coding.

Four overarching themes emerged: (1) Duty versus desire, reflecting the constant negotiation between personal aspirations and cultural/familial responsibilities; (2) Role overload, with participants simultaneously managing careers, childcare, and eldercare; (3) Mobility and disconnection, highlighting emotional consequences of urban migration and the nuclearization of families; and (4) Adaptive resilience, encompassing coping strategies that supported well-being and continuity of identity.

Findings suggest that established adulthood in India represents a culturally distinct life stage, shaped by the enduring influence of collectivist values (dharma) alongside the demands of modern urban living. By foregrounding the lived realities of Indian adults, this study broadens global developmental theory and underscores the importance of cultural context in understanding adulthood. The results also highlight implications for counseling, workplace policies, and social support systems that can foster resilience, trust, and well-being during midlife.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1020

EXAMINING THE EFFECTS OF CHILDHOOD PARENTIFICATION EXPERIENCES ON ADULT ROMANTIC RELATIONSHIPS: A QUALITATIVE STUDY

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Çag University ~ Mersin ~ Turkey

The present study aims to explore how individuals from diverse socio-economic backgrounds who experienced parentification in childhood perceive these experiences and to examine how such early parentification behaviors influence the dynamics of their romantic relationships in adulthood. In the present study, 10 adults over the age of 18 who were currently involved in a romantic relationship and had experienced parentification during childhood were included. To explore participants' perceptions of childhood parentification, data were collected using the interview method, a qualitative research approach. Semi-structured interviews, designed by the researcher, were conducted, and—with participants' informed consent—audio recordings were obtained. Prior to the interviews, participants' levels of parentification were assessed with The Parentification Inventory (Köyden & Uluç, 2018). Furthermore, participants' socio-demographic characteristics (e.g., age, gender, education status, level of income, sibling status, type of relationship, and relationship duration) were gathered through a Demographic Information Form prepared by the researcher.The findings indicated that adults' experiences of parentification in childhood had a negative impact on their later romantic relationships. In particular, the loss or absence of the father was found to play a significant role in shaping the experience of parentification during childhood.

03 - Division 3: Psychology and Societal Development

Prosociality and Belief 2

Friday 24 July 2026 from 16:30 to 18:45

(D-Spadolini)

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 593

THEY ARE ALL STRUGGLING-NOT SAYING IT LOUD, AND NOWHERE TO GO: YOUTH IN HIGHER EDUCATION INSTITUTIONS(HEIS) IN INDIA.

Biswas U.N.*

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Research on student mental health has gained momentum following a World Health Organisation report stating that 30% of university students globally suffer from mental health issues. In India, this has become a public health emergency, particularly as increasing reports of suicides and breakdowns emerge from professional institutions. It has also necessitated the understanding of mental health issues and health-seeking behaviour among students in broader public higher educational institutions (HEIs). The implementation of the National Education Policy (NEP) has led to significant stress and anxiety among teachers and students, often without available support services. The mixed-method research focused on the prevalence of mental health issues—such as stress, depression, anxiety, and perceived discrimination among 2,194 students from the University of Delhi, which represents students from all states and the social strata of India. Standardised tools were used to assess the prevalence of these factors, as well as students' awareness of mental health support and health-seeking behaviour. The analyses revealed a high prevalence of mental health issues, with over 70% of students unaware of available support services. Many students indicated a need for safe spaces to discuss their mental health. While 55% reported hidden mental health problems, 41.1% experienced changes in their mental health after starting college. Perceived social support was found to mediate the relationship between stress, academic pressure, and perceived discrimination, impacting overall well-being. The findings suggest that fostering social support through peer mentoring and creating wellness spaces, alongside professional counselling, could make it more acceptable to ask for help within the campus ecosystem. These results empirically support the Supreme Court's recommendations for establishing mental health support systems in Indian campuses to promote student well-being.

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 11: Political Psychology

Abstract 4555

THE ROLE OF ATTACHMENT ANXIETY ON ENDORSEMENT OF GENERAL AND COVID-19-RELATED CONSPIRACY BELIEFS

Kural Baskan A.I.*[1], Kovacs M.[2]

[1]Slovak Academy of Sciences, Institute of Experimental Psychology ~ Bratislava ~ Slovakia, [2]Eötvös Lorand University ~ Budapest ~ Hungary

Belief in conspiracy theories has been linked to various psychological factors, including threat perception, anxiety, and the need for control. However, little is known about the role of attachment orientations in shaping susceptibility to conspiracy beliefs. Drawing on attachment theory, the present research investigated whether adult attachment insecurity—particularly attachment anxiety—is associated with greater endorsement of conspiracy theories. Across two studies, we examined both correlational and experimental evidence for this relationship. In Study 1 (N = 192), attachment anxiety and attachment avoidance were assessed as dispositional predictors of generalized conspiracy belief, while controlling for well-established correlates, including right-wing authoritarianism, social dominance orientation, general anxiety, need for control, and relevant demographic variables. Results showed that attachment anxiety, but not attachment avoidance, significantly predicted conspiracy belief above and beyond these controls. In Study 2 (N = 149), we employed an experimental priming paradigm to test the causal effect of attachment anxiety on conspiracy belief. Participants exposed to attachment anxiety priming reported higher levels of belief in both generalized conspiracy theories and COVID-19–specific conspiracy theories compared to participants in a neutral priming condition. Together, these findings suggest that attachment anxiety constitutes a meaningful individual difference factor associated with susceptibility to conspiracy beliefs. The results support the notion that heightened threat sensitivity, difficulties in emotion regulation, and an increased need for control characteristic of attachment anxiety may predispose individuals toward conspiracy ideation, particularly in contexts marked by uncertainty and perceived threat. The present research extends existing models of conspiracy belief by integrating attachment-based processes and highlights the relevance of relational and affective factors in understanding why individuals differ in their endorsement of conspiracy theories.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 196

CONFRONTING ACCULTURATIVE STRESS: INTERNATIONAL FRESHMEN AND SENIORS' COPING MECHANISMS THROUGH A MIXED-METHODS LENS

Eggers Gorab M.*, Kepir--Sávoly D.

Webster Vienna Private University ~ Vienna ~ Austria

Acculturative stress is a common challenge for many international students worldwide, as they attempt to navigate a new environment, create social bonds, understand new languages and balance it with academic demands. Despite growing interest in international students' well-being, little is known about how coping mechanisms for acculturative stress evolve over time. This study aims to compare acculturative stress and its coping mechanisms between freshmen and seniors. Specifically, it explores the following research questions: 1) Does the academic year (freshmen vs. seniors) impact the kind of language and coping mechanisms used in the interviews? 2) Does gender mediate the presence of coping mechanisms for acculturative stress? 3) How does being raised in a collectivist country affect the level of acculturative stress experienced? To address these questions, semi-structured interviews (n=30) were conducted, and a mixed-methods approach was employed. Data was analyzed using quantified content analysis focusing on participants' use of positive and negative language, coping strategies, and the influence of gender and cultural background as mediating factors. The results showed that seniors had a slightly higher frequency of negative language use, indicating higher levels of acculturative stress compared to freshmen (p=0.0521). Regarding the mediating variables, gender presented no effect on language use, while collectivistic countries approached statistical significance on increased negative language use (p=0.0647). Coping mechanisms were not more developed in seniors than in freshmen (p=0.3787), however, freshmen showed a higher frequency of social strategies, whereas seniors favored more reflective coping style. These findings challenge previous assumptions about stress trajectories in international students and highlight the need for sustained support across all academic years.

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 4554

ATTACHMENT AND PREJUDICE TOWARDS SYRIAN IMMIGRANTS: THE ROLE OF SECURITY SCHEMA ACTIVATION

Kural Baskan A.I.*[1], Kovacs M.[2]

[1]Slovak Academy of Sciences ~ Bratislava ~ Slovakia, [2]Eötvös Lorand University ~ Budapest ~ Hungary

We examined the assumption that empathy, perceiving outgroup members as threat (i.e., perceived threat), self-esteem, feelings towards outgroups (e.g., feelings thermometer), and ingroup identification are mechanisms through which the relationship between attachment patterns and prejudice can be explained. Primed attachment security (vs. neutral prime), empathy, perceived threat, identification with Turkish identity and prejudice towards Syrian immigrants. Total number of 421 (19-76) Turkish citizens (323 female, 76.7%) with a mean age of 42.85 (SD= 12.65) participated. Participants were first attended to either secure or neutral priming conditions, answered felt-security questions as a manipulation check, and then they completed whole questionnaire. Felt-security levels were significantly higher for security priming group ($t(419)= 11.816$, $p<.001$) meaning that our priming manipulation activated secure attachment schemas successfully. Individuals in security priming condition indicated lower levels of perceived threat (M=3.23, SD= 1.26), in-group identification (M= 3.08, SD=1.01) and prejudice (M=2.96, SD=.78) whereas they indicated higher levels of empathy (M= 3.61, SD =.41) and positive feelings towards Syrian Immigrants (M=5.14, SD= 2.39) when compared to their counterparts in neutral priming condition (M= 3.55, SD= 1.20; M= 3.26, SD=1.05; M=3.51, SD= .51 and M= 4.61, SD= 2.43 respectively). We included, age, gender, education levels, income, satisfaction with life and exposure to Syrian immigrants as covariates. Priming, empathy, perceived threat, feelings towards outgroups and ingroup identification significantly predicted prejudice ($R^2= 0.61$; $F (12, 416) =52.54$, $p<.001$)). Only age was a significant covariate. Perceiving Syrians as a threat (b =0.039, CI[0.002, 0.810]) and feelings towards Syrian Immigrants (b= 0.106, CI[0.023, 0.193]) partially mediated the relationship between attachment security priming and prejudice towards Syrian immigrants. These findings suggest that enhancing felt security (e.g., by fostering attachment security) may lead to lower levels of perceived threat as well as more positive feelings toward outgroups and in-turn reduced prejudice.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 468

PREDICTING DIFFERENT RISK LEVELS OF EMOTIONAL AND BEHAVIORAL DIFFICULTIES IN YOUNG CHILDREN FROM FAMILY INTERACTION PATTERNS: AN INTERPRETABLE MACHINE LEARNING APPROACH

Hong L.*[1], Chen L.[2], Ip P.[1]

[1]The University of Hong Kong ~ Hong Kong ~ China, [2]Wenzhou Medical University ~ Wenzhou ~ China

Background: Early-onset emotional and behavioral difficulties (EBD) in children are a significant concern. Yet early identification remains a major challenge, especially for children with emerging or sub-clinical issues who may be overlooked and are at high risk for worsening difficulties if their vulnerabilities go unrecognized.

Objective: This study aims to develop and validate an interpretable machine learning model to predict different risk levels of EBD in young children. By integrating observable and objective interaction factors, the model seeks to facilitate the early detection and monitoring of children's mental health.

Methods: A cross-sectional study was conducted among 1,034 mothers with children aged 1–4 years, recruited from 10 community vaccination centers in Zhejiang, China. Socio-demographic, interparental and parent-child interaction factors, and child EBD risks were assessed. Six machine learning algorithms were applied to develop predictive models, which were interpreted using SHapley Additive exPlanations.

Results: The Random Forest model achieved the best overall performance, demonstrating strong discriminative power (AUC = 0.892) with well-balanced sensitivity (0.72) and specificity (0.74). The model was highly effective at identifying both high-risk (AUC = 0.90) and low-risk (AUC = 0.91) children. “Parents being easily provoked by children's negative behaviors” was the most important feature in all models. Other important features included difficulty forming warm parent-child bonds, interparental problems due to emotional volatility, fewer child smiles during interactions, and intimate partner violence.

Conclusions: This study suggests the optimal models hold promise for screening young children at different EBD risk levels, not only those with clear difficulties or well-adjusted profiles, but also those with latent vulnerabilities who may benefit from early support. Preventive strategies should emphasize family interaction patterns to improve early identification and subsequent intervention.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 628

MITIGATING THE RISK OF IMPOSTER PARTICIPANTS IN APPLIED QUALITATIVE RESEARCH: EVIDENCE-BASED GUIDANCE FOR RESEARCHERS AND ORGANISATIONS

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[1]University of Winchester ~ Winchester ~ United Kingdom, [2]University of Kingston ~ Kingston-Upon-Thames ~ United Kingdom

Background: The issue of “imposter” participants within qualitative research has become increasingly prevalent. The problem raises specific concerns for qualitive research around research inclusivity and diversity, alongside the challenge to data integrity and methodological rigour. Existing literature is dominated by case studies and commentaries. There is a lack of evidence-based guidance for researchers or research organisations with prior recommendations based on subjective experience or localised perspectives.

Purpose: This aim is to provide robust and adaptive multi-disciplinary guidelines that reflect the specific challenges and context of qualitative research.

Method: This study adopted a two-stage expert and evidence-based approach to develop guidance for researchers and organisations. Stage 1 was a mixed-method study with 184 qualitative researchers to establish the reach and impact of the problem, perspectives on the associated issues, and potential solutions across disciplines, career stage and locality. Stage 2 involved a series of expert and public workshops to develop and refine guidelines through an iterative analytical process.

Results: The resulting guidance for researchers and organisations is a flexible, supportive tool to enable a systematic and evidence-informed approach within research practice. The guidance provides a framework for considering ethical, epistemological, methodological and practical considerations when determining how to mitigate the risk of imposter participants within qualitative research.

Conclusions: The guidance provides a means to maintain high quality research practice, data integrity, and ensure the ongoing contribution of applied qualitative research whilst not restricting the ability to engage in research that is diverse and inclusive. The aim is for the guidance to be adopted across disciplines and research contexts with a goal for the guidance to evolve to reflect the needs of researchers and the changing research landscape. The guidelines will inform wider understanding of the issue of imposter participants in qualitative research and encourage the adoption of evidence-based policies and processes.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2550

THE DUAL FACE OF AWE: EXPANSION AND REFLECTION AS TRANSFORMATIVE PROCESSES

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Indian Institute of Technology, Kharagpur, West Bengal ~ Kharagpur ~ India

Introduction:
Awe is the overwhelming feeling that arises when individuals encounter stimuli that exceed their existing mental schema, leading to a sense of incomprehension and a need for accommodation. Awe can be experienced as a purely pleasurable state or accompanied by threat, fear, or dread. It also encompasses a cognitive-transformative dimension that can reshape one's understanding of oneself and the world. However, the extant literature has predominantly focused on the positive valence of awe, leaving its negative valence comparatively underexplored, especially in terms of its transformative dimension. Most studies in this domain have been conducted in Western populations, despite evidence indicating that cultural frameworks shape how awe is experienced and articulated.
Purpose:
To explore how individuals make sense of their lived awe experiences and how these experiences contribute to transformative shifts in self-view and worldview.
Method:
This study employs a qualitative approach, using semi-structured interviews with 16 participants from India. Reflexive thematic analysis was used to identify key themes within their subjective experiences.
Results:
The findings suggest that the cognitive-transformative component of awe follows two distinct pathways, depending on emotional valence. When awe entails positive valence, it unfolds through immersion and absorption, evoking a heightened sense of connectedness and shifting attention outward. This outward focus often prompts a longing to re-experience the feeling and fosters curiosity and exploration. In contrast, when awe carries a negative valence, attention turns inward, producing awareness of one's limitations in power, control, and knowledge. This inward focus leads to reflective awareness and humility.
Conclusions:
Awe leads to transformation in both its positive and negative forms, but the route of transformation differs. This study expands the broaden-and-build theory by demonstrating that psychological broadening can arise not only through uplift and openness but also through discomfort-mediated reflection, contributing to understanding how awe supports well-being, particularly through the integrative role of negative valence.

Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 17: Partnership for the goals

Abstract 4758

Pathways to Impact: A Diagnostic Tool for Evaluating Shared Responsibility in Societal Interventions

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Societal interventions aim to achieve a certain effect: to shift behaviour and inspire engagement towards a valued collective outcome. Yet many fail to generate the societal impact they envision. A public health campaign may increase knowledge but not change daily habits. A citizen engagement initiative may spark initial dialogue but lose momentum when funding ends. A social safety program may raise awareness but not transform everyday practices.

To understand why, we approach interventions as part of a change process. Their success depends not only on immediate behavioural shifts, but on whether they build the foundations for sustainable societal engagement. We introduce a diagnostic tool to assess this.

The tool evaluates three core conditions. First, shared identity and purpose: is the collective goal experienced as “ours,” shaped through inclusive co-definition and shared language? Second, mutual trust and confidence: can people rely on one another and the process, supported by clear roles and fair procedures? Third, internalised group norms: are responsible actions upheld voluntarily, reinforced by relevant peers, and actively revisited through reflection?

When any of these conditions is weak, the intervention’s pathway to lasting societal impact becomes unstable. Application of the diagnostic tool to real-world cases illustrates how these risks may arise and where redesign can strengthen effective impact realization.

This analysis converges on a central insight: interventions are more likely to realise their envisioned societal impact when they succeed in inviting shared responsibility—a self-endorsed commitment to act together, as co-owners of the change pursuit. This psychological state does not arise by default. It emerges when identity, trust, and norms are aligned. The tool makes this alignment visible, offering a practical way to evaluate and strengthen interventions for sustainable societal commitment.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 13: Climate Action

Abstract 2735

CULTIVATING YOUTH POSITIVE ATTITUDES TOWARD MENTAL HEALTH AND NATURE RELATEDNESS THROUGH SOCIAL PSYCHOLOGY, ARTS, AND NATURE

Cosmas G.*

UNIVERSITI MALAYSIA SABAH ~ KOTA KINABALU ~ Malaysia

Integrating social psychology principles with arts- and nature-based activities may foster more positive mental health attitudes among youth. To examine this phenomenon, an attitude change program was implemented to assess its impact on youths' attitudes toward mental health. The study involved 33 youths (mean age = 16.06 years, SD = 1.95) residing in a girls' hostel under a Catholic mission in the Bantayan village, Tamparuli, Sabah. A quasi-experimental design was employed, featuring structured activities categorized into social psychology (mental health talk), nature (green planting), and arts (eco-printing and edible flower chocolate making). All activities were designed in accordance with the Yale Model of Persuasion, which emphasizes the components of communication;who delivers the message, what is communicated, to whom, and with what effect. Paired-sample t-test analyses revealed a significant improvement in youths' attitudes toward mental health following the intervention (pre-test: M = 72.94, SD = 5.74; post-test: M = 77.18, SD = 6.32). In addition, participants demonstrated a significant increase in nature connectedness after the program (pre-test: M = 23.03, SD = 3.59; post-test: M = 24.09, SD = 3.58). These findings offer valuable insights for policymakers, educators, and mental health practitioners in designing initiatives to enhance youth mental well-being. The results further underscore the importance of adopting a multidisciplinary approach to ensure that mental health programs are inclusive, engaging, and effective.

03 - Division 3: Psychology and Societal Development

Social Inequality 1

Friday 24 July 2026 from 17:00 to 19:00

(B- Spadolini)

Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 235

ADVANCING CULTURAL INTELLIGENCE (CQ): MULTIDISCIPLINARY STRATEGIES FOR WORKPLACE INCLUSION, COMMUNITY COHESION, AND COMPETENT CARE FOR VICTIMS OF HATE

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In an era marked by increasing cultural diversity and rising incidents of hate-motivated harm, applied psychology must chart new directions that integrate multidisciplinary approaches to both prevention and victim care. This presentation situates Cultural Intelligence (CQ) as a pivotal construct for fostering inclusive workplaces and cohesive communities, while also addressing the urgent need for culturally competent support for victims of hate.

Drawing on research and case studies from psychology, law enforcement, education, and social services, we demonstrate how coordinated CQ interventions—such as cross-sector training, inclusive leadership development, and diversity frameworks—can disrupt bias, enhance intercultural collaboration, and promote social harmony. We emphasise the importance of multidisciplinary planning, which involves justice agencies, schools, advocacy groups, and community leaders, in developing strategic responses to hate crimes and bias-motivated incidents.

Central to our analysis is the imperative for culturally competent care for victims. We examine how a lack of cultural competency among professionals can exacerbate harm, reduce reporting, and undermine trust in institutions. Evidence-based recommendations include embedding cultural competence in victim support services and mental health care, ensuring that victims are understood, respected, and effectively assisted.

By integrating CQ development with multidisciplinary collaboration and victim-centred care, this presentation offers actionable strategies and a forward-looking perspective for applied psychologists seeking to address the complex challenges of diversity, inclusion, and hate in contemporary society.

Division 3: Psychology and Societal Development Division 17: Professional Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 237

INTEGRATING PSYCHOLOGICAL SCIENCE AND SYSTEMS APPROACHES TO ADDRESS HATE VICTIMISATION

Van Wyk H.*

University of South Africa ~ Tswane ~ South Africa

Introduction
Hate victimisation is a complex societal issue requiring more than simplistic remedies. Recent research from the Global South reveals that 68% of victims experience compounded psychological trauma from systemic re-victimisation, yet only 12% receive adequate psychosocial support. The escalation of hate-related incidents worldwide highlights the need for a multifaceted approach that combines psychological insights with broader complex systems frameworks.
Purpose
This study aims to develop an international framework that integrates psychological science with complex systems strategies to address hate victimisation. The framework seeks to raise the profile of organised psychology, encourage cross-disciplinary collaboration, and provide practical guidance for combating hate and supporting victims.
Method
A context design approach was employed, synthesising psychological theory with systems thinking. The research reviewed existing literature on hate victimisation and drew on principles from critical community psychology. The framework was operationalised through four key channels: structural power (policy advocacy and legislative reform), cultural power (shifting social narratives via media partnerships), interpersonal power (community-based restorative justice programmes), and personal power (trauma-informed victim support systems).
Results
The analysis identified gaps in current institutional responses to hate-based violence, notably the lack of an integrative framework in psychology to address hate victimisation. The proposed framework provides a structured, context-sensitive model that bridges these gaps by aligning psychological practice with complex systems strategies. It offers actionable pathways for professionals, policymakers, and communities to address hate victimisation at multiple levels collaboratively.
Conclusions
Psychology, as a discipline and profession, cannot remain neutral in the face of societal challenges such as hate victimisation. The study's framework demonstrates the potential for organised psychology to lead global efforts against hate, moving beyond condemnation to proactive, evidence-based intervention. By integrating psychological science with systemic strategies, this approach offers a comprehensive model for reducing hate victimisation and supporting affected individuals and communities.

Abstract 3140

EXPLORING LEADERSHIP MINDSET AND BEHAVIOR IN CULTURAL CONTEXTS: INSIGHTS FROM SOUTH AFRICA FOR THE GLOBAL LEADERSHIP DISCOURSE

Neumann S.*

Zurich University of Applied Sciences ~ Zurich ~ Switzerland

Leadership is inherently shaped by cultural, historical, and socio-economic factors, influencing how individuals in different regions lead, collaborate, and make decisions. While much of contemporary leadership theory is rooted in Western paradigms emphasizing individualism, efficiency, and hierarchical structures, leadership in other cultural contexts, such as South Africa, offers valuable perspectives that challenge and enrich mainstream leadership discourse.

South Africa's leadership landscape is shaped by its complex history, diverse cultural composition, and the philosophy of Ubuntu, a deeply embedded worldview emphasizing interconnectedness, collective well-being, and relational leadership (Ncube, L. B., 2010; Winkler-Titus, 2024). This approach stands in contrast to many Western leadership models, which often prioritize transactional relationships and short-term performance metrics (Ly, 2020). Ubuntu-based leadership fosters inclusivity, resilience, and adaptive problem-solving, crucial skills for today's volatile, uncertain, complex, and ambiguous world (Lutz, D. W., 2009).

Beyond Ubuntu, South Africa's leadership environment provides unique insights into leading in transition and crisis. From post-apartheid nation-building to navigating contemporary socio-economic challenges, South African leaders have honed approaches that emphasize transformation, ethical leadership, and reconciliation (Yawson, 2017). These principles offer valuable lessons for Western leaders facing increasing challenges related to diversity, equity, sustainability, and social responsibility.

By studying leadership within South Africa's context, Western leadership scholars and practitioners can gain fresh perspectives on current and emerging leadership approaches such as Ethical Leadership, Authentic Leadership, Transformational Leadership and recently Responsible Leadership (de Klerk, J. J., & Jooste, M., 2023). As globalization continues to redefine leadership dynamics, embracing cross-cultural insights will be essential for fostering more inclusive, resilient, and sustainable leadership practices worldwide.

This presentation aims to offer practical insights and theoretical reflections on leadership in South Africa, contributing to a richer, more holistic understanding of leadership that transcends traditional Western frameworks and incorporates globally relevant perspectives.

Abstract 3141

RETHINKING THE INTEGRATION OF “FOREIGN” PRACTICES IN PSYCHOLOGY

Zirkler M.*

Zurich University of Applied Sciences ~ Zurich ~ Switzerland

Psychological researchers and practitioners have been and continue to be fascinated by “indigenous” approaches and have integrated ideas and practices from other cultural areas into their own schools. Laypeople interested in psychology also often share an interest in corresponding offerings (e.g., yoga), even if the deeper background often remains largely misunderstood.

In Western science, there is often a low appreciation of “indigenous” approaches, combined with a form of discrimination that considers Western knowledge and associated practices to be superior.

This contribution will explore the question of integration of knowledge and practices embedded in foreign cultures exactly could mean theoretically on the one hand and pragmatically on the other. Theoretically, this raises the fundamental problem of commensurability, which is well described in philosophy of science. On the other hand, “foreign” practices are often only partially compatible with the normal expectations of one's own culture.

Even if the gaps in understanding cannot be completely overcome and closed, mutual learning can take place under certain conditions. These conditions will be further explored.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 11: Political Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 760

POLITICAL ANXIETY AMONG LGBTQIA+ PERSONS: AN EXPLORATIVE QUALITATIVE STUDY IN GERMANY

Kulcar V.*, Matthes S., Haumayr A.V.

University of Innsbruck ~ Innsbruck ~ Austria

Political developments can represent both a source of security and a psychosocial stressor. The rights and safety of marginalized groups, such as LGBTQIA+ persons, are particularly dependent on political decision-making and societal attitudes. Research in the USA has shown that political dynamics can result in political anxiety significantly affecting LGBTQIA+ persons' mental health. Although a rise right-wing parties and politics increases risks of potential impacts on minorities, little is known about mental health consequences in Europe. This qualitative explorative study aims at addressing this research gap. It examined the 2025 governmental election in Germany as an event potentially causing political anxiety and election stress in LGBTQIA+ persons. Using a longitudinal design, narratives were collected from 43 participants one week before and directly after the election to allow the investigation of anticipatory and post-election experiences. Based on preliminary results, seven follow-up interviews were conducted for in-depth insights.

Participants expressed shock and distress at the electoral success of right-wing parties, despite these results being anticipated both publicly and individually. Two main experiential stressors were identified through qualitative analysis: First, the anticipated and manifested election outcomes resulted in future anxiety regarding LGBTQIA+ rights, social inclusion, and civic participation. Participants worried about personal safety and legal rights, both for themselves and other queer individuals. Second, participants experienced moral distress in response to citizens' voting behaviour and politicians' statements and policy decisions. Participants expressed outrage and irritation towards close social contacts, public figures, and unknown others. As a result, many of the LGBTQIA+ participants reported psychological strain throughout the election period. Community and shared experiences were crucial protective factors to navigate the stress.

These findings highlight the psychological impact of political developments on minority populations and emphasize the need for further research and interventions that address political anxiety and election stress.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 1202

ECONOMIC, SOCIAL, SOCIETAL, AND PSYCHOLOGICAL PREDICTORS OF SUBJECTIVE WELL-BEING AMONG THE FORCED UKRAINIAN MIGRANTS IN FRANCE

Komarynska--Diament O.*

Kryvyi Rih State Pedagogical University ~ Kryvyi Rih ~ Ukraine

Introduction. The 2022 Russian invasion of Ukraine forced millions of Ukrainians to migrate abroad, including to Europe. By the end of 2024, 56,314 Ukrainian citizens had been granted temporary protection permits in France. For these individuals, adaptation was accompanied by economic issues, cultural challenges, and psychological stress (Figueiredo & Dimitri, 2025). Subjective well-being (SWB) is known as a key indicator of successful integration and resilience among forced migrants (Kienzler et al., 2024; Peiris, 2024), although empirical evidence regarding Ukrainian refugees remains limited.

Purpose. This study aimed to examine socio-economic conditions, social integration, and broader societal predictors of the subjective well-being of forced Ukrainian migrants residing in France.

Method. An online survey was conducted among Ukrainian migrants in France (n = 302). A sample of participants who arrived after February 24, 2022 (n = 230) was classified as forced migrants and included in the analysis.

SWB was measured using the Modified BBC Subjective Well-Being Scale (BBC-SWB), while other measures used 7-point Likert scales.

Multiple linear regression analyses were performed via Jamovi software (version 2.6.45.0). Independent variables included a range of socio-economic, social, societal, and psychological factors.

Results. The prediction model explained 26.4% of the variance in subjective well-being ($R^2 = .264$, $p < .001$) with four predictors as follows: income level ($\beta = 1.94$, $p = .016$), language proficiency ($\beta = 1.78$, $p = .023$), positive attitudes perceived from the host society ($\beta = 1.65$, $p = .002$), and current life satisfaction ($\beta = 4.75$, $p < .001$).

Conclusions. Together, these results underscore the interdependent nature of economic security and social integration reflected in the subjective well-being of forced Ukrainian migrants in France. This knowledge can support further development of targeted interventions and support programs aimed at fostering resilience, integration, and long-term well-being.

Abstract 4940

CONTACT ACCULTURATION, TREATMENT-SEEKING, AND TREATMENT DECISION-MAKING BEHAVIORS OF WOMEN IN A CULTURALLY CHANGING KHARWAR ADIVASI COMMUNITY

Awasthi Purnima S.*

Professor, Department of Psychology, Banaras Hindu University, Varanasi-221005

Contact acculturation and treatment behaviors emphasize an individual's understanding of their illness experience as a key factor in health and well-being. The study examines treatment behaviors (e.g., treatment-seeking and treatment decision-making) and health outcomes among women aged 21 to 65 from the culturally changing Kharwar Adivasi community, as well as their contact acculturation to health issues. The study was conducted in the Naugarh region of Chandauli district, Uttar Pradesh, and the sample comprised 225 women participants. The study focuses on health issues, such as diarrhea, jaundice, malaria, pneumonia, and eczema, impacting these women's daily activities. Measures of contact acculturation, treatment-seeking behavior (e.g., clinical care & folk healing), treatment decision-making (e.g., decisional-conflict & defensive avoidance), and health outcomes (e.g., pain, hope, & severity) were administered to the women. Analysis revealed that women who exhibited greater clinical care, lesser decisional conflict, and defensive avoidance treatment decision-making scored higher on the contact acculturation measure. In contrast, those who sought more folk healing, exhibited greater decisional conflict and defensive avoidance treatment decision-making, scored lower on the contact acculturation measure. High-contact acculturation was linked to lower pain and severity and greater hope for positive health outcomes. The findings are discussed within the sociocultural context of the Kharwar Adivasi Community, highlighting their implications for developing psychoeducational interventions tailored to Kharwar women's health-related behaviors.

03 - Division 3: Psychology and Societal Development

HUMOR ACROSS CULTURES, CONTEXTS, AND TECHNOLOGIES: PSYCHOLOGICAL MECHANISMS AND SOCIAL IMPLICATIONS

Saturday 25 July 2026 from 08:00 to 09:00

(D-Spadolini)

Yi Cao (Yi Cao ~ Beijing ~ China), Chair and Presenter
Li-Jun Ji (Li-Jun Ji ~ Kingston ~ Canada), Co-Chair

This symposium examines how humor functions across diverse psychological and social contexts—from workplace stress and financial hardship to cultural norms and artificial intelligence. While humor is often considered a universal human experience, its expression and impact are shaped by situational, cultural, and technological factors. Miao explores how leader humor styles—affiliative versus aggressive—affect employee adaptive performance through job anxiety and security, particularly under conditions of technostress. Jiang introduces financial disadvantage as a novel factor that dampens humor appreciation, showing that economic hardship impairs the cognitive resolution processes essential for “getting” humor. Cao investigates GPT-4o’s humor generation capabilities, revealing that AI can outperform humans in humor-based coping and conflict resolution, especially in negative social contexts. The final two presentations focus on cultural influences. Ji presents cross-national evidence that cultural tightness—but not collectivism—predicts lower humor production, highlighting how strong social norms suppress humorous expression across societies. Wu builds on this by demonstrating that cultural tightness constrains creative thinking, which in turn reduces humor production, offering causal evidence for the cognitive mechanisms behind this effect. Together, these talks offer an interdisciplinary perspective on humor, integrating organizational, social, cognitive, and cross-cultural psychology with emerging insights from human-AI interaction. The symposium is highly relevant to applied psychology, with practical implications for leadership, education, mental health, and innovation. Each presenter contributes a distinct lens, making this session timely and impactful for a global audience.

Abstract 3193

HOW HUMOROUS IS AI? EXPLORING CHATGPT'S ROLE IN HUMOR GENERATION AND HUMAN-AI INTERACTION

Cao Y.*[1], Cao J.[2], Hou Y.[3], Ji L.[4]

[1]Yi Cao ~ Beijing ~ China, [2]Jiahao Cao ~ Beijing ~ China, [3]Yubo Hou ~ Beijing ~ China, [4]Li-Jun Ji ~ Kingston ~ Canada

The rapid evolution of artificial intelligence has raised important questions about its ability to replicate nuanced human cognitive functions -- particularly humor generation. This research investigates GPT-4o, an advanced language model, focusing on its capacity to generate humor, how it compares to human-created humor, and its potential applications in human-AI interaction. The main variables include humor generation, coping, strategy, and interpersonal conflict. We hypothesize that GPT-4o outperforms humans in humor generation and can help individuals manage interpersonal conflicts by effectively using humor, based on a theoretical framework that integrates humor theory and human-AI interaction models. Drawing on data from a racially diverse sample from the U.S., the research employs experimental methods across four studies. Study 1 compares GPT-4o and human humor generation using textual and visual prompts. Study 2 examines how social context (positive vs. negative) influences humor coping strategies in both AI and human responses. Study 3 identifies the most effective humor types in negative social contexts. Study 4 explores GPT-4o's role in managing interpersonal conflict through humor in human-AI interaction. Findings reveal that GPT-4o excels in generating sentence-based humor, particularly in response to negative social contexts, and outperforms humans in humor coping strategies. In response to negative contexts, both humans and GPT-4o identify self-enhancing humor as the most effective strategy. Furthermore, GPT-4o demonstrates effectiveness in conflict resolution, as evidenced by positive feedback from both humor senders and recipients. These results offer theoretical and practical insights into AI's emerging role in emotional support, stress reduction, and socially sensitive communication.

Abstract 3194

CULTURAL TIGHTNESS REDUCES HUMOR PRODUCTION: EVIDENCE FROM MULTIPLE COUNTRIES

Cao Y.[2], Hou Y.[4], Wang Y.[3], Ji L.*[1]

[1]Li-Jun Ji ~ Kingston ~ Canada, [2]Yi Cao ~ Beijing ~ China, [3]Yijiang Wang ~ Beijing ~ China, [4]Yubo Hou ~ Beijing ~ China

We hypothesized and tested that cultural tightness -- the strength of social norms in a culture -- would influence people's sense of humor, particularly humor production. We found that participants from a tight culture (China) scored lower on humor production compared to participants from a loose culture (U.S.). The results are generalized to a broader sample involving four tight and three loose countries, including a tight (but individualist) culture and a loose (but collectivist) culture. A mini meta-analysis showed that humor production is negatively related to cultural tightness but unrelated to collectivism. Furthermore, we observed in experiments that cultural tightness hinders humor production. Drawing on cross-cultural evidence, the research unpacks culture and presents the first causal evidence of how cultural tightness influences humor. The findings have important implications for education, business, and innovation.

Abstract 3195

CULTURAL TIGHTNESS AND HUMOR PRODUCTION: THE MEDIATING ROLE OF CREATIVE THINKING

Wu Y.*

Yang Wu ~ Beijing ~ China

Culture shapes human cognition and behavior, profoundly influencing humor production. The mechanisms still require investigation. The present research examines the impact of cultural tightness on humor production and tests the mediating role of creative thinking. Specifically, Study 1 compared participants from five tight and five loose provinces in China and found that individuals from tight regions were less proficient in humor production than those from loose regions. Studies 2 and 3 experimentally primed perceived cultural tightness and further demonstrated its effect on humor production in everyday contexts. Studies 4 and 5 provided causal evidence that cultural tightness constrains creative thinking, which in turn reduces humor production. These findings provide compelling evidence that cultural tightness impacts humor production through creative thinking. They further offer the broader implications for education, organizational management, and innovation, highlighting how cultural norms shape both creative processes and humor production.

03 - Division 3: Psychology and Societal Development

Mental Health and Adaptation 2

Saturday 25 July 2026 from 08:00 to 09:30

(E- Spadolini)

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 11: Political Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2706

EFFECTS OF OPPORTUNITY BELIEF ON FERTILITY INTENTION AMONG CHINESE YOUTH: THE MEDIATING ROLE OF STATE HOPE

He N.*, Yue Y.

Shaanxi Normal University ~ Xi'an ~ China

Introduction : As China faces a persistent decline in fertility rates, identifying effective strategies to boost fertility intentions among reproductive-age youth is a critical societal challenge. While prior research has explored various antecedents, the role of subjective cognitive frameworks—specifically opportunity belief—remains overlooked.

Purpose : The primary objective of this research was to investigate whether opportunity belief significantly predicts fertility intention among Chinese youth and to identify the mediating role of hope (both state and trait hope) in this psychological process.

Method : This research comprised three studies: Study 1 utilized large-scale empirical data from the China Family Panel Studies (CFPS) to establish initial correlations; Study 2 employed an online questionnaire with 305 unmarried young adults (aged 18–35) to measure opportunity belief, fertility intention, and state hope; and Study 3 utilized an experimental priming task to manipulate participants' opportunity belief and trait hope, thereby testing the causal relationship and the mediating effect in a controlled setting.

Results : The findings consistently demonstrated that opportunity belief significantly and positively predicts fertility intention across all three studies. Data analysis revealed that state hope (Study 2) and trait hope (Study 3) both function as significant mediators, indicating that opportunity belief enhances fertility intention by fostering a positive sense of hope for the future.

Conclusions : Collectively, these findings demonstrate that the fertility intention of Chinese youth is significantly influenced by their opportunity belief. This relationship is driven by a psychological mechanism where opportunity beliefs enhance fertility intentions through the cultivation of hope, suggesting that fostering future-oriented optimism is key to addressing fertility declines.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2211

HOW UNSUPPORTIVE EMOTIONAL PARENTING AFFECTS PRESCHOOLERS' MENTAL HEALTH AND PROSOCIAL DEVELOPMENT?

Hong L.*, Ip P.

The University of Hong Kong ~ Hong Kong ~ China

Background: Emotional and behavioral problems (EBPs) in preschool-aged children are a growing concern worldwide, posing significant challenges in developmental psychopathology.
Objective: This study aimed to examine the bidirectional longitudinal associations between emotion socialization parenting practices (supportive and unsupportive) and preschoolers' EBPs (internalizing, externalizing, and prosocial behaviors).
Methods: A three-wave longitudinal study was conducted from 2018 to 2019, involving 1,246 preschool children (mean age 3.28 years, 53.8% boys) in Hong Kong. Parents reported on their emotion socialization practices using the Emotion-related Parenting Styles Questionnaire and on children's EBPs using the Strengths and Difficulties Questionnaire. Cross-lagged panel modeling tested directional associations between parenting and child outcomes over time.
Findings: Emotion-related parenting practices and children's EBPs showed significant stability across time points. Unsupportive emotional parenting significantly predicted later internalizing problems ($\beta = 0.08$ [95% CI, 0.03–0.13], $p < .01$) and decreased prosocial behavior ($\beta = -0.08$ [95% CI, -0.12 to -0.04], $p < .001$), while supportive emotional parenting predicted increased prosocial behavior ($\beta = 0.09$ [95% CI, 0.04-0.14], $p < .01$). No significant effects were found for externalizing problems, and supportive emotional parenting showed no effects on internalizing problems. The reverse paths from children's emotional and behavioral problems to parenting were not significant, suggesting unidirectional effects from emotion-related parenting to child development.
Conclusions: Unsupportive emotional parenting contributes to children's internalizing problems and reduced prosocial behaviour, while supportive emotional parenting promotes prosocial behaviour. Enhancing parents' supportive emotion socialization practices may be a promising target for future interventions to reduce preschool children's emotional and behavioural difficulties.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 4569

HELP-SEEKING FOR MENTAL HEALTH CONCERNS AMONG ADOLESCENTS IN HIGH SOCIOECONOMIC STATUS CONTEXTS: INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

Matar J.*, Laletas S., Savic M., Lubman D.

Monash University ~ Melbourne ~ Australia

Objective
Adolescents in high socioeconomic status (SES) contexts have emerged as an at-risk subgroup for certain mental health concerns, including substance use. However, there is limited international evidence examining whether and how these adolescents seek help. This study aimed to explore the factors influencing adolescents' decisions to engage in, or avoid, help-seeking for mental health concerns in high SES contexts.

Method
Semi-structured interviews were conducted with ten adolescents aged 15–19 years attending independent or government schools in high SES contexts. Participants shared their lived experiences and perspectives on help-seeking for mental health concerns. Data were analysed using Interpretative Phenomenological Analysis (IPA) as outlined by Jonathan Smith.

Results
Two overarching themes were identified: Complex Power and Authority and Sociocultural Influences on Perceived Social Norms. Findings revealed that perceived and experienced breaches of confidentiality were a central and influential factor shaping adolescents' reluctance to seek help. Participants described concerns related to ethical frameworks and policy, particularly confidentiality and mandatory reporting, as well as power imbalances, dual relationships, and fears of loss of control. These experiences were compounded by strong sociocultural expectations to maintain privacy, reputation, and self-reliance, contributing to secrecy and delayed help-seeking.

Discussion
This presentation will concentrate on adolescents' accounts of confidentiality breaches and the ways these experiences undermine trust in school-based systems. The implications for future practice will be discussed, with particular attention to ethical decision-making, school policy, and the management of dual relationships. Opportunities for system-level change and early intervention will be highlighted to strengthen duty of care, promote ethical practice, and support help-seeking across adolescence and emerging adulthood.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 2345

REFRAMING RISK: ADOLESCENTS' RISK-TAKING CAN BE POSITIVE TOO; A STRENGTH-BASED APPROACH

Tyagi K.*

O.P. Jindal Global University ~ Sonipat ~ India

Adolescence is a critical period for exploring risk-taking behaviors, which can have both positive and negative consequences. Decades of research on risk-taking have predominantly focused on negative risk behaviors, leaving a notable gap in positive discourses on risk-taking. Despite increasing interest, limited research exists on the conceptualization of positive risk-taking. This study aimed to expand the theoretical understanding of positive risk-taking by constructing a conceptualization and model of positive risk-taking grounded in qualitative findings and prior literature.

A mixed-method approach was used, including 12 online focus group discussions (n = 65) across three age groups (10–14, 15–19, and 20–24 years) with adolescents (n = 38) and college students (n = 27) from Delhi-NCR. Qualitative data were analyzed using NVivo 12 software and thematic analysis, identifying several defining features of positive risk-taking, including growth, positive emotions, rewarding outcomes, and a deliberative thinking style. Simultaneously, a literature review was conducted using databases such as Scopus and Google Scholar. Inclusion criteria included theoretical and empirical articles, published between 1980 and 2022, in English, peer-reviewed, focusing on exploratory and constructive risk-taking, and positive risk-taking in adolescents.

The study conceptualized positive risk-taking with six defining characteristics: (a) opportunities for growth, (b) promotion of well-being, (c) long-term benefits, (d) potential for high rewards, (e) varying magnitude of loss, and (f) uncertainty regarding outcomes. Unlike negative risk-taking, positive risks emphasize well-being and benefits outweighing potential costs. They also involve reflective, deliberate decision-making.

This refined conceptualization shifts the narrative around risk-taking from a negative perspective to a strength-based perspective. By framing risk-taking as a behavior that fosters growth, well-being, and calculated risk management, this study provides a foundational framework for understanding and assessing positive risks for future studies.

03 - Division 3: Psychology and Societal Development

Sustainability and Global Psychology 3

Saturday 25 July 2026 from 08:00 to 09:00

(I-Spadolini)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 4: Environmental Psychology SDG 17: Partnership for the goals SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2429

PASSIVITY, RECEPTIVITY, AND ATTUNEMENT: APPLYING PHENOMENOLOGICAL PSYCHOLOGY TO SOCIAL RESPONSIBILITY PROJECTS

Tsai Y.*, Wu K.

Research Center for Humanities and Social Sciences, National Chang Kung University, Taiwan ~ Tainan ~ Taiwan

Social responsibility (SR) projects increasingly aim to promote sustainable community engagement, yet many remain constrained by top-down, outcome-oriented models that overlook the lived experiences of participants. Drawing on phenomenological psychology, this study examines how passivity, receptivity, and attunement—three modes of embodied perception and intersubjective awareness—can inform more human-centered approaches to social engagement. From a psychological perspective, these constructs describe how individuals open themselves to world and others, enabling empathy, mutual recognition, and shared meaning-making.

The study combines conceptual analysis with a qualitative case study of a University Social Responsibility (USR) initiative in Taiwan. The USR project has focused on Guantian, one of Taiwan's major agricultural regions, and has collaborated with local farmers for nearly a decade to navigate challenges such as labour shortages, water scarcity, and agricultural policy shifts. Over the years, the project has implemented diverse methods to gather local opinions and build consensus and advocacy, which have in turn attracted attention from mainstream media and government bodies, leading to repeal of regulations detrimental to farmers. In this research, field observations and interviews with university and community participants were analyzed to understand how psychological openness and attuned perception shape the process of collaboration. Results reveal three recurring psychological dynamics: (1) Reflective passivity—participants suspend judgment to better perceive local meanings; (2) Receptivity—teams cultivate empathic understanding before problem definition; and (3) Attunement—university and residents co-regulate their goals and rhythms through sustained interaction. These processes correspond to known mechanisms of psychological flexibility, empathy, and relational attunement in community psychology.

The findings suggest that phenomenological psychology provides a valuable framework for transforming SR projects into reciprocal and evolving partnerships, shifting from organisational control toward community empowerment. This study highlights the potential of psychological concepts of perception and intersubjectivity to deepen ethical and practical engagement in real-world social innovation.

Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2320

CATALYZING CARE REFORM: A MICROGRANT LEARNING COHORT TO STIMULATE MOVEMENT FROM RESIDENTIAL TO FAMILY CARE IN CHILD WELFARE

Wilke N.*[1], Mena D.[1], Howard A.[2]

[1]CAFO Center on Applied Research for Vulnerable Children and Families ~ Arequipa ~ Peru, [2]Samford University ~ Birmingham ~ United States of America

Introduction: Millions of children worldwide remain in long-term residential care despite global evidence that family care promotes optimal development. While policy and research advocate for deinstitutionalization, little is known about practical strategies residential programs require to transition to family care models, particularly in resource-constrained, high-risk contexts. Supporting locally tailored solutions is critical, as effective care reform must align with cultural, social, and community realities.

Purpose: This study explored whether an integrated approach combining microgrants, individualized coaching, and peer learning cohorts could catalyze progress toward family care, strengthen capacity, and maintain child well-being across international contexts.

Method: Five residential care organizations from East Africa, West Africa, Eastern Europe, and Latin America participated in a one-year microgrant and learning cohort program. Organizations received $10,000–$20,000 microgrants, completed an eight-week foundational care transition course, and participated in monthly coaching sessions and cohort meetings. Data were collected via documentation, case files, stakeholder reports, and program evaluations to track reintegration, foster care preparation, family strengthening, staff training, and stakeholder engagement.

Results: All five organizations demonstrated measurable progress in transitioning children into family care. Across projects, 74 children were moved to family care, 111 families were supported, and 292 staff and community stakeholders were trained in alternative care approaches. Success was facilitated by leadership buy-in, collaboration, community mobilization, and culturally informed strategies. Challenges included political instability, resource constraints, and conflict-related disruptions, which required adaptive strategies. Targeted microgrants, structured coaching, and peer learning enabled organizations to navigate obstacles, replicate promising practices, and maintain a child-centered focus.

Conclusions: Findings indicate that an integrated microgrant learning cohort can create conditions conducive to sustainable care reform, improving readiness, collaboration, and child and family outcomes. This scalable model demonstrates how modest financial investments combined with structured peer learning and coaching can catalyze transitions from residential to family care globally, even in complex, resource-limited contexts.

Abstract 3353

ASPIRING TO RAISE CULTURALLY GROUNDED GLOBAL CITIZENS: INDIAN YOUTH PERSPECTIVES ON PARENTING IN A GLOBALIZED WORLD

Biswas U.N.*[1], Babik I.[2]

[1]Delhi University ~ Delhi ~ India, [2]Boise State University ~ Boise ~ Uruguay

Background: Globalization is reshaping parenting practices worldwide by exposing families to diverse cultural values and lifestyles. Parents today navigate a complex interplay of traditional cultural norms, socio-economic conditions, and rapid advancements in technology and media, all complicating the task of child-rearing (Rajput, 2024). This study examined how young adults in India view current parenting practices and their future parenting values, offering valuable insights into the evolution of parenting in a globalized world.
Methods: Sixty young adults from across India (ages 20-30, 50/50 gender distribution) participated in face-to-face, semi-structured interviews, answering the following questions: 1) How do you think other countries influence the way people raise their children in India? 2) If you were a parent, what values would you like to instill in your children? Thematic analysis in NVivo software explored participants' perceptions of current parenting practices and their aspirations for future parenting.
Results: Participants noted the spread of Western values (gender equality, individual freedom, and scientific thinking) in Indian society, which encouraged more democratic parent-child relationships, greater openness to children's opinions, and more flexible approaches to discipline, career expectations, and marriage arrangements. However, many were concerned that these developments might erode culture, with children losing respect for their elders, disconnecting from their families, and forgetting their roots. When envisioning their own parenting, youth often blended traditional and global orientations, planning to instill in their children respect for elders, compassion, and cultural pride, along with modern values of critical thinking, independence, and gender equality.
Conclusion: The current findings suggest that young adults in India view parenting as a dynamic process of balancing global influences with cultural continuity, which aims to raise children rooted in tradition who are also equipped to thrive in a globalized world. These results highlight the adaptive and reflective nature of parenting in the age of globalization.

03 - Division 3: Psychology and Societal Development

YOUNG PEOPLE IN RURAL CONTEXTS: MULTIDISCIPLINARY PERSPECTIVES ON CHALLENGES AND RESILIENCE

Saturday 25 July 2026 from 09:00 to 10:30

(D-Spadolini)

Elena Marta (Università Cattolica del sacro Cuore, Ce), Chair and Presenter

Rural youth often face distinct challenges—such as limited access to education, employment, and healthcare—that significantly shape their well-being, opportunities, and future aspirations. These constraints intersect with social isolation and infrastructural gaps, placing rural young people at a disadvantage compared to their urban counterparts. Yet many benefit from strong community ties, intergenerational connections, and vibrant cultural traditions, all of which bolster resilience and a sense of belonging. This symposium will examine how territorial, socio-cultural, and developmental factors converge to influence the daily lives and trajectories of rural youth, offering multidisciplinary insights that can inspire practical interventions and collaborative approaches.

The topic is particularly novel and relevant because it addresses the complex interplay of psychological, economic, social, and cultural dimensions affecting rural young people—a group often overshadowed in mainstream youth research. In line with the European Rural Youth Observatory's commitment to research-based knowledge and international collaboration, the symposium aims to foster evidence-driven solutions that empower rural youth across diverse contexts.

Each presenter provides a unique angle on this overarching theme. The first explores the school-to-work transitions of NEET rural adolescents through the Psychology of Working Theory, identifying context-specific personal and structural factors. The second highlights youth participation in Romania, revealing mechanisms that exclude rural youth from decision-making processes and proposing more inclusive policy strategies. The third examines the digital divide in Bulgaria's South-West region, emphasizing "smart village" initiatives that enhance connectivity and educational equity. The fourth focuses on mountain communities in Italy, investigating school dropout rates, work-based learning, and risk/protective factors through a mixed-methods research design. Finally, the fifth centers on well-being in small Italian rural communities, examining how sense of belonging, trust, and mattering shape youth resilience.

Together, these contributions enrich our understanding of rural youth realities, bridging diverse academic fields and offering pathways for empowering young people in peripheral areas across Europe.

Abstract 4334

RURAL YOUTH INCLUSION THROUGH PARTICIPATION – CHALLENGES AND OPPORTUNITIES

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Research Institute for Quality of Life, Romanian Academy, Euryo, European Rural Youth Observatory ~ Bucarest, ~ Romania

Youth participation represents a cornerstone of democratic governance, enabling young people to be involved in the decisions that shape their future. In Romania, there are various degrees of young people participation in decision making process that range from informing to consultation, involvement and even, collaboration. Despite the development of various institutional structures to enable youth participation in education, social protection, civic life, environment, policy, not all young people have equal access to participation. This presentation explores the youth participation in Romania, focusing on the main challenges faced by young people from rural areas. It examines the factors contributing to the exclusion of rural youth and assesses the effectiveness of existing mechanisms in promoting meaningful and inclusive participation. The article is based on a comprehensive study on youth participation in Romania carried out in 2022. The research methodology included desk research and qualitative data collection. The document analysis focused on identifying the institutional and organizational frameworks that regulate the participation of young people in decision-making and on identifying the specific challenges rural youth face. Qualitative data collection included interviews and focus groups with young people, relevant non-governmental organizations, public institutions, and professionals working with youth. Main barriers to rural youth participation identified in the research include low awareness of youth's rights, especially the right to participate, which often leads to a lack of support from adults, low support from the family, lack of a culture of communication and consultation in schools, which leads to decisions being made without the input of students, low level of training regarding youth participation for staff working with young people, compounded by a shortage of youth workers, especially in rural areas. Atthesametime,limitedopportunitiesforparticipationforyoungpeopleinruralareasarelinkedtovariouspracticalandorganizationalchallengessuchasthelackofaccessiblespacesforactivitiesortransportoptions.Inaddition,financialconstraintsdiscourageinitiativesthatpromoteyouthinvolvementandlimitaccesstoresourcesforruralyouth.Thepresentationdiscussestheunevenrepresentationofyoungpeoplebasedongeographic,socio-economic,andeducationalfactorsandemphasizestheneedformoreinclusiverecruitmentandretentionstrategies.

Abstract 4335

DIGITAL ACCESS AND EDUCATION FOR RURAL YOUTH: INNOVATIONS FOR A MORE INCLUSIVE FUTURE

Vladislava L.*, Dimitrova I.

Sociology Department of South-West University Neofit Rilski, and Psychology Department of South-West University Neofit Rilski, Euryo, European Rural Youth Observatory ~ Blagoevgrad, ~ Bulgaria

Rural youth in Bulgaria face significant educational challenges due to limited access to digital infrastructure, technology, and online learning resources. These limitations deepen educational disparities, constraining their progress and limiting opportunities for professional development in a rapidly evolving digital environment. This paper explores how innovative strategies, including the smart village concept, are addressing the digital divide among rural Bulgarian youth, with a particular focus in rural areas from the South-West region. Smart villages utilize digital technologies and community-driven initiatives to enhance education, connectivity, and socio-economic opportunities. By integrating advanced infrastructure and digital services, they provide sustainable pathways to improved educational access and career development in rural areas.

Our analysis focuses on the comparative effectiveness of nonprofit-led digital literacy initiatives and formal educational strategies in mitigating socioeconomic disparities. Employing a qualitative approach, the research gathers data through semi-structured interviews with key stakeholders—policymakers, educators, and community leaders—and interactive workshop with rural youth (aged 18–29) in rural areas from the South-West region. These methods offer in-depth insights into both systemic challenges and the lived experiences of young people navigating digital education. The study aims to generate evidence-based recommendations for policies and programs that promote digital access and foster digital competency development, thereby facilitating a more inclusive future. In this vision, rural youth are empowered to thrive in the digital economy and to fully participate in both the labour market and civic life.

Abstract 4336

RISK AND PROTECTIVE FACTORS IN THE SCHOOL TO WORKS TRANSITION: A MIXED METHODS RESEARCH IN AN ITALIAN RURAL AREA

Marta E.*[1], Ellena A.M.[1], Marzana D.[1], Mutti M.[1], Chicco M.[2], Oliviero M.[2]

[1]Università Cattolica del Sacro Cuore- Cerisvico – Istituto Toniolo ~ Milano-Brescia ~ Italy, [2]Euryo, European Rural Youth Observatory ~ Trento ~ Italy

This study examines the challenges and opportunities of school-to-work transitions in an Italian mountain area classified as rural, focusing on their impact on school dropout among young people. Conducted by the Youth Observatory (Osservatorio Giovani) of the Istituto Giuseppe Toniolo and by the Provincial Institute for Educational Research and Experimentation (Istituto provinciale per la ricerca e la sperimentazione educative; IPRASE), it adopts a participatory action research design in two phases: quantitative and qualitative. In the quantitative phase, an online questionnaire explores academic motivation, skill development, future aspirations, and educational trajectories of secondary school students and a group of young people who have turned to the PES. Special attention is given to the effects of work-based learning experiences on student engagement, investigating both risk and protective factors in the transition from school to work. Socio-demographic data are also gathered to contextualize outcomes and detect dropout patterns in rural environments. The qualitative phase consists of 20 focus groups: 18 with secondary school students from different educational tracks and 2 with young people who have experienced difficulties transitioning to employment and are currently NEET. These discussions capture participants' perceptions of work-based learning programs, including alignment with labor market demands, the role of mentors and support networks, and how these experiences influence persistence in school and career aspirations. Thematic analysis is employed to interpret the qualitative data, highlighting shared experiences, protective factors, and perceived barriers. By engaging stakeholders in continuous dialogue, this research aims to develop more inclusive and effective educational and vocational programs, ultimately reducing dropout rates and fostering youth employment. It contributes to understanding the roots of educational disengagement while advocating for policies that support student retention and professional development.

Abstract 4337

WELLBEING AND MATTERING IN RURAL YOUTH

Di Napoli I.*[1], Bellanca N.[2], Arcidiacono C.[1]

[1]University of Naples, Federico II ~ Naples ~ Italy, [2]University of Modena Reggio Emilia ~ Modena- Reggio Emilia ~ Italy

Community well-being is related to several different factors related to the feature of the context: history, location, population size and characteristics, environment, mobility, education, GDP (gross domestic product), etc., are at stake. All these elements contribute to the identity, sense of belonging, and sense of community of a specific area, as well as to the well-being of the inhabitants. In this vein, this contribution will detect what happens in Italian small rural areas characterized by youth disaffection and relational uneasiness and discomfort. Therefore, in these contexts, social, economic, and relational variables, capabilities and their integrated actions will be explored, especially related to youth needs. The main aim will be to investigate the sense of belonging, trust and mattering as predictors of well-being. Sense of mattering is a multidimensional construct resulting from the perception of being valued by the private network and community members. Its components are feeling value and added value. Trust expresses the opportunity to realize oneself in the community of belonging, considering future expectations. Focus groups with adolescents, young people and community stakeholders, and an extensive survey, will be undertaken. The mixed method methodology will explore the protective and risk factors for young generations living in rural communities.
The results of this project carried out to deepen youth mattering and well-being in Italian little territorial communities and rural communities will be presented. The well-being and trust in the future of rural communities with a population of less than 5000 are, in fact, the main priorities of the Italian Association of Municipalities, with an ongoing collaboration. Implications and possible interventions will be discussed.

03 - Division 3: Psychology and Societal Development

Development in Digital Contexts 2

Saturday 25 July 2026 from 09:30 to 11:00

(E- Spadolini)

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2458

DISABLING EXPERTISE: IMMERSIVE PERSPECTIVE-TAKING TRANSFORMS POVERTY ATTRIBUTIONS

Bos S.*, Brüggen L., Van Der Werf M., Heller J.

Maastricht University ~ Maastricht ~ Netherlands

Introduction/Purpose: Empathy gaps between policy makers and those experiencing poverty limit effective intervention design. This study examines how an immersive virtual reality simulation, co-designed with lived-experience experts, transforms municipal professionals' understanding of poverty through perspective-taking.
Method: Nine iterative activities with lived-experience experts, financial specialists, and citizen groups produced a virtual reality simulation guiding users through impossible trade-offs, bureaucratic complexity, and immediate social consequences. Five focus groups with Dutch public policy professionals (N=47) experienced the simulation before discussion, with follow-up surveys five weeks later (n=15). Thematic analysis examined perspective-taking and meaning-making processes.
Results: Systematic constraints within the narrative enabled perspective transformation through two mechanisms. First, accumulated pressures depleted the analytical processing capacity professionals typically use to maintain interpretive distance. When educated professionals could not navigate welfare forms despite their competence, explanations based on individual responsibility lost credibility. Participants shifted to structural explanations through experiencing barriers rather than receiving information. Second, limiting access to problem-solving tools exposed how expertise functions as an interpretive barrier. Professionals possessed solution knowledge but could not apply it within the simulation's constraints, revealing how their problem-solving orientation assumes agency that clients often lack.
Conclusions: Emotional engagement alone proves insufficient for attribution change in expert populations with analytical frameworks enabling cognitive distancing. Strategic limitation of expertise makes professional assumptions visible for critical examination. The participatory design process demonstrates how collaborative narrative construction addresses ethical concerns while maintaining psychological authenticity. Implications include professional training protocols incorporating experiential constraint and design principles for narrative interventions targeting attributions.

Division 3: Psychology and Societal Development Division 9: Economic Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 2579

THE IMPACT OF EXPOSURE TO IDEALIZED CONTENT ON SOCIAL MEDIA AND SUBJECTIVE WELL-BEING: TESTING A CONDITIONAL INDIRECT EFFECT

Kaynak B.D.*

TED University ~ Ankara ~ Turkey

The increase in social media use has raised concerns about its potential effects on users' subjective well-being, and researchers have extensively studied this topic. However, most studies are correlational, and the primary goal of this study is to examine whether social media exposure influences individuals' well-being using an experimental design. We hypothesized that exposure to academic achievement-oriented social media content (academic achievement vs. running achievement) would reduce positive emotions and life satisfaction while increasing negative emotions through malicious and benign envy. Additionally, the relevance of academic performance to self-definition is expected to moderate this indirect effect. Specifically, exposure to academic achievement-oriented social media content will increase negative emotions and decrease positive emotions and life satisfaction through malicious and benign envy, but only for participants whose self-definition is related to academic achievement. To test this, we conducted an experimental study using the Qualtrics platform. 326 participants (279 Female, 45 Male, and two did not report) first completed the Demographic Information Form and the Relevance of Academic Performance to Self-Definition Scale. They were then randomly assigned to one of two experimental conditions (an Academic achievement-oriented social media post vs. a running achievement-oriented social media post). They completed the PaDe State Malicious and Benign Envy Scale, the Positive and Negative Affect Schedule (PANAS), and the Satisfaction with Life Scale. Results showed that exposure to academic achievement-focused social media posts decreased positive emotions by lowering benign envy. Namely, academic achievement-oriented social media posts decreased benign envy, and as benign envy decreased, positive affect decreased as well. Also, malicious envy predicted negative emotions negatively and life satisfaction negatively, but the mediation effect was not significant. Also, the relevance of academic achievement to self-definition did not moderate either indirect effect. The findings are discussed in the context of how social media use impacts subjective well-being.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education

Abstract 2686

LONGITUDINAL ANALYSIS OF THE IMPACT OF ANTHROPOMORPHIC AI PERCEPTION ON USER ATTITUDES AND SELF-CONGRUENCE

Kolanska--Stronka M.*[1], Mamcarz P.[2]

[1]SWPS University ~ Warsaw ~ Poland, [2]The John Paul II Catholic University of Lublin ~ Lublin ~ Poland

The integration of AI in education underscores the need to understand the psychological mechanisms governing student-AI interactions. A central construct is self-congruence—the alignment between an individual's self-concept and their perception of a system—which promotes satisfaction and engagement. Research suggests that anthropomorphic AI systems enhance this alignment (Waytz et al., 2014). Drawing on the Technology Acceptance Model (TAM; Davis, 1989), this study investigates how attitudes toward technology, shaped by perceived usefulness and ease of use, influence self-congruence.

A longitudinal study was conducted among 185 university students (mean age = 20.73, SD = 3.09) with assessments in February 2025 (T1) and May 2025 (T2). During this period, students reported a significant increase in weekly AI usage, from 2.55 hours (SD = 3.54) to 4.24 hours (SD = 6.64). Participants completed the AISE Anthropomorphic Interaction scale, the AI Attitude Scale (AIAS-4), and the Self-Congruence Scale. All measures demonstrated high internal consistency (Cronbach's α between 0.81 and 0.90).

We hypothesized that: (H1) higher anthropomorphic perception at T1 predicts greater self-congruence at T1; (H2) AI attitudes at T1 predict self-congruence at T2; and (H3) AI attitudes mediate the longitudinal effect of anthropomorphic perception on self-congruence.

Path analysis revealed strong stability in AI attitudes (β = 0.499) and anthropomorphic perception (β = 0.440). Anthropomorphic perception at T1 had a significant direct effect on self-congruence at T1 (β = 0.289) and influenced T2 self-congruence indirectly via AI attitudes (total indirect effect β = 0.292). The model explained substantial variance in T2 self-congruence (R^2 = 0.362) with good fit indices (SRMR = 0.067, NFI = 0.935).

These findings highlight self-congruence as a vital component of student–AI interactions. In educational contexts, designing AI tools with anthropomorphic features may enhance students' motivation and learning outcomes by fostering positive attitudes and alignment with their self-concept.

Division 3: Psychology and Societal Development Division 4: Environmental Psychology SDG 3: Good Health and Well-being

Abstract 4558

MAPPING RISK DOMAINS FROM NATURAL LANGUAGE AND DERIVING MULTIDIMENSIONAL RISK PROFILES

Zheng R.*, Yan R.

Institute of Psychology, Chinese Academy of Sciences ~ Beijing ~ China

Background: Risk attitudes are widely recognized as domain-specific, as reflected in frameworks such as DOSPERT. Yet most domain taxonomies remain top-down and may lag behind lived experience. Recent advances in natural language processing (NLP) enable a bottom-up approach by extracting domain structure from how people describe risks in their own words.

Objectives: We aim to (1) derive contemporary risk domains from free-text descriptions of everyday risks and risk decisions, and (2) develop and validate a typology of risk preference by deriving a parsimonious set of multidimensional risk profiles (Frey et al., 2023) that complements variable-centered accounts.

Methods: We collected open-ended responses from 860 chinese adults describing personally salient risks and risk decisions. Texts were embedded using a state-of-the-art sentence model (e.g., bge-large-zh-v1.5). We applied UMAP for dimensionality reduction and HDBSCAN for density-based clustering to construct an interpretable semantic map of risk themes. Guided by the resulting domain structure, we adapted and administered a domain-specific risk preference measure. We then conducted model-based clustering (latent profile analysis and other clustering solutions) to identify a parsimonious set of risk profiles, and characterized them via cognitive patterns, decision tendencies, and sociodemographic correlates.

Results: We obtained an interpretable and updateable taxonomy of risk domains that includes both classic domains (e.g., health/safety, finance) and emergent themes (e.g., online fraud, novel technology risks). We also identified a small number of robust multidimensional risk profiles that capture systematic heterogeneity in risk preference across domains for most individuals, providing a scalable typological framework for risk research and applied risk governance.

Division 17: Professional Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 3: Good Health and Well-being

Abstract 4605

THE DETERIORATION OF MORAL SELF: DIGITAL AGE DILEMMA

Kvitsiani M.*

Ivane Javakhishvili Tbilisi State University ~ Tbilisi ~ Georgia

Smartphones and social networking sites (SNSs) have become deeply embedded in everyday life, profoundly reshaping adolescents' social environments and behavioral patterns, with growing concerns about their mental and moral development. As outlined in Jonathan Haidt's recent work, the rise in adolescent mental health problems closely coincides with the expansion of the digital era since the early 2010s. Building on this body of research, the present project examines how excessive SNS use may negatively affect the moral capacities of adolescents and young adults.

Empirical evidence across disciplines indicates that increased SNS use is associated with higher levels of depression, anxiety, and antisocial behavior among youth. This project specifically explores whether problematic social media use threatens moral sensitivity, weakens engagement with moral dilemmas, and promotes moral disengagement. Additionally, exposure to violent or weapon-related content for entertainment purposes may hinder moral identity development by reducing sensitivity to harm and increasing aggressive tendencies.

Methodologically, the study integrates findings from psychology, sociology, and media studies to develop a conceptual model illustrating how SNS use may contribute to the erosion of moral standards and the escalation of aggressive behavior, both online and offline. By addressing gaps in current knowledge on digital influences during adolescence, the study aims to inform evidence-based interventions that promote healthier social media use and support robust moral development during critical periods of identity formation.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 819

THE INTERPLAY BETWEEN DIGITAL DEPENDENCY AND STUDENT ADJUSTMENT IN UNIVERSITIES: AN INDIAN CASE STUDY

Kaur S.A.*[1], Choubisa R.[1], Sharma M.[2], Dhiman S.[1]

[1]Birla Institute of Technology and Science, Pilani, Pilani Campus ~ pilani ~ India, [2]Panjabi University ~ Patiala ~ India

University students experience major transition difficulties when they move from school to university because their digital dependency keeps growing. The research indicates that college adjustment consists of three interconnected elements, which include academic performance management, university social life adaptation, institutional commitment, and personal well-being (Baker & Siryk, 1999; Ribbe, Cyrus, & Langan, 2016). The research field lacks sufficient studies about how college students adapt to university life when their internet and gaming addiction levels rise. Our research investigates how excessive internet and gaming use affects university students during their transition to college life. We obtained survey responses from N≥250 sophomores of a large residential university through stratified sampling. We used the Inventory of New College Student Adjustment (INCA), Young's Internet Addiction Test (IAT), and the Internet Gaming Disorder Scale-Short Form (IGDS9-SF) to obtain the dataset. We used the structural equation modeling (SEM) approach to analyze our research model. We strongly believe that students who spend more time on the internet and gaming systems face greater challenges in their college adaptation process. Our research found that students need help managing their technology use because it affects their ability to build strong relationships and develop confidence in their academic performance during college. We then provide theoretical and practical implications of our research.

03 - Division 3: Psychology and Societal Development

Social Inequality 2

Saturday 25 July 2026 from 09:30 to 11:00

(N-Lorenese)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2516

BEHIND THE MYTHS: HOW HIERARCHICAL SOCIAL VALUES AND SEXISM CONDONE INTIMATE PARTNER VIOLENCE AGAINST WOMEN

Contreras--Merino A.M.*[1], Aguilera--Martín Á.[3], Farhane Medina N.Z.[3], De La Mata--Agudo C.[2], Castillo--Mayén R.[3], Luque B.[3]

[1]Department of Psychology, University of Cordoba ~ Cordoba ~ Spain, [2]Department of Education, University of Cordoba ~ Cordoba ~ Spain, [3]Department of Psychology, University of Cordoba / Maimonides Biomedical Research Institute of Cordoba (IMIBIC), University of Cordoba, Reina Sofia University Hospital ~ Cordoba ~ Spain

Introduction: Attitudes and beliefs play a crucial role in sustaining intimate partner violence against women (IPVAW). Hierarchical and non-egalitarian ideologies can legitimize or minimize such violence, underscoring the importance of examining the psychological and value-based foundations of IPVAW myth acceptance. Purpose: This work tested an integrative model combining three theoretical frameworks: Social Dominance Theory, the Theory of Ambivalent Sexism, and Schwartz's Theory of Basic Human Values, to explain individual differences in the endorsement of IPVAW myths. Specifically, it examined the role of social dominance orientation (SDO), hostile sexism, and support for universalism as predictors. Method: Data from over 1,700 valid responses (68% women) were analyzed. Validated instruments were used to assess SDO, ambivalent sexism, universalism values, and IPVAW myth acceptance. Structural equation modeling was employed to test the hypothesized pathways. Results: Higher SDO and lower societal concern predicted increased hostile sexism, which in turn elevated acceptance of IPVAW myths. Universalism emerged as a mitigating factor, reducing support for these distorted beliefs. Although men reported higher levels of IPVAW myth acceptance than women, the explanatory model showed consistent patterns across both groups. Conclusions: These findings highlight the central role of hierarchical ideologies and sexist attitudes in sustaining distorted beliefs about IPVAW and underscore the importance of universalist and egalitarian values as protective factors. The consistency of psychopolitical mechanisms across men and women points to the influence of gender socialization processes and adherence to group-based dominance or sexist ideologies. The results provide actionable insights for interventions aimed at challenging such beliefs. By connecting psychological theories with practical strategies for promoting equity and reducing violence, this research aligns with applied psychology's societal mission, contributing to sustainable social well-being and the reinforcement of democratic and equitable values.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2539

DECENTRING 'CHILD UTOPIA': TOWARDS AN ADAPTATION-FOCUSED LENS FOR CHILDREN IN STREET SITUATIONS

Arora D.*, Mohanty A.

Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

Introduction: For over a decade now, it has been argued that mainstream developmental psychology has been dominated by Euro-American research conducted with “WEIRD” populations (Western, Educated, Industrialized, Rich, and Democratic). This has led to the academic marginalization of many child development pathways, especially those from the developing regions of the world. This is a theoretical study that integrates the perspectives of prominent researchers who point toward the urgent need to study vulnerable childhoods (particularly children in street situations) as one theoretical corrective.

Theoretical problem and argument: The widely accepted conceptualization of “child utopia,” positing that children exist at the centre of an admiring circle of adults, stands in stark contrast to the lived reality of children in street situations. Departing from the normative image has often led to the perception of the children as “deviants” or “miscreants.” The tendency has resulted in an overemphasis on deficits and an underemphasis on their capacities. Children in street situations experience a plethora of psychosocial hardships and develop exceptional capacities in the face of the same. Yet the intervention efforts continue to be largely founded on remediation, rather than recognizing existing strengths.

The study argues for a re-evaluation of core developmental constructs through an adaptation-focused lens. It is posited that concepts such as “communal agency” may offer a more contextually relevant view as compared to the standard “psychological autonomy” theorizations.

Implications: Decentring “child utopia,” this work contributes to the ongoing paradigm shift towards an inclusive and decolonial psychological science. The proposed direction serves as a foundation for strengths-based and culturally relevant interventions, building on the capacities of marginalized children. The findings highlight the importance of bringing context-specific adaptation to the centre of vulnerability frameworks and re-emphasize the crucial role of applied psychology in influencing societal impact.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2685

ADDRESSING GLOBAL VIOLENCE: INCIDENCE, PREVENTION AND SOLUTIONS

Bloom J.*

William James College ~ Boston ~ United States of America

The UN defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or summering to women.” Gender-based violence (GBV) is present in every society around the world and takes many forms ranging from human trafficking, sexual abuse to domestic violence (WHO, 2018). GBV has long been recognized as a human rights issue that has serious implications for public and mental health, yet most gender violence not only goes unpunished but is tolerated in silence. One major obstacle in combating GBV is the fragmentation of efforts, highlighting the need for more coordinated and innovative interventions. The six presentations that make up this Symposium address GBV across global populations, in widely varying contexts, and from a range of perspectives, each proposing strategies and interventions that address the pervasiveness of GBV.

The first two presentations on the incidence of Intimate Partner Violence in Oceania and GBV towards gender and sexual minorities in Canada, respectively call for culturally grounded mental health support to achieve gender equality in Oceania, and trauma informed gender affirming care for Two- Spirited, Lesbian, Gay, Bisexual, Trans, Queer, Intersexed sexual minorities in Canada. The following two presentations focus on human trafficking, first, addressing the role of shame in gender violence, demonstrating how shame can be co-constructed in dialogic exchange between self, perpetrator, family members. Second, the intersectionality of war and human trafficking in war torn countries is presented. Next, domestic violence among refugees populations is addressed, utilizing transnational feminist and intersectional approaches to address the unnuanced binary of victim/perpetrator. The final presentation focuses on climate change and weather related disasters exacerbate gender-based violence (GBV), disproportionately affecting women and girls. Understanding these dynamics is essential for advancing psychological science and practice in global contexts.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 2527

IS EVERYONE WELCOME HERE? LGBT BELONGING IN PORTUGAL'S TOP FIVE BUSINESS SCHOOLS

Falé L.*, Jalali M., Costa S.

ISCTE - instituto universitário de Lisboa ~ Lisbon ~ Portugal

Are business schools creating environments where all faculty and students can thrive? That stakes the problem as both managerial, regarding school performance and talent development, and societal, regarding the leaders universities produce. We examine how faculty in Portugal's five Financial Times–ranked business schools perceive institutional climates for lesbian, gay, and trans (LGBT) people, foregrounding neo-institutional decoupling, psychological safety, and disclosure regimes as meso-level mechanisms. Because business schools model managerial norms for future leaders, faculty attitudes shape expectations for pedagogy, research, and student experience.

We analyzed 75 semi-structured interviews across disciplines and ranks using Gioia procedures. Credibility was supported via an audit trail, coder dialogue on edge cases, and reflexive statements on positionality. We theorize how policy signals translate (or fail to translate) into everyday interaction, specify difference-denying universalism as a distinct workload-shifting mechanism, and delineate an inference-driven disclosure regime that produces strategic silence.

Our analysis yields a three-dimensional structure.

(1) Policy–practice decoupling and ceremonial DEI. Inclusion policies aligned with national law signal progress outwardly yet remain weakly coupled to daily routines; "civility" functions as impression management that licenses back-stage mockery and strategic compliance.

(2) Difference-denying universalism and interactional accountability. Appeals to "blindness" equate identical treatment with equity while reallocating institutional learning costs to marginalized colleagues through uneven "diversity work."

(3) Heteronormative disclosure norms. Heterosexuality and cisgenderism structure visibility: LGB status is inferred from topics, self-presentation, or social cues, whereas heterosexuality is presumed via openly shared family status. Heightened legibility amplifies reputational risk, prompting self-monitoring and strategic silence.

Consistent with evidence on psychological safety and accountability, departments should translate policy into enforceable interaction norms, assign climate responsibility to middle leadership, and formalize fair service rotation/recognition to curb presentation policing and strengthen everyday belonging. Findings reflect Portugal's business-school sector; transferability to comparable higher-education settings will be discussed.

Abstract 3318

COLLECTIVE IMPACT APPROACHES TO POVERTY REDUCTION, HEALTH EQUITY, AND MULTISECTORAL PARTNERSHIPS IN PUERTO RICO

Melendez Olmo F.*

Grupo Nexos ~ San Juan ~ Puerto Rico

Structural poverty is a key driver of health disparities in Puerto Rico, contributing to limited access to healthcare, high school dropout rates, unemployment, and inadequate housing. The ComPASS needs assessment across 21 municipalities underscored these inequities, documenting persistent socio-economic vulnerabilities and their impact on child and family well-being. To address these systemic challenges, the ComPASS-PR initiative adopted the Collective Impact (CI) Model to align multisectoral agendas and foster long-term collaboration. The CI Model emphasizes five conditions for large-scale social change: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support. Guided by these principles, ComPASS-PR convened over 70 stakeholders from government, academia, community-based organizations, and the private sector to co-develop strategies addressing poverty and health disparities. Nine strategic planning tools—including problem tree analysis, empathy mapping, collaboration spectrum, and multi-stakeholder forums—were applied to structure collaboration and prioritize actions. A steering committee was established to guide the process and ensure accountability. Through this collective work, participants defined a shared vision to eradicate child poverty, identifying critical barriers such as lack of affordable housing, unemployment, dropout rates, and fragmented healthcare access. Findings highlight both the potential and the challenges of sustaining multisectoral collaboration. Key facilitators include the strong engagement of community organizations and the use of structured participatory tools, while barriers include resource constraints and institutional silos. This initiative illustrates how applied psychology can inform strategies for systemic change by fostering trust, dialogue, and shared ownership among diverse actors. The CI Model provides a replicable framework for building sustainable infrastructures that promote equity, well-being, and social justice in Puerto Rico and beyond.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 4: Environmental Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2530

FROM NORMALIZATION TO AWARENESS: SEXISM AND THE PSYCHOLOGICAL BURDEN OF STREET HARASSMENT FOR WOMEN

Contreras--Merino A.M.*[1], López--Povedano F.[3], Castillo--Mayén R.[2], Farhane Medina N.Z.[2]

[1]Department of Psychology, University of Cordoba ~ Cordoba ~ Spain, [2]Department of Psychology, University of Cordoba / Maimonides Biomedical Research Institute of Cordoba (IMIBIC), University of Cordoba, Reina Sofia University Hospital ~ Cordoba ~ Spain, [3]University of Cordoba ~ Cordoba ~ Spain

Introduction: Street harassment represents a pervasive form of violence that undermines women's freedom, safety, and psychological well-being. Its normalization has contributed to the limited research on its prevalence and psychological consequences, particularly within European contexts. Beyond individual experiences, ideological factors, such as sexist beliefs and tolerance toward inequality, are key factors in maintaining this social problem. Purpose: The present work examined the prevalence, contextual characteristics, and psychological consequences of street harassment, as well as the influence of sexist attitudes on its occurrence and perception, drawing on evidence from complementary quantitative and qualitative data collected from women in Spain. Method: Data were collected from nearly 250 women through survey-based measures assessing harassment prevalence, anxiety, fear of rape, avoidance behaviours, and self-esteem, alongside qualitative daily-diary records from over sixty participants, documenting daily harassment experiences, emotional reactions, and coping strategies. Validated instruments were used to assess sexist beliefs and related variables. Results: Street harassment was highly prevalent: most women reported experiencing it at least once in their lives, and many on a monthly basis. Quantitative analyses revealed significant associations between harassment frequency and higher anxiety, fear of rape, and avoidance, as well as lower self-esteem. Qualitative data highlighted feelings of discomfort, anger, and insecurity, showing that most coping strategies were passive. Sexist ideology influenced the perception and normalization of harassment but appears not to reduce its psychological impact. Conclusions: Findings underscore the need to address street harassment as a serious form of violence affecting women's psychological health and everyday freedom. Tackling its ideological roots through education, awareness, and applied psychological interventions is essential for promoting equity, supporting sustainable well-being, and fostering safer, more equitable public spaces for women.

03 - Division 3: Psychology and Societal Development

THE POWER OF STORIES: USING LIVED EXPERIENCES AND STORY-TELLING TO BUILD BRIDGES IN AN ERA OF GLOBAL ISOLATIONISM

Saturday 25 July 2026 from 10:30 to 12:00

(D-Spadolini)

Indhushree Rajan (The Conscious Life Psychological Service), Chair and Presenter

We are living during a time in which our stories are judged, and our identities are assumed before many of us even speak. The broad brushstrokes of global isolationism are becoming more defined by the day. As populist and nationalist narratives gain popularity worldwide, "the term and the concept of isolationism are not consigned to the past anymore" (Elving, 2024). The truth of our individual and collective lived experiences forms the tension point in a growing mix of narratives that threaten to 'other' and marginalize those who challenge the prejudices and xenophobic views that have dampened the basic human right of authentic self-expression for countless people all over the world. Within this context, "collaborative autoethnography can be a valuable method for lived experience research that challenges power dynamics and subjectivities […] a safe space […] even amidst the sharing of difficult stories. (Hislop, et al. 2023) Using an autoethnographic account of three different professional contexts, clinical, educational, and mediated communication, this oral presentation will highlight the role played by stories and first-hand experiences in the lives of five women, with the intention of building bridges and encouraging the establishment of alliances between participants in each context. We argue here that before any professional communication takes place, it is first important to make space for the sharing of personal experiences, ensuring that those in dialogue feel seen and heard. This becomes particularly important when working with individuals from marginalised social groups whose voices are silenced and suppressed within mainstream communication practices. In analysing our own lived experiences as women from minoritized social groups, we will highlight the role stories and the sharing of lived experiences within a real or perceived 'safe space' play in bridging the gaps between different individuals and communities in increasingly atomised global social contexts.

Abstract 3397

IMMIGRANT IDENTITIES IN THEORY AND PRACTICE: UNDERSTANDING MY ALIENATION AS A STUDENT AND NEW RESEARCHER

Magioglou T.*

Westminster University ~ Westminster ~ United Kingdom

One of our students at the University of Westminster, a brilliant mixed-race Greek woman, told me about her feelings of alienation owing to her bi-racial identity, and prejudices that inform academic culture in Greece. I realized that despite our differences, her experience was very relatable to me. I come from a different life path, but I still struggled to claim a voice in my academic work in a way that is authentic to my cultural identity, while navigating the alienation that I have felt in academic systems. My contribution in this collective lived experience study will be to show how my Greek and Turkish immigrant heritage seemed to equip me with meanings that were not visible in the mainstream school system, nor in my adopted academic cultures. From my experience and life in Greece, France, Switzerland, and the UK, trying to be an authentic co-author, rather than a consumer of meanings and identities, didn't seem an easy path. Mainstream psychology was alienating in my eyes, and along with this, I had to navigate the risk and fear of not being taken seriously. Most of all, I felt lost in translation, having adopted tools and methods without questioning whether they aligned with my life experience. Or it was a price too high to pay to get published and hired. This presentation proposes that validating and honoring the perspectives of individuals from marginalized social groups, whose voices are often silenced and suppressed within mainstream communication practices, is crucial for finding solutions to contemporary challenges.

Abstract 3398

WHISPERING THROUGH THE FOG: THE POWER OF RECLAIMING MY VOICE AND USING IT TO ELICIT CHANGE

Lawrence L.*

Protect Your Peace ~ Buckeye ~ United States of America

As a Black woman socialized in the United States, I liken navigating predominantly white professional spaces to whispering my way through a forest with the pervasive fog of white supremacy distorting my reality. This visual distortion often resulted in the muting of my voice during adverse racial incidents and internalizing false beliefs, which, over time, contributed to my walking in fear instead of sovereignty. After years of blindly struggling to traverse this forest, I am excited that the fog is beginning to dissipate. I am reclaiming the truth of who I am, whose I am, and how I may utilize my voice to assist others in reclaiming their self-determination and sovereignty. Hence, my symposium contribution includes personal accounts of my evolution toward confidently utilizing my voice in predominantly white professional spaces and highlights the benefits of engaging in difficult conversations and the consequences of remaining silent.

Abstract 3399

SUPPORTING BLACK WOMEN: ALLY VS. ACCOMPLICE

Eugene D.*

NYU Abu Dhabi, Saadiyat Campus ~ Abu Dhabi ~ United Arab Emirates

This discussion aims to address a major public health concern: safety in the workplace for black women. Institutions often position themselves as advocates for social justice, proudly advertising their commitment to inclusivity and equality. However, behind scholarly excellence lies a dark legacy of systemic inequities rooted in white supremacy. Policies, practices, and structures have historically been intertwined with the ideals of privilege, elitism, and whiteness, deliberately constructed to uphold the existing social order. Blackness, by its very nature, is rejected. Apart from personal experience like a loss of identity and a sense of disconnection from own communities, women are faced with feeling “not enough.” We will create the space to explore the historical systems of power that have perpetuated white privilege and systemic discrimination worldwide. This session intends on discussing the systemic racialization of power that has shaped institutions, resulting in the exclusion and discrimination faced by black individuals across various geographical and cultural contexts. Discussion will include the complexities of the lived experiences of black women in academia, emphasizing the intersectional oppression that arises from the convergence of womanhood and blackness.

Abstract 3400

OUR STORIES MATTER MOST: UNDERSTANDING THE CONNECTION BETWEEN AUTHENTIC STORY-TELLING AND THE THERAPEUTIC ALLIANCE

Rajan I.*

The Conscious Life Psychological Services ~ Los Angeles ~ United States of America

As clinicians, recognizing our clients' need for human connection and meaning-making is more important than the depth of professional knowledge and perceived expertise we bring to the treatment space. We need our stories. We need to feel like our stories matter. In clinical work with clients, research shows that the therapeutic alliance is the most significant predictor of healing & therapeutic success. "There is consistent evidence that the quality of the therapeutic alliance is linked to the success of psychotherapeutic treatment across a broad spectrum of patients, treatment modalities, presenting problems, contexts, and measurements" (Stubbe, 2018). Central to the trust borne of this alliance is the clinician's ability to hold the client's story in a non-judgmental way, creating a safe space in which they can express themselves authentically. Using a narrative framework in therapy fosters a sense of human connectedness in a way that helps clients realize that their stories are important. They are empowered to discover self, relationship, and a vision for the future that extends beyond their experiences of trauma and fear; "[…] people's lives and relationships are shaped by the stories they develop to give meaning to experiences (Etchison & Kleist, 2000). In addition, invisibility and othering are prevalent in non-dominant peoples, so we must strive to see, accept, and honor the person in front of us, within the authentic cultural, ethnic, and communal experiences that have shaped them, before we see them through a treatment lens. This presentation will consider the importance of authentic storytelling and a lived experience perspective, to trust and healing in the treatment space, as evidenced in excerpts from three clinical cases.

Abstract 3402

THROUGH THE LOOKING GLASS: CONNECTION AND SOCIAL INTERACTION THROUGH SOCIAL MEDIA

Coen S.*

University of Salford ~ Salford ~ United Kingdom

Drawing on my experience of isolation during the COVID -19 pandemic, this autoethnographic contribution explores my experiences as an Italian migrant in the UK, and an environmental activist in the STOP HS2 campaign. Building on lived experiences that incorporate technology for connection, I will reflect on the role played by the internet and social media in bridging communities and loved ones, and the 'affective paradoxes' emerging from this practice (Leurs, 2019). This presentation highlights the tensions between mediated connectedness and feelings of exclusion, silencing, and self-censoring. In addition, I will consider the phenomena documented in current literature, speaking to the potential of online platforms to aid in fostering inclusivity and empathy, bridge cultural divides, and challenge dominant representations (Montgomery, 2018). I will also consider the role that online (and offline) communities have to play in developing mitigating strategies to minimise exclusivity (Nyabuto, 2023).

03 - Division 3: Psychology and Societal Development

Technology and Human Experience

Saturday 25 July 2026 from 10:30 to 12:00

(F-Spadolini)

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 1408

AUGMENTED AND VIRTUAL REALITY IN MUSEUMS: NEUROSCIENCE INSIGHTS ON ENGAGEMENT AND DONATIONS

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Introduction
Museum attendance has dropped substantially in recent years. Some museums are seeking to increase interest and engagement by creating experiences in Augmented Reality (AR) and Virtual Reality (VR). Nevertheless, very few studies have investigated their neurophysiological and behavioral effects on visitors.
Purpose
This study examines whether implementing AR/VR museum experiences enhances visitors' neurophysiological immersion and, in turn, fosters deeper engagement with art and a greater propensity to donate within the cultural sector.
Method
Fifty participants were randomly assigned to either a control group (n=25), which took a traditional museum tour, or an experimental group, which experienced a museum visit enriched with AR and VR content. The VR content consisted of two 360° environments on Meta Quest 3, while the five AR experiences consisted of informational videos that could be activated via tablet by scanning markers. Both groups visited a museum in Milan. Neurologic immersion, measured using a wearable device connected to Immersion Neuroscience software, captured the value the brain derived from the experience. Pre and post-visit questionnaires measured visitors' attitude toward donating and their engagement with art.
Results
The experimental group had 42% higher peak immersion (M=0.54, SD=0.03) than the control group (M=0.38, SD=0.07; p< .001). This result was robust to covariates for age and gender, which, however, did not differ between the two groups. A mediation model indicated a significant indirect effect of peak immersion on the attitude to donate money (β=0.148, p= .033), which was mediated by behavioral engagement with art.
Conclusions
The analysis shows that AR/VR technology may offer greater neurological immersion value than traditional museum visits. This indirectly affects the attitude to donate through increased behavioral engagement with art. The results support the use of AR and VR content in museum contexts to promote cultural participation and prosocial donation behaviors.

Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure

Abstract 2027

LARGE LANGUAGE MODELS AND THEIR PSYCHOMETRIC PERSONALITY PROFILE: RESULTS OF A SYSTEMATIC REVIEW

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Introduction and Purpose: Large language models (LLMs) are increasingly integrated into human-facing domains, yet a thorough understanding of their underlying functionality, particularly during autonomous interactions with humans, remains limited. Consequently, questions regarding their psychological characteristics, especially personality traits, have become more prominent. The purpose of this paper is to synthesize existing findings on the personality profiles of LLMs using validated personality inventories.

Methodology: A systematic review was conducted in accordance with PRISMA guidelines, focusing on studies from 2019 to 2025 to capture recent developments in information and communication technology. A search of PubMed identified 36 results, with 4 meeting the criteria for quantitative analysis using validated instruments. An additional search of Xiv.org yielded 53 results, of which 3 met the inclusion criteria.

Results: Most instruction-tuned models produce stable, prosocial, and emotionally resilient personality profiles. However, results vary considerably across software versions, prompting strategies, and architectural configurations. Temporal stability is limited, and human-like biases such as social desirability are evident. Certain LLMs also display elevated levels of dark traits, such as Machiavellianism, which raises ethical concerns.

Conclusion: This analysis underscores both the diagnostic potential and the limitations of psychometric methods in evaluating artificial intelligence. Methodological heterogeneity, construct validity, and the effects of fine-tuning warrant further investigation. Implications for AI alignment, psychological safety, and the responsible design of personality-driven AI agents are discussed, including an overview of an emerging legal application for end-users. Future research should employ experimental designs to further examine the dynamics of change in LLMs and the subjective experiences of users.

Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1516

ENHANCING CUSTOMER SERVICE PERFORMANCE THROUGH LLM-BASEDMULTIMODAL ROLE-PLAY TRAINING

Konno T.*[1], Iwasaki S.[1], Shidara K.[1], Yoshioka T.[1], Kiriu M.[2]

[1]Fujitsu Limited ~ Kanagawa ~ Japan, [2]Toyo University ~ TOKYO ~ Japan

Customer service employees frequently face emotionally demanding interactions, including unreasonable customer behavior and high-pressure communication, which can lead to elevated stress and reduced workplace performance. To address these challenges, we developed a multimodal training system utilizing large language models (LLMs) to simulate realistic customer interactions and provide personalized feedback. The system integrates two core components: a role-play agent that generates psychologically grounded customer scenarios, and a feedback agent that delivers individualized conversational guidance based on social psychology principles.

We conducted a four-week field study with 12 call center employees to evaluate the system's effectiveness in a real-world setting. Participants reported notable improvements in interpersonal communication skills, increased motivation to engage in further skill development, and enhanced overall productivity. To ensure psychological safety during training, we also explored a non-invasive stress measurement method using millimeter-wave signals from a contactless sensor. The collected data enabled the construction of a stress estimation model with high accuracy, allowing adaptive support during emotionally intense role-play sessions.

Our findings suggest that LLM-based multimodal role-play systems can serve as effective tools for improving customer service competencies while supporting employee well-being. This research contributes to the design of psychologically informed AI training environments and offers practical implications for scalable, personalized skill development in high-stress occupations.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1969

BRIDGING BARRIERS WITH TECHNOLOGY: VIRTUAL REALITY-BASED REHABILITATION FOR REFUGEE PROBATIONERS

Yeniceri Z.*[1], Erkunt Kanoglu A.C.[2]

[1]Baskent University, Department of Psychology ~ Ankara ~ Turkey, [2]Justice Academy of Turkiye ~ Ankara ~ Turkey

With the rising number of refugees and immigrants globally, these populations' unique and pressing needs necessitate responsible actions by authorities. Refugees often face unmet physical and psychological needs, placing them at higher risk of engaging in substance use and criminal activities. To address such vulnerabilities, the Council of Europe adopted the Recommendation on Probation [Rec(2011)13], emphasizing the removal of barriers to health service accessibility for migrants. Yet, probation professionals continue to encounter significant challenges -particularly language barriers- hindering effective stress management support for refugee probationers.

Virtual reality (VR) has recently emerged as a therapeutic tool for psychological disorders and skill training, including emotion regulation, problem-solving, and communication. Building on this potential, the international project was developed through collaboration between Türkiye, Portugal, Romania, and Germany, and supported by the Erasmus+ Strategic Partnership Programme. The project leverages VR to provide specialized, safe, and culturally sensitive training to refugee probationers, focusing not only on reducing substance use but also on strengthening coping skills such as stress management, decision-making, and moral reasoning. Four VR scenarios have been designed for this purpose.

An initial pilot study with fifteen substance-using refugee offenders in Türkiye and Portugal, demonstrated the feasibility of VR-based interventions within probation settings. Currently, a follow-up phase is underway at the Probation Directorate, collecting additional data to evaluate the longer-term impact of VR-based training. This phase allows assessment of sustained changes in coping skills, substance use behavior, and reoffending risk among refugee probationers.

Preliminary findings from the pilot implementation and ongoing follow-up indicate that VR-based training can enhance coping skills, support stress management, and potentially reduce substance use and reoffending risk. These results highlight the promising role of VR technology as an innovative tool for rehabilitation in probation systems and underscore its potential for culturally sensitive, scalable interventions.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 211

TRUST, RISK, AND CULTURAL VULNERABILITY: UNDERSTANDING THE IMPACT OF TELECOM SCAMS ON CHINESE COMMUNITIES IN THE UK

Li Y.*, Liu X.

University of Strathclyde ~ Glasgow ~ United Kingdom

Telecommunication fraud is a rapidly growing threat in the digital era, yet its effects on culturally minoritized communities remain underexplored. Chinese diaspora populations in the UK are often framed as particularly vulnerable, but existing accounts tend to emphasize individual-level deficits such as digital illiteracy or naivety. This literature-based project challenges these assumptions by investigating how scam susceptibility is structured by broader cultural, institutional, and relational contexts.

Drawing on practice theory, vulnerability is conceptualized not as a static trait but as an emergent property of routinized interactions shaped by linguistic barriers, cultural norms, and fragmented institutional trust. Through a critical synthesis of interdisciplinary literature spanning psychology, migration studies, and digital sociology, the review identifies key dynamics—such as symbolic shame, diaspora positioning, and risk communication practices—that condition responses to fraudulent contact. The resulting conceptual framework, to be completed by the time of presentation, aims to reframe scam vulnerability as culturally and socially embedded. This theoretical contribution offers implications for culturally responsive policy, preventative interventions, and future empirical design.

Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1726

ANALYSIS OF PHYSIOLOGICAL AND PSYCHOLOGICAL CHARACTERISTICS IN SPECIAL FRAUD VICTIMS

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[1]Fujitsu Limited ~ Kanagawa ~ Japan, [2]Toyo University ~ Tokyo ~ Japan

Recently, the significant increase in special fraud cases has highlighted the critical need to understand the psychological and physiological characteristics of victims to enhance prevention. This research aimed to shed light on these aspects, particularly among elderly individuals, by reproducing simulated special fraud scenarios. The objectives were to identify changes in physiological indicators, such as heart rate and respiration rate, and psychological states like tension and confusion, and subsequently, to unravel the mechanisms by which elderly individuals fall prey to fraud. A deception-based experiment was conducted involving 28 elderly participants (mean age 74.4 years). Participants were first exposed to a "daily conversation" audio, followed by a "fraudulent conversation" that offered increased rewards in exchange for personal information for the experimental group. During these interactions, physiological responses were measured, and psychological states were assessed using the Profile of Mood States 2 (POMS2) questionnaire. We also recorded whether participants were "deceived," i.e., whether they were willing to provide personal information for the promised reward. Statistical analysis revealed that the experimental group exhibited significantly higher heart rates and a tendency towards increased tension during the simulated fraud. Further analysis showed that deceived individuals initially experienced agitation, marked by elevated heart rates, but later showed lower heart rates and reduced tension as they seemingly came to trust the fraudulent claims. Applying this detailed understanding of the principles of individual deception, we developed a generative AI-powered dialogue training system for preventing specialized fraud.

03 - Division 3: Psychology and Societal Development

ONTOPSYCHOLOGICAL PEDAGOGY AND THE CHALLENGES OF TODAY'S ADOLESCENTS: HIKIKOMORI, IDLENESS, AND DIGITAL FRAGILITY

Saturday 25 July 2026 from 11:00 to 12:30

(S-Monumentale)

Pamela Bernabei (Antonio Meneghetti Scientific and Humani), Chair and Presenter
Gabriella Palumbo (International Ontopsychology Association), Discussant

Adolescence today faces conditions of profound disorientation. One widespread phenomenon is Hikikomori - severe social withdrawal in which adolescents refuse to leave their rooms, cutting themselves off from school, work, and community life. Others embody the NEET condition - neither studying, nor working, nor training - drifting into indolence and dependence. Still others experience crises of identity and fragility, amplified by digital hyperconnection and the pressure of virtual models.

This symposium presents the ontopsychological pedagogy founded by Antonio Meneghetti as a framework to address these challenges. Its method is based on the recognition of the ontic In Sé as criterion of authenticity, and on pedagogical principles such as overcoming social memetics, educating to the harmonization of natural intentionality with social norms - and cultivating a renewed scale of values to orient youth in contemporary society.

Ontopsychological pedagogy offers a formation that integrates knowledge, responsibility, and creativity, aiming at the full realization of the person in his or her historical and social context. By restoring adolescents to their initiative and natural intentionality, it transforms withdrawal into participation, passivity into responsibility, and fragility into resilience.

The symposium is relevant to ICAP 2026 because it introduces an original pedagogy that responds to urgent global youth crises while aligning with SDG 4 (Quality Education). It offers a model of integral formation that equips adolescents to face contemporary challenges not as passive recipients of societal pressure, but as protagonists of their own development.

Presentations will cover:

1. The theoretical framework of ontopsychological pedagogy
2. The potential of digital mental health to advance the SDGs
3. Responses to adolescent isolation (Hikikomori)
4. Education against indolence and NEET dynamics
5. Identity and digital hyperconnection
6. Strategies for forming adults capable of leadership and service

Abstract 3425

THEORETICAL FOUNDATIONS OF ONTOPSYCHOLOGICAL PEDAGOGY

Linde N.*

Baltic Ontopsychology Association ~ Riga ~ Latvia

Ontopsychological pedagogy is grounded in the recognition of the ontic In Sè as criterion of authenticity and growth. A central principle is the capacity to harmonize natural intentionality with the social rules of one's context. For adolescents, this means neither rejecting society nor passively conforming, but learning to discern choices that serve both authentic self-realization and civic responsibility. The pedagogy educates to responsibility, creativity, and the ability to act within history. It does not impose abstract doctrines; rather, it offers a practical method to recover the signals of one's own nature and apply them in daily choices. This contribution shows how these principles provide a solid theoretical framework to confront the disorientation and fragmentation experienced by many young people today.

Abstract 3426

OVERCOMING ADOLESCENT ISOLATION (HIKIKOMORI)

Bianchi P.*, Bernabei P.

Antonio Meneghetti Scientific and Humanistic Research Foundation ~ Lugano ~ Switzerland

The phenomenon of Hikikomori—adolescents who withdraw completely from social life, refusing school, work, and even leaving their room—has become a global challenge. Ontopsychological pedagogy interprets this retreat as the effect of social memetics and external stereotypes that divert young people from their natural intentionality.

A preventive strategy highlighted in this pedagogy is the creation of social nests, educational contexts introduced since early childhood to foster authentic contact with reality and a positive relationship between the individual and society. Such environments help prevent children from remaining closed within familistic logics or conditions of isolation. By learning to interact in constructive social contexts, children develop resilience and responsibility that protect them from later withdrawal.

At the adolescent stage, strategies include experiential learning, responsibility for concrete tasks, and recovery of presence in daily life, transforming closure into openness and participation.

Abstract 3427

FROM IDLENESS TO RESPONSIBILITY: REBUILDING A SCALE OF VALUES

Palumbo G.*

International Ontopsychology Association ~ Rome ~ Italy

Many adolescents today experience indolence or the NEET condition, drifting without motivation for study or work. This disengagement often reflects the absence of a meaningful scale of values that can guide choices and energize commitment. Ontopsychological pedagogy proposes re-educating youth to values rooted in vitality, responsibility, and constructive presence in society. By recognizing the difference between imposed stereotypes and authentic intentionality, adolescents can learn to identify values that increase life, creativity, and dignity. The presentation highlights practical pedagogical pathways that help young people assume responsibility, discover personal vocation, and transform passive attitudes into constructive action. Rebuilding a scale of values is not moralistic prescription but the rediscovery of criteria that orient adolescents toward a life of self-realization and effective contribution to their community.

Abstract 3428

DIGITAL FRAGILITY AND THE IMPORTANCE OF EVERYDAY MIRICISM

Russo G.*

Sociedade Brasileira De Hipnose ~ Belo Horizonte ~ Brazil

Digital hyperconnection exposes adolescents to anxiety, comparison, and fragile identity. The virtual world often imposes models that distract from authentic growth, creating dependency on external validation. Addressing this challenge entails embracing a pedagogy that cultivates everyday miricism—the ability to perceive beauty, meaning, and vitality in ordinary actions and relationships. By training attention toward reality and valuing small daily achievements, adolescents can strengthen their sense of self and resist the illusions of virtual recognition. This presentation shows how miricism counters dispersion and superficiality, helping youth to root identity in lived experience rather than digital projection. Pedagogical practices that emphasize presence, concreteness, and the joy of simple action allow adolescents to rediscover equilibrium and resilience in a time marked by digital overstimulation.

Abstract 3429

FROM ADOLESCENTS TO LEADERS: RESPONSIBILITY AND HISTORICAL VOCATION

Bernabei P.*[1], Ai M.[2]

[1]Antonio Meneghetti Scientific and Humanistic Research Foundation ~ Lugano ~ Switzerland, [2]International Ontopsychology Association ~ Beijing ~ China

This presentation examines how ontopsychological pedagogy prepares adolescents to become responsible adults and, for some, future leaders. Central is education to responsibility and historical vocation: understanding that one's existence gains meaning when translated into action within society. Pedagogy in this sense cultivates initiative, autonomy, and the courage to take charge of one's life. Within this framework, certain individuals—according to their vocation and commitment—may grow into leaders capable of serving society and building human-centered communities. The focus is not on producing leaders uniformly, but on forming resilient and constructive personalities so that each adolescent can realize his or her potential and contribute meaningfully to the common good.

03 - Division 3: Psychology and Societal Development

Trauma and Resilience 2

Saturday 25 July 2026 from 11:00 to 13:00

(N-Lorenese)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 559

PREVENTION IN PRACTICE: THE 'VOIES' PROJECT TO SAFEGUARD CHILDREN WITH SPECIAL NEEDS FROM SEXUAL ABUSE

Allard--Cobetto P.*, Hébert M.

Université du Québec à Montréal ~ Montreal ~ Canada

Childhood sexual abuse (CSA) is a serious public health issue associated with harmful consequences. Children with cognitive challenges, such as intellectual disabilities, are 3.5 times more likely to experience CSA than their neurotypical peers, and the impact on their mental and physical health can be amplified (Daigneault et al., 2023). In response to this critical issue, the 'Voies' project was developed to train professionals to deliver sexuality education and sexual violence prevention workshops to these children. To assess the impact of the project, as well as the perspectives and recommendations of trained practitioners regarding the tools and training, 12 individual interviews were conducted with practitioners (M = 32.7 years; SD = 9.2). Thematic analysis revealed that participants reported feeling more confident and better prepared to respond to disclosures and problematic sexual behaviors, as well as to facilitate prevention workshops in their workplace. The training and tools were commended for their adaptability, clarity, and relevance across diverse professional settings. However, professionals emphasized the need for clearer guidelines when working with non-verbal children and those with severe disabilities. Key recommendations include the development of tailored tools for non-verbal children and the enhancement of parental support resources. Overall, the findings suggest that the 'Voies' project fosters collective awareness, strengthens intervention practices, and holds promise for improving the safety and well-being of vulnerable children.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 1399

SECONDARY VICTIMIZATION IN THE CONTEXT OF CHILD PROTECTION: PROFESSIONAL PRACTICES AFFECTING IPV SURVIVORS AND THEIR CHILDREN

Cecconi A.*[1], Albanesi C.[2], Tomasetto C.[2]

[1]Department of Psychology, University of Bologna ~ Bologna ~ Italy, [2]Department of Psychology, University of Bologna ~ Cesena ~ Italy

Most research on secondary victimization in the context of intimate partner violence (IPV) has focused on the criminal justice system. However, some studies have shown that post-separation and custody arrangements also emerge as critical settings where secondary victimization can affect both women and their children. Nevertheless, literature still lacks a systematic analysis that examines its specific manifestations in this context, as well as its potential causes and implications.
This exploratory study aims to provide an in-depth understanding of the secondary victimization experienced by IPV survivors and their children, perpetrated by service providers involved in child protection services. We conducted semi-structured interviews with 26 professionals from Italian gender-based violence (GBV) services, collecting their professional perspectives as privileged witnesses. A thematic analysis was performed.
The results reveal that, beyond well-known forms of victim-blaming or minimization (e.g., labeling IPV as "marital conflict"), service providers involved in post-separation arrangements may perpetrate secondary victimization through specific dynamics. These include constant scrutiny and questioning of the survivor's maternal competence, gendered expectations around parenting, and misinterpretation of trauma-related responses and distress. Children exposed to IPV also experience secondary victimization, including dismissal of their perspectives, inadequate interview procedures, and enforced co-parenting arrangements that overlook safety concerns. Moreover, survivors with a migration background and/or disabilities face distinct challenges. Consequences include trauma, confusion, and disempowerment for both women and children, which may lead to disengagement from services. In addition, interagency cooperation remains inconsistent, partly due to lack of GBV-specific training, legal ambiguities and professionals' personal biases, with GBV practitioners often compensating for these shortcomings.
In conclusion, these findings illustrate specific manifestations of secondary victimization in post-separation contexts and its impact on both IPV survivors and their children. Strengthening service providers' awareness through targeted training is essential to prevent secondary victimization, improve GBV services, and promote safer outcomes and survivors' wellbeing.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 524

ADAPTING AN EDUCATIONAL PROGRAM ON INTIMATE PARTNER VIOLENCE FOR ADOLESCENT GIRL SURVIVORS OF SEXUAL ABUSE: THE PERSEID PROJECT

Guyon R.*[1], Hébert M.[2], Moran--Novash J.[2], Brodeur G.[3], Fernet M.[2]

[1]Laval University ~ Québec ~ Canada, [2]University of Quebec at Montreal ~ Montreal ~ Canada, [3]~ Montreal ~ Canada

Adolescent survivors of sexual abuse are at an increased risk of experiencing violence in their first romantic relationships, making them a priority population for targeted prevention efforts. Exposure to multiple forms of violence during adolescence often results in distinct yet cumulative psychological consequences, including post-traumatic stress disorder, difficulty recognizing unhealthy relationship dynamics, and impaired sense of self. These consequences necessitate tailored psychoeducational interventions that go beyond universal prevention programs. This project aimed to adapt the evidence-based program Sparx, originally designed to promote positive romantic relationships among youth and delivered in high schools, to meet the specific needs of adolescent girl survivors of sexual abuse in a clinical setting. The adapted version, named Perseid, was developed in collaboration with the Intervention Center on Sexual Abuse for Families, where it is implemented. Based on the intervention mapping approach (Bartholomew et al., 2016), the adaptation followed six steps: (1) a need assessment with adolescents and clinicians; (2) development of a theoretical adaptation matrix; (3) selection of relevant psychological and trauma frameworks; (4) redesign of workshop activities; (5) pilot implementation in clinical group interventions; and (6) preliminary evaluation and adjustment of activities. Data sources included focus groups with adolescent girls and clinicians and observation notes from pilot sessions. Preliminary feedback highlights the program's relevance, the importance of using a trauma-informed approach, and the need to reduce the number and length of prevention activities to allow more time for personal reflection for vulnerable youth. The Perseid project illustrates how psychological theory and applied methods can inform the adaptation of universal prevention programs for vulnerable youth populations. Recommendations will be formulated for practitioners and researchers seeking to design or adapt trauma-informed, evidence-based programs for adolescent survivors of sexual abuse.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1385

REIMAGINING RESILIENCE: DEVELOPING A CULTURALLY GROUNDED INDEX FOR MEASURING RESILIENCE IN KENYA

Onyancha C.*[1], Karanja M.[2], Musili L.[3], Muyela L.[4], Blackmon K.[5]

[1]Catherine Bikeri ~ Nairobi ~ Kenya, [2]Mary Karanja ~ Nairobi ~ Kenya, [3]Litha Musili ~ Nairobi ~ Kenya, [4]Levi Muyela ~ Nairobi ~ Kenya, [5]Karen Blackmon ~ Nairobi ~ Kenya

Introduction:
Standard resilience scales often overlook culturally embedded constructs critical to mental health assessments, particularly in non-Western contexts. In Kenya, findings from qualitative research highlight the role of social and spiritual support in shaping resilience, dimensions underrepresented in existing gold standard assessment tools.
Purpose:
This study introduces the Kenya Resiliency Index (KRI), a culturally grounded instrument designed to capture indigenous understandings of psychosocial strength and well-being.
Method:
Using data from 272 healthy participants enrolled into the Brain Resilience Kenya and AD-DETECT Kenya studies, we extracted and recoded items from validated instruments and interview-derived indicators. The KRI comprises six indicators that probe marital/partner support, religiosity/spirituality, loneliness, and satisfaction with social relationships. Internal consistency was assessed with McDonald's omega. Correlational analyses were used to assess associations between the KRI and a measure of resilience (Connor-Davidson Resilience Scale-10), depression (PHQ-9) and anxiety (GAD-7).
Results:
54% of participants were married/partnered and 53% reported low loneliness. Satisfaction with friendships, intimacy, and personal relationships was high in 39-55% and very high in 11-20%. Spiritual engagement was somewhat high in 47% and very high in 22%. Internal consistency was marginal ($\omega = 0.65$). The KRI correlated positively with the CD-RISC-10 ($r = 0.225$, $p < .001$). Higher KRI scores were associated with lower depression (PHQ-9; $r = –.164$, $p = .007$) and lower anxiety (GAD-7; $r = –.404$, $p < .001$), with stronger effect sizes than observed when correlating the CDRS-10 with depression ($r=-.077$, $p=.186$) and anxiety ($r=-.136$. $p=.018$).
Conclusion:
Capture of relational and spiritual domains of resilience, often overlooked by gold-standard scales, may be more strongly associated with depression and anxiety in the Kenyan context. Although limited by retrospective index construction, the KRI presents a promising direction for prospective scale development. Future studies aim to leverage these results to design a novel resiliency scale that may better reflect constructs essential to African resilience.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 1697

VISITING AS A METHOD IN CRITICAL PSYCHOLOGY – LESSONS FROM A RESEARCH PROJECT ABOUT URBAN INUIT EXPERIENCING HOMELESSNESS

Nweze N.*, Wendt D.

McGill University ~ Montréal ~ Canada

Critical psychology broadly aspires to engage researchers, practitioners, and the field as a whole in understanding and responding to the ways that psy-disciplines are exercised towards oppressive aims and reorienting them towards liberatory ones. However, the specific ways that researcher-practitioners can do so without re-imposing limiting dichotomies can be difficult to discern and effectuate.

The proposed presentation draws on the researchers' current project, "Understanding the Social Worlds of Unhoused Urban Inuit," to describe methods that align with critical psychology theory. Specifically, we will describe the organic web of diverse relationships from which the project has grown and “Visiting” as a method of nurturing these foundational relations. As described by Indigenous feminist scholars, “Visiting is a relating that is imbued with accountability, vulnerability, and mutuality”. Visiting was a necessary opportunity for us to enter street and shelter spaces and be questioned, known, and, if earned, invited into deeper levels of mutual knowing. These encounters could not be more invaluable to the quality of the work and the process. The proposed presentation will discuss the lessons and insights gained from practicing Visiting as a research method, its connection to critical psychology, and invite participants to explore how Visiting can be integrated across other topics.

Abstract 4970

SELF-COMPASSION AND POSTTRAUMATIC GROWTH AMONG UKRAINIANS DURING WAR: AN EMPIRICAL INVESTIGATION

Naydonova G.*, Pohorilska N.

Taras Shevchenko National University of Kyiv, Ukraine - National Psychological Association of Ukraine, Ukraine

Introduction. Contemporary research considers self-compassion an important internal resource for coping with the consequences of traumatic experiences and maintaining mental health. Empirical evidence indicates that self-compassion can function as a protective factor against post-traumatic stress symptoms, particularly among individuals with adverse childhood experiences (Kitano et al., 2024). Meta-analytic findings further demonstrate a significant inverse relationship between self-compassion and psychopathology ($r = -0.54$), supporting its role as a key explanatory variable in psychological adaptation, resilience, and recovery processes (MacBeth & Gumley, 2012).
Purpose. To identify psychological resources associated with post-traumatic growth among Ukrainians during the ongoing war.
Method. A quantitative cross-sectional design was employed using correlational and regression analyses. Participants included 167 Ukrainians aged 17 to 72 years (median age = 36 years) (December 2024 - March 2025). We used the Posttraumatic Growth Inventory, the Self-Compassion Scale (SCS-SF), and the Spiritual Health Assessment Scale.
Results. Significant associations were found between self-compassion and post-traumatic growth. Positive components of self-compassion (self-kindness, common humanity, and mindfulness) were associated with higher levels of post-traumatic growth, whereas negative components (self-judgment, isolation, and over-identification) showed inverse relationships. Self-kindness demonstrated the strongest links with new possibilities ($r = 0.473$), relating to others ($r = 0.418$), and personal strength ($r = 0.353$), as well as appreciation of life ($r = 0.322$) and spiritual change ($r = 0.251$). Common humanity was related to new possibilities ($r = 0.303$) and personal strength ($r = 0.264$). Mindfulness was associated with relating to others ($r = 0.261$), new possibilities ($r = 0.359$), personal strength ($r = 0.336$), appreciation of life ($r = 0.288$), and spiritual change ($r = 0.222$).
Conclusions. Self-compassion appears to be an important psychological resource associated with post-traumatic growth and adaptive meaning-making in the context of war-related adversity. Developing a supportive, non-judgmental attitude toward oneself may be a key focus for psychological support programs to strengthen resilience and facilitate positive post-traumatic change.

03 - Division 3: Psychology and Societal Development

Social Inequality 3

Saturday 25 July 2026 from 11:00 to 12:30

(E- Spadolini)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1865

EXPLORING EXPERIENCES OF MICROAGGRESSIONS AGAINST MIGRANTS LIVING IN ITALY: A QUALITATIVE STUDY

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[1]Università Cattolica del Sacro Cuore ~ Milano ~ Italy, [2]Università degli Studi di Bergamo ~ Bergamo ~ Italy

Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward migrant groups (Sue et al., 2007). Despite the constant increase in migration flows and the number of people forced to leave their countries of origin, there is still relatively little empirical research exploring the lived experiences of migrants in Europe (Piccinelli et al., 2024). This study aims to explore perceptions, narratives, and recurring themes related to microaggressions and discrimination reported by first and second-generation migrants residing in Lombardy. Adopting a qualitative design, the study is based on 30 semi-structured interviews conducted with adult participants selected to reflect diverse migratory backgrounds (including age, gender, ethnicity, and area of origin) in order to explore both direct and indirect experiences of discrimination and microaggressions, as well as their impacts on identity, daily life, and integration processes. The interview grid was designed to investigate direct and indirect experiences of microaggressions, focusing on whether such phenomena occur in migrants' lives, how they develop, and affect daily life. . A thematic analysis of the material collected through the interviews was conducted using NVivo software. This allowed for a systematic and in-depth exploration of the different forms and patterns of microaggressions, offering initial insights into the dynamics and common experiences among participants interviewed. This exploratory phase serves as the foundation for a future quantitative study aimed at systematically analyzing the forms and psychosocial consequences of microaggressions against the migrant population.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2230

FEMALE JOB TITLES INCREASE TRUST IN FEMALE PHYSICIANS AMONG GERMAN PARTICIPANTS

Komlenac N.*[1], Stankovic--Komlenac S.[2], Bader A.[3], Hochleitner M.[4]

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In German, the masculine form is traditionally used generically, even though gender-inclusive language is an established approach to reducing discrimination against women in male-dominated professions. The present experimental vignette study investigated whether trust in a female physician was influenced by the grammatical gender of the job title (feminine vs. masculine). A total of 142 participants (48.0% identified as cisgender men and 52.0% as cisgender women; age: M = 35.1, SD = 11.1) from Germany and Austria each read four case vignettes in which a female physician treated either a woman or a man, with treatment outcomes being either successful or unsuccessful. Of the participants, 52.0% received vignettes referring to the physician with feminine job titles, while 48.0% received masculine job titles. Before reading the vignettes, participants completed the Benevolent Sexism in the Workplace (BSW) scale; after each vignette, they rated their trust in the physician's competence and compassion using the Trust in Physician Scale. To analyze the data, a mixed-design ANCOVA with within- and between-subject factors was conducted. Results showed that participants expressed greater trust in female physicians when feminine job titles were used in vignettes with favorable outcomes, particularly among male participants. Additionally, stronger endorsement of benevolent sexist beliefs was associated with higher trust ratings. These findings suggest that the use of feminine job titles for female physicians can enhance trust. However, this increase in trust – especially among men – may partly reflect stereotypical associations of women with compassion rather than genuine perceptions of medical competence.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1271

THE INFLUENCE OF LOBOLA PRACTICE IN GENDER BASED VIOLENCE IN SOUTH AFRICA: AN AFRO-CENTRIC PERSPECTIVE

Muleya A.*, Adewoye S.E.

UNIVERSITY OF SOUTH AFRICA ~ Pretoria ~ South Africa

South Africa is faced with high levels of Gender Based Violence (GBV) and femicide killings. Conflict among couples has been reported to be one of the highest contributors to gender-based violence. Culture and traditions continue to be an important part of our society, especially in relation to marriage. In most parts of Africa, 'Lobola' (bride-price) is of paramount significance in setting up a joint household between a man and a woman. The concept of a "purchased wife" reinforces patriarchal power structures, while high lobola costs can lead to relationship instability and hinder women from leaving abusive marriages. This study looked at the influence of lobola practice in black African marriages. The intersectionality theory was utilized as a lens to understand the phenomenon under study. Data was collected by means of semi-structured interviews. Eighteen couples who met the criteria were selected randomly as research participants. A focus group of black married men and women were chosen to provide insight into the phenomenon. The Creswell model of data analysis was used to analyse the data. From an Afro-centric perspective, the findings indicated that lobola practice influences gender-based violence (GBV) in South Africa by exacerbating existing inequalities, fostering patriarchal power dynamics where women's value is tied to the financial exchange of marriage, and creating economic pressures on men that may lead to frustration and violence when they are unable to meet these obligations. While lobola is a cultural practice meant to strengthen family ties, its modern commercialization and the financial burden it places on men can contribute to a sense of entitlement and control over women within the marriage, thereby increasing the risk of abuse. To decrease and eliminate Gender based violence, it is important to understand how culture is being twisted to abuse and suppress women

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1915

WHEN INEQUALITY SHAPES THE FUTURE: VULNERABILITIES OF CHILDREN AND ADOLESCENTS TO CLASS-BASED BARRIERS

Pereira Da Costa L.*[1], Farias A.R.[1], Cabral J.[1], Borges Rodrigues R.[2], Luís S.[1], Silva V.H.[1]

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Children and adolescents growing up in socioeconomically disadvantaged contexts face multiple, interrelated, and overlapping risks. Among these risks are reduced well-being, poorer academic performance, and increased exposure to discrimination and social exclusion. From early childhood, children—regardless of their socioeconomic background—tend to engage in peer comparisons based on material possessions. Experiences of deprivation are context-dependent and shaped by prevailing social norms, while social comparisons and experiences of exclusion may occur across different socioeconomic strata. These dynamics can significantly shape interpersonal relationships and carry important implications for children's well-being. The aim of this study is to examine how relative deprivation and class-based discrimination increase the vulnerability of children and adolescents to lower well-being and more limited future aspirations.

The study was conducted with a representative sample of 2,580 Portuguese children and adolescents (49% female), aged between 10 and 15 years (M = 12.6), from 40 public schools, 6 private schools, and 10 Educational Territories of Priority Intervention schools. A correlational design was employed, and a serial mediation model was tested to examine the indirect effects of relative deprivation on well-being and future aspirations through class-based discrimination. Results indicate that relative deprivation and class-based discrimination were both associated with lower well-being and reduced future aspirations. Discrimination accounted for the effects of relative deprivation on both well-being and aspirations. Stronger feelings of relative deprivation predicted higher perceptions of discrimination, which in turn reduced well-being and aspirations, showing a significant total indirect effect. The discussion highlights on how relative deprivation and class-based discrimination contribute to a cycle of disadvantage, emphasizing their implications for youth development, well-being, and the need for inclusive school strategies.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 5: Education and School Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2139

CASTE-BASED MICROAGGRESSIONS IN INDIA: AN INTERSECTIONAL PERSPECTIVE

Narain S.*

Patna University ~ Patna ~ India

The caste system, a hierarchical social structure determined by birth, remains deeply rooted in Indian culture. Historically overt, its influence persists in subtle ways, shaping societal perceptions and fostering biases, stereotypes, and discrimination against marginalized communities. This subtle, often unconscious discrimination manifests as microaggressions. Grounded in social identity theory, this research examines caste-based microaggressions and their interplay with other identity factors, including gender, socioeconomic class, geographic region, sexual orientation, and disability. Employing a mixed-methods approach, the study involved 850 participants (553 females & 297 males), aged 14 to 53 (M= 28.47). Data were collected through surveys and semi-structured interviews. Results revealed that caste-based microaggressions, often expressed through verbal insults or non-verbal acts such as practices of untouchability, remain prevalent in Indian society. These microaggressions are exacerbated when intersecting with gender, class, region, and sexual orientation, intensifying the marginalization experienced by individuals with multiple disadvantaged identities. While disability was associated with significant prejudice and discrimination, it did not show a specific correlation with caste-based microaggressions. The findings emphasize the persistent influence of caste on social interactions and highlight the compounded effects of intersecting identities. This study contributes to understanding how microaggressions, as subtle forms of discrimination, perpetuate social inequalities in contemporary India, calling for further research and interventions to address these complex dynamics.

04 - Division 4: Environmental Psychology

BUILDING INDIVIDUAL AND COMMUNITY RESILIENCE THROUGH NATURE-BASED THERAPIES: RESULTS FROM THE RESONATE PROJECT

Wednesday 22 July 2026 from 08:00 to 09:30

(F-Spadolini)

Mathew White (University of Vienna ~ Vienna ~ Austria), Chair

Numerous mechanisms have been proposed to explain why natural environments are beneficial for psychological health and well-being. According to nature-based biopsychosocial resilience theory (NBRT) nature promotes health/wellbeing by building and maintaining biological (e.g. healthy immune system), psychological (e.g. adaptive emotion regulation strategies), and social (e.g. local social capital) resilience-related resources, that can be utilized at three stages in the homeostatic-stress cycle, i.e. preventive resilience, response resilience, and recovery resilience. We presents five papers which test different aspects of NBRT as part of the EU-UK funded 'Building individual and community RESilience thrOugh NATurE-based therapies' (RESONATE) project. Paper 1 describes the theory and the development of a scale to measure its central tenets. Paper 2 presents cross-sectional data from > 30,000 participants in the UK which explores how spending time in gardens, and especially pro-environmental gardening, can build biopsychosocial resilience resources that can be used to mitigate the negative impact of low income on well-being. Paper 3 uses a 10-year longitudinal prospective cohort study to test how older adults in England coped during the Covid-19 pandemic as a function of the biopsychosocial resilience resources they had built up before the pandemic started. Paper 4 tests the theory using a two-arm randomized controlled study for people with metabolic syndrome which compared engaging in a 5-week nature-based mindfulness intervention with a wait-list control arm. Paper 5 tests the theory using a four-arm randomized controlled study for people with high stress levels which compared engaging in a 5-week nature-based mindfulness intervention with a 5-week nature-contact (no mindfulness) condition, a 5-week mindfulness (no nature) condition and a wait-list control arm. Combined, the results of the studies highlight the benefits of using novel theory to develop a coherent research framework to help design and conduct studies that have direct impact in terms of research, practice, and policy.

Abstract 3237

NATURE-BASED BIOPSYCHOSOCIAL RESILIENCE: SCALE DEVELOPMENT AND PRELIMINARY RESULTS

Hampejs V.*[1], Tran U.[1], Voracek M.[1], Pahl S.[1], Astell--Burt T.[2], Dzhambov A.[3], Egger J.[1], Hartig T.[4], Kabisch N.[5], Lymeus F.[4], Mammadova A.[6], Martin L.[7], Pichler C.[8], Poole A.[9], Steininger M.[1], Van Den Bosch M.[10], Wells N.[11], White M.[1]

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Resilience, often defined as the capacity to withstand and recover quickly from adversity while persisting despite obstacles, is a well-researched topic. The recently developed nature-based biopsychosocial resilience (NBRT) framework argues that nature contact can build and maintain biopsychosocial resilience-related resources across four distinct phases: (1) preventive, (2) response, (3) recovery, and (4) growth. However, extant resilience scales do not address or differentiate between all four phases. We therefore developed the Comprehensive Resilience Scale (CRS), building on 589 items from 31 existing resilience scales that were identified in a scoping review. Items were analysed for their suitability, revised, and mapped onto the NBRT framework. New items were developed to cover all four phases. Item contents of the resulting pool of 78 items were then refined through a Delphi survey involving N = 15 experts. To explore the CRS's psychometric properties and optimize its item composition, four online surveys were conducted with English- and German-speaking general population samples (total N ~ 1,600). These surveys assessed the scale's structure, convergent and divergent validity, incremental validity, and test-retest reliability. The current talk will present preliminary findings which suggest that the optimized 30-item CRS has good psychometric properties and captures the four distinct resilience phases as outlined by NBRT. Future studies, including longitudinal designs, are needed to further validate the scale and explore the scale's full potential.

Abstract 3239

RESILIENCE BLOOMS IN THE GARDEN: TIME IN GARDENS AND PRO-NATURE GARDENING BUFFERS THE NEGATIVE EFFECTS OF LOW INCOME ON SUBJECTIVE WELL-BEING

Lindenbauer J.*, Steiner S., Hiseni B., Egger J., White M.

University of Vienna ~ Vienna ~ Austria

Low incomes are a chronic stressor for many people and consistently associated with negative health and well-being outcomes. Nevertheless, there is evidence that living near and/or interacting with publicly accessible nature (e.g. parks, woods, coasts) can reduce, or buffer, the negative effects of low income on mental health and well-being with resilience-related processes used to explain these effects. Using data from over 30,000 participants in the UK's People and Nature Survey (PaNS), we explored the potential role of private nature, i.e. gardens, in buffering the negative effects of low income on subjective well-being. Specifically, we modelled the extent to which time spent in private gardens, and degree to which people engaged in pro-nature gardening (e.g. feeding birds, encouraging pollinators, etc.) might moderate the relations between income and evaluative, eudaimonic, and positive and negative hedonic well-being. Supporting predictions, lower incomes were associated with lower well-being (on all four outcomes), but this pattern was moderated by time in gardens, and degree of pro-nature gardening at least for evaluative, eudaimonic, and positive hedonic well-being. Spending more time in the garden, and engaging in more pro-nature gardening both reduced the association between low incomes and well-being. The results for negative well-being (i.e. anxiety yesterday) were more mixed, potentially reflecting reverse causality. Results support nature-based resilience theory (NBRT), and highlight that private, as well as public, nature can build and maintain resilience resources that mitigate the effect of stressors on well-being. Given the cross-sectional nature of the data, we encourage more longitudinal work to confirm these findings, and of course recognize equity issues in terms of garden access. Nonetheless, given that gardens may be particularly important for certain population sections (e.g. older adults, small children, those with mobility issues), efforts to support pro-nature gardening, in particular, can potentially play a role in reducing well-being inequalities.

Abstract 3240

NATURE-BASED BIOPSYCHOSOCIAL RESILIENCE DURING A NATIONAL CRISIS: RESULTS FROM TWO LONGITUDINAL STUDIES IN ENGLAND

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Research linking nature contact to reduced stress responses (Berto, 2014), better well-being (White et al., 2019) and healthier sleep outcomes (Martin et al., 2024) indicates potential for greater contact with the natural world to attenuate adverse sleep trajectories during times of stress. Yet, with prior research tending to be cross-sectional in nature, little is known about the links between nature, wellbeing and sleep over time amongst individuals experiencing chronic societal stressors (e.g. Covid-19). Using nature-based biopsychosocial resilience theory (NBRT, White et al., 2023) as a conceptual framework, we will present secondary data from two UK longitudinal studies: the UCL Covid-19 Social Study (N = 12, 900) and PROTECT (N~ 20,000). Preliminary latent growth curve models found that access to a private garden was particularly important at both the response and recovery resilience phases for mitigating the adverse effects of the Covid-19 pandemic on healthy sleep patterns and mental health. Ongoing analyses are investigating the mediating processes behind these findings. Our results have important implications for both environmental conservation and public health policies.

Abstract 3241

BUILDING BIOPSYCHOSOCIAL RESILIENCE THROUGH GUIDED NATURE-BASED MINDFULNESS: A CONTROLLED TRIAL WITH PEOPLE AT RISK OF METABOLIC SYNDROME

Moe A.*[1], Bolognesi M.[1], Pazzaglia F.[1], Secco L.[2], Bellini S.[1], Bottaro G.[2], Vedovetto D.[2], Todesco M.[2], Lanciano F.[1], Doimo I.[3], White M.[4]

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Metabolic syndrome (MetS) affects up to 30% of the adult population (Noubiap et al., 2022) and is characterized by the presence of at least 3 of the following: high blood pressure and triglycerides levels, hyperglycemia, low HDL-cholesterol, and abdominal obesity. Linked with urbanization and a sedentary lifestyle, it is a major risk factor for cardiovascular diseases, type 2 diabetes, and premature death. Due to its relevance and prevalence, many strategies have been developed to cope with it, mostly based on medication and lifestyle changes including diet. Nature-based Therapies (NbT) have been proposed for both the prevention and treatment of MetS, because they are easily accessible, free (or very inexpensive), and are associated with a range of psychophysiological, social, and environmental benefits. To explore these possibilities in more detail, we conducted a two-arm randomized intervention vs. waitlist-controlled study (n = 68 so far, final target end October 2025 = 100). The intervention consisted of a 5-week nature-based mindfulness intervention in Padua's urban parks consisting of three 1-hr sessions a week alternating light walking and mindfulness exercises in guided (first week) and then self-directed group sessions (weeks 2 to 5), ensuring one guided session per week. Pre, post and delayed post (+ 5 weeks) measures of health-related quality of life and biopsychosocial resilience were taken and compared across groups. The talk will present headline results of the efficacy of the intervention as well as further data such as wider social acceptability of the intervention, possible impact on environmental issues and equity. The discussion will focus on the potentialities of NbT to prevent and mitigate diseases in the general population mostly in urban areas where sedentary lifestyles are more frequent and contact with nature reduced.

Abstract 3242

ASSESSING COGNITIVE AND PSYCHOPHYSIOLOGICAL RESILIENCE IN NATURE-BASED THERAPIES: TEST CASE EVALUATION OF AN RCT FOR STUDENTS WITH COMMON MENTAL HEALTH SYMPTOMS

Lymeus F.*[1], Toth A.L.[2], Hartl A.[3], Hampejs V.[4], White M.[4]

[1]Institute for Housing and Urban Research, Uppsala University ~ Uppsala ~ Sweden, [2]Cognitive Neuroscience and Applied Data Science Lab, Universitat Oberta de Catalunya ~ Barcelona ~ Spain, [3]Dept of Ecomedicine, Paracelsus Medical University ~ Salzburg ~ Austria, [4]University of Vienna ~ Vienna ~ Austria

Nature based biopsychosocial resilience theory (NBRT) suggests that nature can build and maintain biological, psychological and social resilience resources that can be used at the preventive, response and recovery stages in stress management. Nature-based therapies may have advantages over common evidence-based alternatives for building such resources and supporting healthier coping. We present a factorial randomized controlled trial comparing two established nature-based health interventions – one with and one without mindfulness training as a core therapeutic component – against conventional mindfulness training indoors and a passive waitlist condition. Participants were university students with high rates of stress, depression and anxiety connected to pressures in their academic work combined with life transitions and contextual stressors. The nature-based interventions involved weekly group activities in a campus-adjacent nature preserve while the indoor mindfulness group had activities in a rearranged classroom. Qualified instructors led the groups. Before and after the 5 intervention weeks, a subsample of 83 students were asked to come to a small classroom, typically used for group work and seminars, and complete an individually calibrated task designed to induce cognitive fatigue and psychophysiological stress, with the intention to model high-pressure work under cognitive load. The stressor was followed by a restoration phase consisting of a realistic 20-minute break spent either indoors or outdoors in the university's botanic garden. A combination of task performance patterns, continuous heart-rate monitoring, and subjective ratings measured theorized resilience processes related to each stress stage. Additionally, the factorial pre-/post-intervention design allowed comparative evaluation of the respective therapeutic effects of the nature-based and mindfulness-based intervention components. Data were collected in autumn 2024 and spring 2025, pending analysis in autumn 2025. We will present the resilience-related intervention outcomes and discuss possibilities for further development of the procedure as a standardized yet adaptable evaluation paradigm for therapeutic interventions targeting resilience processes.

04 - Division 4: Environmental Psychology

THE POWER OF NORMS: HARNESSING SOCIAL INFLUENCE FOR PRO-ENVIRONMENTAL ACTION

Wednesday 22 July 2026 from 08:00 to 09:30

(I-Spadolini)

Alessandro Milani (Department of Psychology of Developmenta), Chair and Presenter

This symposium brings together presentations examining how social norms function as influential mechanisms to promote pro-environmental behavior across individual, organizational, and societal levels. Often overlooked, social norms are a powerful force shaping environmental action. Drawing on diverse methodologies and cultural contexts, the symposium explores how perceptions of what others do, or what is expected, trigger meaningful changes in sustainable behaviors and attitudes.

Wesley Schultz illustrates how normative influence operates as a powerful yet frequently undetected driver of behavior change. He shows that this underdetection makes norms particularly effective among resistant audiences, fosters durable change by promoting perceived intrinsic motivation, and increases the likelihood of spillovers across related pro-environmental actions.

Kim-Pong Tam investigates how perceptions of global norms, such as climate actions by national governments, increase support for similar domestic policies. Using survey and experimental data from China and the United States, he demonstrates that framing global trends activates normative and efficacy-based pathways to enhance policy support.

Alessandro Milani presents research on Corporate Environmental Responsibility (CER) norms, showing how organizational actions and priorities shape employees' perceptions of workplace norms. Cross-cultural findings reveal that CER norms affect organizational outcomes and spillovers into pro-environmental behaviors at home, with cultural tightness as a key moderator.

Geertje Schuitema examines how pro-environmental identity moderates the impact of norms on sustainable consumer choices. Across experiments on plant-based diets, she compares motivational congruency and self-determination mechanisms, finding that congruency is more effective for behavioral losses, while self-determination drives gains.

Magnus Bergquist introduces the Sender-Message-Receiver (SMeR) framework, which explains how communicator features, message content, and audience characteristics determine the effectiveness of norm-based climate interventions. The model highlights how underdetection of normative influence reduces resistance and fosters long-term change.

These contributions illustrate social norms' dynamic, context-sensitive power in fostering environmental action and provide a foundation for designing effective, culturally responsive interventions.

Abstract 3521

SOCIAL NORMS AS UNDERCOVER AGENTS OF GREEN INFLUENCE

Schultz P.W.*

Claremont Graduate University ~ Claremont, CA ~ United States of America

Social norms are one of many agents of influence on human behavior. They are widely recognized as an instigator of behavior change, yet their influence often goes undetected. Research has consistently shown that communications highlighting the large number of people who engage in a behavior can effectively promote change. Yet even when there is clear evidence for normative social influence, individuals downplay the degree to which they were affected.

Building on prior research showing underdetection, this talk highlights three potential advantages of being a secret agent of influence. First, because they are largely underdetected, normative social influence is particularly useful at reaching people who are likely to be resistant to the target behavior. For example, individuals who are low in environmental concern, or politically conservative, are often a challenge for efforts to promote proenvironmental behavior. Yet they can be influenced through normative messages. Second, because normative influence is not typically seen as influential, once they cause change, individuals are likely to attribute the behavior to an intrinsic motivation, rather than extrinsic. For this reason, normative influence can produce lasting change. And finally, because normative social influence is underdetected, it is more likely to result in behavioral spillover, whereby engaging in one behavior increases the likelihood of a person engaging in a related behavior.

Taken together, normative social influence has been shown to be an effective tool for promoting green behavior. Yet it is widely underdetected, and individuals typically discount the degree to which they are influenced by the behavior of others. This underdetection makes it an effective tool for reaching individuals who are likely resistant to the target behavior. In addition, normative social influence is likely to exhibit lasting effects, and it is more likely to induce behavior spillover. Directions for future research, and implications for application are discussed

Abstract 3522

PERCEPTION OF GLOBAL NORM OF GOVERNMENT CLIMATE ACTION AND SUPPORT FOR DOMESTIC CLIMATE POLICIES

Tam K.*[1], Chan H.[2]

[1]The Hong Kong University of Science and Technology ~ Hong Kong ~ Hong Kong, [2]The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong

As public support is important for policy changes, it is crucial to understand how citizens construct their views toward climate policies. Based on the widely documented effect of descriptive social norms on human behavior, we hypothesized that individuals' support for climate policies to be implemented in their own country would be stronger when they perceive greater prevalence of climate action by national governments worldwide. Findings from two surveys with respondents from China and the United States provide supportive evidence for this hypothesis. In addition, four mediators underlying this effect (including informational influence, normative influence, and two forms of efficacy beliefs) were identified. In an experiment, with participants from the United States, we further found that a fact-based informational intervention effectively increased participants' perceptions of global prevalence of coal power phaseout, which, in turn, led to stronger support for a similar action in their own country. These findings introduce novel perspectives to the understanding of public attitudes toward climate policies and the study of climate change opinions. They also imply that communicators and policymakers can leverage the power of social influence, through messages built around narratives of a global norm, to garner public support for domestic climate efforts.

Abstract 3523

WHEN ORGANIZATIONS SET THE NORM: HOW CORPORATE ENVIRONMENTAL RESPONSIBILITY (CER) NORMS SHAPE PRO-ENVIRONMENTAL BEHAVIORS ACROSS CONTEXTS

Milani A.*[1], Bonaiuto F.[2], Cicero L.[3], Ganucci Cancellieri U.[4], Liu X.[1], Mao Y.[5], Mura A.L.[6], Tseng Tzuhui A.[7], Vitiello M.C.[8], Xie M.[1], Bonaiuto M.[1]

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According to the Focus Theory of Normative Conduct, social norms can be categorized as descriptive (perceptions of what is commonly done in a given situation) and injunctive (perceptions of what is widely approved/disapproved within a culture). Although the theory's definition does not explicitly restrict these beliefs to peers' behaviors and attitudes, the literature primarily focuses on norms as perceptions of what others within a specific reference group do and approve of.
Shifting this perspective, the present research considers how, within organizational settings, actions taken by the organization and what the organization promotes or deems important may be perceived by employees as descriptive and injunctive norms. A series of experimental and correlational studies investigates Corporate Environmental Responsibility (CER) norms, i.e., employees' beliefs about their organization's engagement in environmentally protective practices and what the organization values in terms of environmental sustainability.
The research explores the influence of CER norms on group- and organization-related outcomes such as collective efficacy regarding pro-environmental behaviors and affective organizational commitment. Similarly, the research explores the influence of CER norms on pro-environmental outcomes (attitudes and intentions) in the workplace, and whether promoting pro-environmental outcomes in the workplace, may lead to positive spill over in the domestic setting.
Finally, by surveying employees from public and private organizations across the Italian and Chinese (China Mainland and Taiwan) language contexts, the study analyzes how participants' cultural tightness/looseness may influence the impact of CER norms on organizational and domestic outcomes. These normative behaviors, indeed, may differ
in countries like China, where adherence to norms is generally stricter than in Western countries.
Results show CER norms do not always directly influence pro-environmental outcomes. Instead, by fostering specific group-level dynamics within the organization, these norms indirectly promote the enactment of pro-environmental outcomes in the organizational and domestic contexts.
Participant's cultural tightness influences these relationship.

Abstract 3525

COMMUNICATING NORMS FOR CLIMATE ACTION: A SENDER-MESSAGE-RECEIVER FRAMEWORK FOR BEHAVIORAL CHANGE

Bergquist M.*

Department of Psychology, University of Gothenburg ~ Gothenburg ~ Sweden

Social norms are widely regarded as effective drivers of proenvironmental behavior. Yet their impact is rarely straightforward. While normative influence is well-established in behavioral science, its effectiveness is often bounded by the characteristics of the norm's communicator (Sender), the content and delivery of the norm (Message), and the traits of the person receiving it (Receiver). In this talk, I present a SMeR (Sender-Message-Receiver) framework for understanding and designing persuasive social norms in the context of climate change mitigation.

Building on current literature, this framework identifies key conditions under which normative appeals succeed—or fail. For example, norms communicated by a proximal in-group are more likely to be persuasive than those from distant or rival groups. Likewise, messages that align injunctive and descriptive components, or that emphasize what others avoid doing, can increase persuasive impact. Receivers, meanwhile, are more likely to conform in situations marked by ambiguity, or when personal norms are weak. Importantly, normative influence tends to be underdetected: individuals often fail to recognize the role social norms play in shaping their choices. This underdetection presents both a challenge and an opportunity. While it may limit self-awareness, it can also reduce psychological reactance, enhance perceived autonomy, and promote enduring behavior change.

Taken together, the SMeR framework provides a structured lens for examining the boundary conditions of normative influence. It highlights the interplay of identity, message framing, emotional response, and situational ambiguity in determining behavioral outcomes. Implications for designing more nuanced, culturally sensitive, and impactful climate interventions are discussed, along with directions for future research.

04 - Division 4: Environmental Psychology

PSYCHOLOGICAL PROCESSES AND CLIMATE CHANGE ADAPTATION IN THE EUROPEAN SOCIETY

Wednesday 22 July 2026 from 09:30 to 11:00

(F-Spadolini)

Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant
Giuseppe Carrus (Roma Tre University ~ Roma ~ Italy), Co-Chair
Christoph Steinebach (Zurich University of Applied Science ~ Z), Chair

This symposium will discuss the issue of adaptation to climate change, and its psychological correlates. From a psychological perspective, we argue that adapting to climate change and its consequences involves processes of both assimilation and accommodation. In both processes, the adaptation task requires an optimal development under more difficult conditions. Understanding adaptation to climate change, and its underlying psychological factors, requires solid and evidence-based psychological research as well as an interdisciplinary dialogue with other sciences, in parallel to a self-reflective effort on the changed self-image of psychology as a science and a profession. Therefore, processes and paths to climate change adaptation can be understood, from a psychological perspective, with a focus on individual, communities and the global environment, and with a wide range of concepts, theories, methods and interventions.

Abstract 3197

ADAPTING TO CLIMATE CHANGE: THE CONTRIBUTION OF PSYCHOLOGICAL SCIENCE AND PRACTICE

Steinebach C.*[1], Carrus G.[2]

[1]Zurich University of Applied Science ~ Zurich ~ Switzerland, [2]Roma Tre University ~ Roma ~ Italy

It is globally recognized that Climate change represents one of the most crucial challenges that human societies and the entire planet are facing in current times. Even if notable efforts are being made at the political, scientific and public opinion levels to counter global environmental change (and in particular to lower the pace of global warming, through a significant reduction of carbon emissions at the global level), the solution to the problem is far away from being found, and important programs such as the UN Agenda 2030 and its Sustainable Development goals are still in the table as an international priority. In this scenario, psychological science can contribute not only to understand how human societies can shift from more to less carbon-intensive lifestyles, but also to better understand how individuals, groups and communities may adapt to ongoing global environmental change in their daily lives. In this presentation we will review and discuss a wide range of psychological theories, approaches, concepts, principles and empirical findings that could be of help to achieve an optimal adaptation to climate change, and a mitigation of its consequences on the wellbeing of human beings and non-human species

Abstract 3199

THE MULTIDIMENSIONAL ASSESSMENT SCALE ON ENERGY CITIZENSHIP: A PRELIMINARY EVALUATION

Kirchler B.*[1], Massullo C.[2], Kollman A.[1], Carrus G.[2]

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The concept of energy citizenship is raising greater attention among researchers. However, even if some definitions of the concept have been provided, until now there is no consensus over the definition and operationalization of energy citizenship. In this study, we propose the Energy Citizenship scale (ECs), a self-report scale based on a multidimensional operational definition of energy citizenship and explore the factor structure of its subscales. A survey has been shared with N=679 respondents' resident in the U.K. stratified for gender and recruited with Prolific. The ECs was developed to include the following main dimensions: emotions, attitudes, beliefs, perceived behavioral control, behaviors, behavioral intentions, identity, norms, engagement, perceived political and institutional management of energy issues in the form of trust in institutions, perceived energy democracy and perceived justice in achieving energy transition. Preliminary statistical analyses revealed satisfactory structures for each subscale. Internal consistency indexes were also satisfactory for the subscales except the one on sustainable energy behaviors of the behavioral dimension. The theoretical and practical implications of the findings are discussed

Abstract 3200

THE EFFECT OF THE ENDPOINT BIAS ON PREDICTIONS OF GLACIER ICE DECLINE

Hartmann C.*

Zurich University of Applied Science ~ Zurich ~ Switzerland

Underestimating the effects of climate change can reduce the perceived urgency to take action. However, people tend to interpret recent short-term fluctuations in a long-term trend as a reversal of the trend. This tendency is called endpoint bias. In two studies, we explored whether the endpoint bias affects the prediction of glacier ice melting and how a pro-ecological worldview is associated with these estimations. In Study 1, 282 participants were randomly assigned to two conditions in which they read a news report and a graph highlighting either a large decline or a small incline in glacier ice in the last year. Participants predicted a greater decline (-28%) in glacier ice by 2040 if there was a large decline in glacier ice the previous year than if there was a small incline (-18%). In addition, people with a higher pro-ecological worldview score predicted a greater decline. Study 2, with 507 participants, replicated the findings of Study 1. Additionally, a control group was added that had no context information (i.e., the graph and media coverage were not explicitly about glacier ice). This group's predictions of the trend were not influenced by their pro-ecological worldview. The results show that people's perception of climate trends is affected by their worldviews and the results highlight the effect of media coverage that emphasizes only recent events and not the long-term trend.

Abstract 3198

EXPLORING POST-PANDEMIC PERCEPTIONS AND ATTITUDES TOWARDS FOREST LANDSCAPES: AN INVESTIGATION IN ITALY

Spano G.[1], Clemente D.[2], Panno A.[2], Sanesi G.[3], Carrus G.*[4]

[1]Pegaso University ~ Napoli ~ Italy, [2]European University of Rome ~ Roma ~ Italy, [3]University of Bari ~ Bari ~ Italy, [4]Roma Tre University ~ Roma ~ Italy

This study explores how Italian adults perceive, value, and interact with forest landscapes in the post-pandemic context, with a particular focus on environmental knowledge, perception, perceived connections, and mutual benefits between people and forests. Using an online questionnaire disseminated among adults across Italy, we investigate how participants describe their attitudes, preferences, and needs regarding forest environments. Key topics include the subjective utility of forests, emotional and sensory experiences in natural settings, awareness of ecological functions, and perceived changes in the personal significance of nature following the pandemic. The study also aims to uncover how these perceptions relate to broader constructs such as environmental identity, nature connectedness, and awareness of possible effects of climate change. Preliminary analyses suggest the presence of rich, multifaceted narratives in which forests are perceived not only as spaces of recreation and escape, but also as restorative and emotionally significant places. Participants report an increased appreciation for natural environments post-COVID, accompanied by a heightened awareness of ecological interdependence. Although environmental knowledge appears variable, emotional engagement with forests remains a consistent theme. This research can contribute to a deeper understanding of human-forest relationships and their implications for fostering sustainable behavior in a post-pandemic world

04 - Division 4: Environmental Psychology

VALUES, BELIEFS, AND PRACTICES RELATED TO NATURE-BASED SOLUTIONS

Wednesday 22 July 2026 from 09:30 to 11:00

(I-Spadolini)

Ferdinando Fornara (University of Cagliari, Department of Ed), Chair and Presenter

The European Commission (2020, p. 5) defines NBS as solutions providing environmental, social and economic benefits, and helping to build resilience, through the insertion of more natural features into places.
This symposium addresses NBS with a focus on those values,beliefs,attitudes,experiences, and practices that may promote individual and community well-being. Such focus is consistent with the empirical evidence concerning the importance of the natural features in contrasting climate change effects,from one side,and triggering positive outcomes for individual well-being, from the other side. In this regard, constructs such as connectedness to nature, restorativeness, biospheric values, and environmental identity, just to name a few, have received increasing attention in the field of environmental psychology.
Six contributions are included in this symposium,each of them addressing nature-based solutions and related issues from different perspectives, expressing a broad range of methods in the quantitative-qualitative continuum,from experimental to ethnographic.
Fornara and coll. focus on intentions to support NBS and their socio-psychological antecedents through a survey study carried out in eight EU countries.
Ojala and coll. run an experiment studying the effect-in knowledge workers - of the exposure to virtual nature on stress, well-being and nature connectedness in winter season.
Frankó and coll. examine the self-regulatory function of the experience of nature in workers facing burnout and quiet quitting.
Townsend and coll. use interviews and ethnographic field observations – including virtual nature tours-for a comparison in terms of behaviours, nature connectedness and forest stewardship between two rural communities (Scotland and Peru), both living alongside forests.
Mishra and coll. explore the relationships between place practices and affordances provided to humans and other-than-human species in a neighbourhood of Turku(Finland), through the use of various qualitative methods, such as affordance mapping, “umwelt” analysis, behavioural observation, and citizens’ storytelling.
Kluvankova and coll.focus on nature-based governance through the proposal of a role board game (Ecopoly) - tested in thirteen different EU regions - aiming at increasing awareness about environmental risks and injustice in a multi-actor arena also including other-than-human species.

Abstract 4482

VALUES, BELIEFS, AND INTENTIONS TO SUPPORT NATURE-BASED SOLUTIONS: A SURVEY STUDY IN EIGHT EU COUNTRIES

Fornara F.*

University of Cagliari, Department of Education, Psychology, Philosophy ~ Cagliari ~ Italy

This study is included in the Coevolvers project, funded by the Horizon Europe program, and focuses on the socio-psychological antecedents of intentions to support Nature-Based Solutions (NBS), i.e. those interventions that use the insertion of natural spots (or the improvement/requalification of the existing ones).

The theoretical framework includes well-known reference models, such as the Value-Belief-Norm (VBN) theory (Stern, 1999) and the Social Identity Model Pro-Environmental Action (SIMPEA; Fritsche et al., 2018), that have been used in literature for the explanation of pro-environmental behaviours. Specifically, socio-psychological dimensions more individual-based (e.g., biospheric values and beliefs, personal norm) and more group-based (e.g., social norms, in-group identification and emotions, collective self-efficacy) were selected as possibleantecedents of intentions to support NBS initiatives in a multivariate prediction model.

About 3000 participants from panels recruited by an external agency in eight EU countries - Catalunya (Spain), Czechia, Estonia, Finland, Hungary, Italy, Scotland (UK), Slovakia – have to fill in an online questionnaire including the measures of the selected constructs, including different measures of intentions to support NBS. The data collection is planned for June 2025.

Expected outcomes are the confirmation of the key role played by both more individual-based variables (e.g., personal norm) and more group-based variables (e.g, collective self-efficacy) in promoting intention to be involved in actions for nature promotion and preservation. These findings should be taken into account for campaigns aiming at fostering individual and community action toward the creation of nature spots and the promotion of nature experiences.

Abstract 4484

NATURE-BASED SOLUTIONS TO AVOID BURNOUT AND QUIET QUITTING AT WORK

Frankó L.*

ELTE Eötvös Loránd University, Budapest, Hungary Institute of Psychology, Department of Organisational and Leadership Psychology ~ Budapest, ~ Hungary

In recent years, an important framework in organizational psychological research has been the idea that we live in a polycrisis period, where the world around us can be described using the acronym BANI (Brittle, Anxious, Nonlinear, Incomprehensible). The crises of the last five years (pandemics, climate crises, wars, etc.) often make employees feel helpless and insecure, which has led to an increase in the frequency of burnout and the emergence of another demotivated state known as "quiet quitting." This term describes a situation where an employee does not leave the organization legally but disengages psychologically. In our research, we tested whether nature use during office hours has a preventive effect on the development of quiet quitting and burnout. According to our results, nature use was associated with a high level of burnout and quiet quitting; therefore, we realized that there is an inverse cause-and-effect relationship here. The path analysis showed that while quiet quitting indirectly influenced nature use through burnout, burnout directly boosted the frequency of nature use ($t = 0.237$; $p < 0.01$).
We conclude that in the case of burnout, natural environments within the office space can serve as a so-called favorite place (Korpela, 1989), the visitation of which has an environmental self-regulatory function. We did not find a direct effect of quiet quitting on nature use, which may strengthen the theory that quiet quitting in itself may not be dysfunctional but can even be considered a shortterm coping strategy. The examination of the possible positive effects of the natural environment in the workplace is still significantly under-researched. In the BANI world, it would be important for the characteristics of the workplace not to reinforce the uncertainty described during the polycrisis period but to protect employees from it as a kind of shield.

Abstract 4485

CONTRASTING NATURE CONNECTEDNESS AND STEWARDSHIP IN FOREST SETTINGS IN SCOTLAND AND PERU

Townsend L.*

James Hutton Institute ~ Aberdeen, Scotland, ~ United Kingdom

This presentation reflects on contrasting studies exploring ways of living alongside nature in Peru and Scotland. The research was carried out as part of the Horizon Europe-funded project Coevolvers which is co-developing naturebased solutions (NBS) in seven European regions as well as with two “overseas cousins” in Peru and Carriacou. The researchers explored how local communities live alongside forests. In Scotland, the research focused on a community-owned woodland in rural Aberdeenshire. In Peru the focus was on the Amazonian rainforest native community of Nueva Alianza de Banõs. The research involved speaking with members of each community regarding typical activities in the forests, and perceptions regarding nature connectedness and stewardship. Ethnographic field observations were also recorded. In both communities, audio visual outputs were co-produced in the form of Virtual Nature Tours (VNTs) and digital stories.

In this presentation we draw on the interview and ethnographic data from each study to explore each community’s sense of connection to nature. At first glance the two communities seem culturally worlds apart. Whereas the native community in Peru rely entirely upon the rainforest for their survival (through the collection of forest resources such as food, medicine, timber and other materials), the Scottish community engage with the woodland largely on a recreational basis. In the rainforest, each member of the community feels a deep sense of stewardship for the forest. In Aberdeenshire it is largely members of the woodland Trust who feel this sense of stewardship. Yet parallels can be seen - both communities have members who engage on a deeper level - especially through foraging for food and medicine. In Aberdeenshire, a governance shift promises to foster stewardship more widely across the community. We discuss how these seemingly contrasting studies help us to understand nature connectedness and its role in nature stewardship.

Abstract 4486

CO-CREATING ECO-SOCIAL RECOVERY THROUGH NATURE-BASED SOLUTIONS AS A PROCESS OF NICHE CONSTRUCTION

Himansu Sekhar M.*

Natural Resources Institute Finland (Luke) ~ Helsinki, ~ Finland

Nature-based solutions (NBS) may be viewed as processes of eco-social niche construction, wherein humans and non-human species jointly shape dynamic environments, through cultural, ecological and evolutionary interactions and interlinked cognitive and affective engagements. Urban landscapes, understood as evolving multispecies niches, illustrate the human role as active niche constructors, both limiting certain species while creating new possibilities for others (Downey, 2016; Niesner et al., 2021). This activity influences evolutionary pathways for both humans and non-humans, alongside natural selection (Odling-Smee et al., 2003; Laland et al., 2016). By combining the notion of affordances with the biosemiotic concept of umwelt, we understand urban landscapes as multispecies habitats formed through reciprocal perception-action systems that are cognitive and affective in nature. Affordances, which represent the potential actions an environment provides an organism (Gibson, 2014), differ based on the species' own capacities and intentions, supporting a relational approach to perception (Heras-Escribano, 2020). Humans engage with and design environments via culturally shaped affordances (Norman, 1999), while non-human species interpret the same spaces through their own species-specific umwelten, grounded in unique perceptual and behavioural frameworks (Gibson, 2014). These processes, though distinct, are mutually reliant and together create adaptive, shifting niches that enable both human well-being and non-human thriving, contributing to ecosocial recovery amid environmental pressures (Kaaronen & Strelkovskii, 2020; Nagatsu et al., 2023). This research draws on empirical evidence from the Pansio-Perno Living Lab in Turku, Finland, employing affordance mapping, umwelt assessment, behavioural observation, and citizen storytelling to reveal how affordance-rich settings sustain social practices and non-human inhabitation. Rather than fixed interventions, this view treats NBS as ongoing niche-making processes, where design and perception co-direct outcomes (Matthews et al., 2014). By recognising urban environments as perceptually active and shared systems (Gibson, 2014; Council of Europe, 2000; Downey, 2016), we emphasise co-liveability, agency, and multispecies justice across species.

Abstract 4487

VALUES, RISKS AND DECISION ROLES IN NATURE-BASED GOVERNANCE

Kluvankova T.*

SlovakGlobe, Slovak Academy of Sciences and CETIP network ~ Bratislava ~ Slovakia

Governance has been identified by IPBES 2024 transformative change assessment as one of the key indirect drivers of biodiversity loss, considered human domination over nature and domination of the powerful over other people. We stress that if we want to transform the world and tackle the challenges identified by IPBES, we need to transform the way how we imagine and practice governance, and to bridge anthropocentric and eco-centric dualism into a perspective where human and ecosystem well-being are tightly coupled and recognised equally in the decision-making arena. In sum, our aim is to enrich discussion on the new roles that can be imagined for governance as a key lever for transformative change. Key question is how to navigate transformative change for biodiversity and sustainability by integrating multispecies agency as a new dimension aiming for multispecies co-existence and justice in biodiversity governance. We build on comparative behavioural studies from Horizon Europe projects Coevolvers and Innoforest, bringing examples of learning communities in 13 EU regions and following development of interactive agent-based modeling and common pool resource games. Specifically, we developed the Ecopoly game, based on a semi-digital decision model that simulate multi-actors action decision arena to trigger governance innovations for sustainability, leading potentially to social learning in collective gaming situations. Whether and what kind of change takes place is defined by processes within the action arena. Ecopoly was played in the context of 13 comparable nature-related multispecies communities to simulate governance situations which include co-evolution of values, beliefs, and interests. Results based on comparison of sessions with vs. without nature as a governance agency will be presented to provide argumentation for introducing a new governance mode called “nature-based governance”. It considers multispecies actors and physical environments as active parts of governance arrangements to be adaptive and reflexive for transformative change.

04 - Division 4: Environmental Psychology

IMPACTS OF CLIMATE CHANGE ON MENTAL HEALTH AND WELLBEING IN DIVERSE COMMUNITIES

Wednesday 22 July 2026 from 11:00 to 12:30

(F-Spadolini)

Susan Clayton (The College of Wooster ~ Wooster ~ Unite), Chair and Presenter

Growing research on the psychology of climate change has increased awareness of the variety of ways in which it threatens mental health and wellbeing. These impacts are differentially experienced by communities that differ in terms of geographic and/or social vulnerability. This symposium describes climate change impacts on wellbeing in a range of communities. In addition to their geographic range, the papers present a variety of methods, including surveys, interviews, global data on temperature and sleep, and a systematic literature review, to explore the direct geophysical impacts of climate change as well as some of the social processes that moderate those impacts.

Haemin Park presents a survey of research on climate change impacts in Pacific Island Countries, some of the most vulnerable areas globally, describing some of the social and cultural variables that promote or impede coping. Africa is also both highly vulnerable and understudied; Erinn Cameron shows that African women with HIV who experience water insecurity due to climate change have greater levels of depression and climate anxiety, , and that water insecurity is also associated with reduced healthcare engagement. Using a qualitative approach, Charles Ogunbode looks at Black and South Asian immigrants in the UK, how they construct an understanding of climate change, and how this understanding affects the impacts. Adlai Terreros Rodriguez also uses qualitative data to explore emotional responses to climate change experiences among Mexican fishing communities. Using data from an online survey, Susan Clayton examines the ways in which concerns about climate change are affecting current experiences as well as future plans in the US, and how these impacts are affected by demographic characteristics. At a global level, Kelton Minor presents an estimate of the impact of global warming on sleep loss. This symposium will deepen understanding of the diverse impacts of climate change on well-being.

Abstract 3150

MENTAL HEALTH IMPACTS ASSOCIATED WITH EXPOSURE TO CLIMATE-SENSITIVE HAZARDS IN PACIFIC ISLAND COUNTRIES: A SCOPING REVIEW

Park H.*, Hess J., Ebi K., Clayton S.*

University of Washington ~ Seattle ~ United States of America

Pacific Island Countries (PICs) face some of the most severe health risks from climate change, with associated mental health impacts that remain underrecognized. This scoping review synthesizes English-language peer-reviewed literature published by Feb 2025, to examine the mental health consequences of exposure to climate-related hazards across 22 PICs. The search identified 193 studies, of which 19 were included. Most studies employed qualitative or mixed methods, focusing on storms, droughts, sea-level rise, planned relocation, and environmental changes. Reported mental health outcomes included increased depression, anxiety, grief, and distress, often linked to direct exposure and secondary effects such as displacement, resource insecurity, and social disruption. Risk and protective factors emphasized broader social, cultural, spiritual, and environmental influences mediating the relationships between climate-sensitive hazard exposures and mental health outcomes in PICs. Cultural mediators such as traditional knowledge, land connection, and community cohesion shaped both vulnerability and resilience. Common coping strategies included relocation, community-based support, and leadership-driven actions. However, access to mental health care remained limited due to a shortage of trained professionals, stigma, and preference for traditional healing methods. To address these challenges, it is essential to integrate mental health into national public health frameworks, enhance disaster preparedness, increase access to mental health services, and conduct context-specific research.

Abstract 3152

RACIAL PATTERNING OF CLIMATE STRESS AND MENTAL HEALTH IN GREAT BRITAIN

Ogunbode C.*

University of Nottingham ~ Nottingham ~ United Kingdom

The environmental justice framework predicts that racially marginalised communities bear disproportionate climate stress exposure, which in turn drives racially patterned mental health inequalities. We tested this prediction using the Stress Process Model in a large, quota-stratified survey of British adults (N = 2,160) across six ethnic groups (White British, Black African, Black Caribbean, Indian, Pakistani, Bangladeshi), with deliberate minority oversampling. Pre-registered analyses examined whether cumulative climate stress (CCS) was racially patterned and whether it contributed to racial inequalities in depression (PHQ-9), generalised anxiety (GAD-7), wellbeing (SWEMWBS), and climate anxiety (CCAS). CCS was not racially patterned (F = 0.57, p = .722), and the null held after controlling for income, education, and area deprivation. By contrast, cumulative socioeconomic stress (CSES) was strongly patterned by ethnicity (F = 15.26, p < .001) and dominated the prediction of all mental health outcomes. We also observed a dissociation between climate exposure and climate anxiety where, despite equal CCS, every minority group reported significantly higher climate anxiety (F = 16.34, p < .001), and this gap was not attenuated by socioeconomic controls. Race × CCS interactions were non-significant for depression, anxiety, and climate anxiety. A borderline interaction for wellbeing (p = .049) ran opposite to prediction — Black African and Black Caribbean respondents showed more positive CCS–wellbeing slopes, with mediated moderation analyses indicating protective pathways through self-esteem and mastery respectively.
These results suggest that the environmental justice mechanism does not hold for climate stress in the current British context. Racial mental health inequalities are driven by socioeconomic pathways, not climatic ones. However, minority communities are more anxious about climate change despite equal exposure, pointing to appraisal-level rather than exposure-level inequity.

Abstract 3153

AN INTERDISCIPLINARY COMMUNITY-BASED STUDY TO UNDERSTAND THE PSYCHOSOCIAL IMPACTS AND ADAPTATION IN SMALL-SCALE FISHERIES

Terreros Rodriguez A.*[1], Banuet--Martinez M.[1], Hernandez--Velasco A.[2], Harper S.[1]

[1]University of Alberta ~ Alberta ~ Canada, [2]communidad y biodiversidad ~ Guaymas ~ Mexico

Small-scale fishing communities are experiencing complex and multifaceted impacts of climate change that extend beyond economic and ecological dimensions, deeply affecting social and emotional well-being. This study aimed to characterize the diverse experiences and emotions of fishing community members related to climate change and the implementation of sustainable practices. Using an interdisciplinary community-based approach, we partnered with two Mexican fishing communities. We conducted 54 open-ended filmed interviews and analyzed them using reflexive thematic analysis. Based on community member's experiences and local knowledge, we defined three overlapping experiential domains related to climate emotions: 1) direct experiences: tangible encounters with environmental change (e.g., differences in water temperature, quantity and size of species such as sea urchins), 2) anticipatory experiences: environment-related emotions arising from anticipated negative changes or imagined futures (e.g., concerns regarding the impacts of climate change on marine species because they are their source of income), and 3) vicarious experiences: internalized climate-related experiences of others (e.g., intragenerational observations regarding El Niño and La Niña phenomena). Several community members described experiences that spanned multiple domains, highlighting the complexity behind how people cope with climate change and its multiple impacts on well-being. Hope emerged as a cross-cutting theme and was firmly embedded in adaptation strategies already implemented by the communities, such as ecosystem monitoring, aquaculture, marine protected areas, fishing closure and livelihood diversification. This "hopeful" emotion emerging from local adaptation initiatives highlights how the local knowledge and sustainable practices can contribute to building community well-being and resilience. Our study offers critical insights into the emotional responses of fishing communities to climate change, and how local adaptation strategies and collective work can serve as protective factors for mental health and well-being in the context of climate disruption, as well as for more culturally grounded and emotionally responsive adaptation policies.

Abstract 3154

PLANNING FOR AN UNCERTAIN FUTURE: HOW CLIMATE CHANGE IS PERCEIVED TO AFFECT CURRENT AND FUTURE LIVES IN A US SAMPLE.

Clayton S.*

The College of Wooster ~ Wooster ~ United States of America

Concern about climate change is widespread, especially among young people. How might these concerns be affecting plans for the future, such as decisions about childbearing and financial planning? This paper examines impacts of climate change concerns on future planning among U.S. residents. First, we examined the ways in which people were engaging with these questions with an AI analysis of social media posts (using AskPolly). In social media posts, people who engaged with the topic mostly expected profound impacts, and they reported that it was leading them to seek information and to be more politically engaged. We then present the results of an online study of 324 U.S. respondents. In survey responses, concern about climate change was high, especially among younger, better educated, more leftwing, and Black respondents; people high in climate anxiety, and more future-oriented, also showed greater concern. People expected more negative than positive impacts, more negative impacts in the future than in the present, and more negative impacts to others than to themselves. They reported that their concerns were having some impact on their future planning, especially about where to live. Although people on the left were more likely to think about, and worry about, climate change, political orientation had little influence on reported impacts; younger age, higher level of education, and degree of climate anxiety were the strongest predictors of both felt and anticipated impacts as well as the degree to which concerns were affecting future plans. Results suggest that climate change concerns are significantly affecting people's lived experience and decisions about the future.

Abstract 3178

NIGHTTIME WARMING AND HUMAN SLEEP LOSS: A PRELIMINARY GLOBAL INDICATOR

Minor K.*

University of Copenhagen ~ Copenhagen ~ Denmark

Introduction:
Both daytime and nighttime temperatures are rising with the latter exceeding the former in magnitude across most global settings. An accumulating body of globally extensive, longitudinally deep, and plausibly causal evidence confirms that unseasonably warm ambient temperatures harm human sleep and reduce time slept. This within-person relationship generally persists in sign but decreases in magnitude when temperature is measured outdoors vs. indoors, during winter vs. summer, and when measured in rich vs. poor socioeconomic contexts.
Purpose: While both national and global population sleep data remain elusive, there is a need to provide an evidence-based accounting of the annual human sleep loss attributable to nighttime warming to inform global policy.
Method: We couple globally gridded ERA5 reanalysis meteorological and climate data over land from 1986-2023 with temperature attributable sleep loss damage functions from a recent wearables-based global temperature and sleep individual panel analysis spanning 68 countries (n=47,628) to hindcast the additional annual cumulative sleep loss attributable to recent nocturnal warming in 2023 and prior five years (2019-2023) compared to the 1986-2005 climate normal baseline.
Results: We estimate that nighttime warming attributable sleep loss has increased by an average of 5% over the last five years (reaching a record 6% in 2023) compared to the average annual sleep loss during the 1986-2005 baseline. Absolute impact estimates vary widely globally.
Conclusions: Nighttime warming attributable sleep loss is likely already a pervasive phenomenon, even among those with socioeconomic adaptive advantages. We conclude by outlining emerging evidence that suggests these absolute estimates may indeed be highly conservative.

04 - Division 4: Environmental Psychology

SYSTEMIC BARRIERS, CIVIC RESILIENCE, AND NEW SOLUTIONS: PSYCHOLOGY'S ROLE IN DRIVING COLLECTIVE ACTION ON SOCIETAL CHALLENGES

Wednesday 22 July 2026 from 11:00 to 12:30

(I-Spadolini)

Anandita Sabherwal (Princeton University and Boston College), Chair and Presenter
Danielle Goldwert (New York University ~ New York City ~ Un), Co-Chair

Addressing urgent global challenges requires co-ordinated efforts from individuals and key societal entities such as politicians, media, and scientists. These systemic actors can serve as barriers—creating gridlock, deepening divides, and undermining motivation—but they also hold great potential for unlocking large-scale solutions. This symposium examines the dual role of systemic factors as both obstacles and drivers of collective action on societal challenges.

Talk 1 investigates how barriers to bipartisan climate action are rooted in systemic dynamics across citizens, politicians, media, and activists. It highlights how entrenched identities, polarized narratives, and institutional incentives perpetuate inaction. Talk 2 illuminates that civil society is not powerless in the face of systemic opposition. Using large-scale conjoint and behavioral experiments, it shows that when scientific experts and social consensus align, they can spur widespread support for environmental, health, and technology initiatives—even amidst opposition from governments and corporations.

The next three talks then uncover how systemic factors can drive collective action. Talk 3 demonstrates the promise of emerging technological solutions, evaluating how generative AI, equipped with climate knowledge and personalized guidance, can correct public misperceptions about climate action and increase intentions to adopt high-impact behaviors. Talk 4 presents results from a megastudy testing 17 interventions to mobilize climate advocacy, showing that emphasizing efficacy and emotional benefits provides scalable pathways to engagement. Talk 5, also from the megastudy, finds that confidence in the government's ability to act effectively (i.e., governmental response efficacy) is especially powerful in motivating climate advocacy across partisan groups.

Together, these talks illuminate how systemic forces can both stall and accelerate social change. By envisioning systemic actors as influences, barriers, and solutions, this research pushes psychology beyond the individual, showing how the field can engage with complex systems to help address challenges that may be too large for individuals alone.

Abstract 3682

SOCIAL CLIMATE: PSYCHOLOGICAL BARRIERS TO CLIMATE POLICY

Sherman D.*[1], Van Boven L.[2]

[1]University of California, Santa Barbara ~ Santa Barbara ~ United States of America, [2]University of Colorado, Boulder ~ Boulder ~ United States of America

The IPCC states that the time is “now or never” to address global warming. But despite a history of bipartisan success on environmental issues within the US, where the two major political parties enacted laws to protect the planet, the American political system has largely failed. With this backdrop, I present research that has sought to understand psychological barriers to bipartisan climate policy. I examine four interconnected actors that both reflect and perpetuate the conflict: 1) the populace, that recognizes the existence and importance of the climate crisis, but who are influenced by identity and norms; 2) the politicians, who make policy within their own social psychological context; 3) the media, who advance narratives of extremity; and 4) the activists, who try to influence the other actors to act with the urgency that is required. Through analyses of quantitative data and interviews collected from these four actors, the talk will highlight the relevance of social psychological research to ongoing conflicts, while, at the same time, reflecting on its impact at affecting change commensurate with the urgency of the moment.

Abstract 3684

SIGNALS FROM SCIENTISTS AND THE PUBLIC MATTER MOST FOR MOTIVATING ACTION ON SOCIETAL CHALLENGES EVEN IF POLITICIANS AND PRIVATE STAKEHOLDERS OPPOSE

Sabherwal A.*[2], Sparkman G.[1]

[1]Boston College ~ Boston ~ United States of America, [2]Princeton University and Boston College ~ Princeton ~ India

Public response to social problems is guided by signals from many entities: the government, scientists, industry, and salient norms. But people do not encounter these signals in isolation. In daily life, they are simultaneously exposed to cues from multiple entities that may at times converge on a shared message and at other times provide diverging guidance or signal different levels of urgency. In such cases, which entities are most influential in mobilizing the public? And which entities remain influential even if other groups appear apathetic or stand in opposition? In two conjoint experiments spanning 21,000 decisions and one behavioral experiment (Ns = 1,500; 2,000; 1,600; quota-matched to national demographics in the U.S.), we show the relative and combined influence of government bodies, scientific experts, industry stakeholders, and public consensus in driving responses to 12 issues across environmental, health and technology domains. Across domains, support from scientists and social consensus was most influential in shaping decisions about which solutions are preferable, and influencing behavior like donations to a cause. These effects held even when the government and industry opposed the actions proposed. Together, scientists and the public can mobilize action on contemporary societal challenges, even amidst systemic inaction or opposition.

Abstract 3685

ADDRESSING CLIMATE ACTION MISPERCEPTIONS WITH GENERATIVE AI

Remshard M.*[1], Kyrychenko Y.[1], Savoia E.[2], Roozenbeek J.[1]

[1]University of Cambridge ~ Cambridge ~ United Kingdom, [2]Harvard University ~ Boston ~ United States of America

Mitigating climate change requires widespread behavior change. However, even climate-concerned individuals often hold misperceptions about which actions most effectively reduce carbon emissions. We recruited 1204 climate-concerned participants to examine whether discussing climate actions with a large language model (LLM) equipped with climate knowledge and tailored to provide personalized responses would promote more accurate impact perceptions and greater intentions to engage in high-impact behaviors, compared to using web search, a default LLM, or no intervention. The results show that participants in the personalized LLM condition produced more accurate impact assessments than those in the control and default LLM conditions, but did not differ from web search. However, the personalized LLM also increased intentions to perform high-impact behaviors relative to both the control and web search. The findings suggest that while LLMs might not outperform web searches in improving knowledge of climate action impacts, their ability to deliver personalized, actionable responses might more effectively motivate impactful pro-climate behavior change.

Abstract 3686

A MEGASTUDY OF BEHAVIORAL INTERVENTIONS TO CATALYZE PUBLIC, POLITICAL, AND FINANCIAL CLIMATE ADVOCACY

Vlasceanu M.*

Stanford University ~ Palo Alto ~ United States of America

Addressing climate change depends on large-scale system changes, which require public advocacy. Here, we identified and tested 17 expert-crowdsourced theory-informed behavioral interventions designed to promote public, political, and financial advocacy, in a large quota-matched sample of U.S. residents (N=31,324). The most consistently effective intervention emphasized both the collective efficacy and emotional benefits of climate action. This was also the top intervention among participants identifying as Democrats. Appealing to binding moral foundations, such as purity and sanctity, was also among the most effective interventions, showing positive effects even among participants identifying as Republicans. These findings provide critical insights to policymakers and practitioners aiming to galvanize the public behind collective action and advocacy on climate change with affordable and scalable interventions.

Abstract 3687

THE CENTRAL ROLE OF GOVERNMENTAL RESPONSE EFFICACY BELIEFS IN MOBILIZING COLLECTIVE ACTION

Goldwert D.*[1], Sabherwal A.[2], Vlasceanu M.[3]

[1]New York University ~ New York City ~ United States of America, [2]Princeton University and Boston College ~ Princeton ~ United States of America, [3]Stanford University ~ Palo Alto ~ United States of America

Tackling global challenges such as climate change requires not only the capacity to act but also the belief that action will be effective. Across two large, nationally representative U.S. samples (Study 1: N = 1,197; Study 2: N = 31,324), we show that response efficacy—the belief that actions will work—plays a central role in mobilizing climate engagement. Study 1 demonstrates that governmental response efficacy is the strongest predictor of climate action across behavioral domains, including public advocacy, political participation, financial contributions, and lifestyle change. While Republicans reported lower efficacy overall, their engagement was especially responsive to efficacy beliefs, highlighting a cross-partisan pathway to mobilization. Study 2 evaluates 17 candidate communication strategies and identifies a single, scalable mechanism: emphasizing the collective efficacy and emotional benefits of climate action. This approach consistently increased personal, collective, and governmental efficacy across ideological groups. Together, these findings reveal governmental response efficacy as a key psychological driver of climate action and provide a practical intervention for strengthening it. By clarifying the structure of efficacy beliefs and demonstrating how to enhance them, this research offers new insight into how societies can foster broad-based public engagement in addressing urgent environmental crises.

04 - Division 4: Environmental Psychology

Nature & Well-Being 1

Wednesday 22 July 2026 from 12:30 to 14:00

(I-Spadolini)

Division 4: Environmental Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1230

BETWEEN NATURE AND WELLBEING: THE IMPACT OF EMOTION REGULATION AND NATURE CONNECTEDNESS

Domaradzka E.*[1], Bajkowska K.[1], Rycielska L.[2], Modlinska K.[1]

[1]Institute of Psychology, Polish Academy of Sciences ~ Warsaw ~ Poland, [2]Educational Research Institute - National Research Institute ~ Warsaw ~ Poland

Introduction&Purpose: A growing body of research shows that contact with nature brings numerous benefits for human functioning, especially regarding psychological wellbeing. Contact with nature has been shown to lower stress levels, improve coping and regulation of emotions, and increase general wellbeing. However, the mechanisms of this relationship are still largely unknown. In order to address this gap, we propose a theoretical model including two mediators in the nature-wellbeing link: nature connectedness and emotion regulation.
Nature connectedness - an affective bond with the natural world - has been associated with higher life satisfaction and eudaimonic wellbeing. Emotion regulation, which relates to the ability to manage emotional states and expressions, is a well-established factor in reducing anxiety and depression. Within our positive psychology framework, wellbeing is conceptualized in a comprehensive manner, including anxiety, depression, stress, life satisfaction, sleep quality, psychological functioning, and physical health.
Method: In two large-scale studies involving Polish national representative samples (N=1038; N=2668), we tested mediation models where nature connectedness and emotion regulation strategies mediated the association between contact with nature and wellbeing. The participants filled out questionnaires assessing the amount of contact with nature, nature connectedness, emotion regulation strategies, and indicators of wellbeing.
Results: The results show how nature connectedness and emotion regulation strategies differentially affect the relationship between contact with nature and various aspects of wellbeing. Among others, the results indicate that the relationship between contact with nature and general wellbeing is mediated by nature connectedness, while adaptive emotion regulation strategies mediate the effects on symptoms of anxiety and depression.
Conclusions: This research enhances our understanding of the nature-wellbeing association by exploring the mechanisms involved in this complex relationship. In times of increasing urbanization and mental health crisis, research advancing our understanding of the human-nature interactions is crucial for the development of evidence-based interventions and informed urban planning.

Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 14: Life below water SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1173

LEVERAGING NATURAL BEAUTY TO PROMOTE PRO-ENVIRONMENTAL INTENTIONS: INSIGHTS FROM A FIELD STUDY

Belloni G.*, Gabbiadini A., Sacchi S.

Università degli Studi di Milano-Bicocca ~ Milano ~ Italy

Introduction
Environmental communication often employs catastrophic climate change scenarios to raise awareness. While effective in emphasizing urgency, these approaches can trigger avoidance and defensive reactions. Exploring alternative methods that foster pro-environmental behaviors without relying on fear is essential.
Purpose
This study aimed to examine whether experiencing the beauty of nature (specifically, a blue space), as well as exposure to polluted environments, can effectively promote pro-environmental behavioral (PEB) intentions. Additionally, it sought to identify the psychological mechanisms underlying these effects. Previous research suggests that restorativeness and emotions such as awe are linked to pro-environmental behavior, leading to the hypothesis that aesthetic experiences of nature may foster PEB intentions through pathways distinct from those triggered by negative or threatening environmental cues.
Methods
A field experiment was conducted at Camping Esperidi (in Tuscany), where participants were randomly assigned to one of two conditions: a polluted beach or an unspoiled beach. The experience was timed at sunset to enhance aesthetic perception. Participants were approached at the beach and instructed to focus on their surroundings. Measures included restorativeness, solastalgia, aesthetic emotions, and ecological emotions.
Results
Statistical analyses reveal that the psychological mechanisms underpinning pro-environmental intentions differed sharply between conditions: while restorativeness and aesthetic emotions were the key mediators on the unspoiled beach, solastalgia played the central mediating role in the polluted beach context. Interestingly, this processual divergence emerged even though the overall level of pro-environmental intentions did not differ significantly between conditions.
Conclusions
These findings suggest that environmental communication can effectively leverage both positive and negative emotional pathways. Importantly, emphasizing nature's beauty can be as potent as highlighting ecological degradation, but through different psychological mechanisms. The field setting strengthens the ecological validity of the results, providing valuable insights for applied psychology in environmental communication.

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 470

EXPLORING THE CORRELATES OF TRAIT MINDFULNESS IN INDIAN YOUNG ADULTS: A FOCUS ON NATURE AND GRATITUDE

Gupta S.*, Pradhan R.K.

IIT Kharagpur ~ Kharagpur ~ India

In today's fast-paced, technologically advanced world, the pursuit of material success often compromises physical and mental well-being, particularly among young adults facing academic and societal pressures. With the rising global demand for mental health services, there is an urgent need to explore proactive, scalable, and accessible approaches to mental health management. Trait mindfulness, known for its personal and professional benefits associated with wellbeing, can be cultivated not only through traditional meditation but also through practices such as nature connectedness and gratitude. This study builds on positive activity model to examine the relationship between nature connectedness, gratitude, and trait mindfulness. Data will be collected from a sample of Indian young adults aged 18 - 29 using convenience sampling and standardized self-report measures. Findings may support the development of simple, practical self-regulation strategies to enhance mental health at the individual level.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1518

LIVING BETWEEN NATURE AND CONCRETE: EMOTIONAL IMPACTS OF URBAN ENVIRONMENTS

Kaplan Mintz K.*[3], Katz D.[1], Ben--Zvi D.[2]

[1]ELTE Eötvös Loránd University ~ Budapest ~ Hungary, [2]University of Haifa ~ Haifa ~ Israel, [3]University of Kiryat Shmona in the Galillee

Introduction
The global urban population is rapidly increasing. While urban living provides cultural and economic benefits, it is also associated with elevated stress and mental health challenges. Stress in urban settings not only affects psychological well-being but also dysregulates immune, metabolic, and cardiovascular systems. Exposure to natural elements has consistently been shown to buffer these effects and enhance emotional well-being. Nevertheless, less scientific attention is drawn to urban-nature dynamics and how related singular components may influence short-term environmental exposures and enhance well-being.
Purpose
By adopting the Experience Sampling Method (ESM), we sought to capture how everyday exposure to natural and urban features influences individuals' momentary emotions.
Method
Thirty participants provided a total of 392 reports through smartphone-based ESM over one week period. Data were collected in a metropolitan area. Participants completed multiple daily questionnaires assessing their immediate physical surroundings alongside their emotional states. Environmental variables included exposure to natural and urban components, while emotional well-being was captured through measures of positive affect, negative affect, and stress. Multi-level regression analyses were conducted to examine within- and between-person effects.
Results
Findings indicate that exposure to natural components such as vegetation and blue view was significantly associated with increased positive affect and reduced stress. In contrast, exposure to urban components such as traffic and noise predicted lower emotional well-being. These associations were consistent across participants and robust to contextual variations.
Conclusions
The study highlights the distinct contributions of natural and urban elements to the psychological impact of city living. The results support calls for urban planning that prioritizes the integration of natural elements into cityscapes to enhance mental well-being. More broadly, this work demonstrates the utility of ESM in capturing fine-grained, real-time interactions between environments and emotions.

Division 4: Environmental Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 730

COMMUNITY COHESION AS A MEDIATOR OF NATURE VISITS AND SUBJECTIVE WELL-BEING

Heske A.*[1], White M.[1], Pahl S.[1], Elliott L.[2], Taylor J.[3], Astell--Burt T.[4]

[1]University of Vienna ~ Vienna ~ Austria, [2]University of Exeter ~ Exeter ~ United Kingdom, [3]University of the Sunshine Coast ~ Sippy Downs, Queensland ~ Australia, [4]University of Sydney ~ Sydney, New South Wales ~ Australia

Introduction: Research indicates that rapid urbanisation contributes to a loss of connection with both the natural world and other people, both of which can undermine human well-being. By contrast, making an effort to maintain contact with nature, e.g. through voluntary nature visits, promotes well-being, at least in part due to greater perceptions of local community cohesion (e.g. due to seeing others engaging in similar/collective activities in neighbourhood parks). However, several questions remain, including the generalisability of these findings to different contexts and the role of existing social contacts in these processes.

Purpose & Methods: Using cross-sectional data from 704 Australians in the BlueHealth International Survey, the current study aimed to build on existing research by exploring the effect of visits to local green spaces on subjective well-being, via the mediating mechanism of perceived community cohesion, while also considering the potential moderating role of regular social contact (i.e., whether these mechanisms might be more important for those with less frequent contact with close others).

Results: Structural equation modelling found, as predicted, that: a) frequency of visits to local green spaces positively predicted subjective well-being; and b) this was partially mediated by perceived community cohesion. It did not, however, find support for the hypothesis that this may be moderated by general social contacts.

Conclusions: Findings reiterate the role of community cohesion in mediating the relationship between contact with local green spaces and subjective well-being but suggest further research is needed to explore potential moderators of these associations.

Division 4: Environmental Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1140

NATURAL SOUNDSCAPES AS A PATHWAY TO RESTORATION: COGNITIVE, AFFECTIVE, AND PHYSIOLOGICAL OUTCOMES

Withers S.*[1], Wynne R.[1], Pammer K.[2]

[1]The University of Newcastle ~ Newcastle ~ Australia, [2]The University of Melbourne ~ Melbourne ~ Australia

The restorative effects of natural environments on health and well-being are well-established, yet applied psychology must continue to explore innovative and accessible pathways to restoration in increasingly urbanised societies. One promising direction lies in the use of natural soundscapes, which may provide low-cost, scalable interventions for enhancing well-being in settings where immersive contact with nature is limited.

This study examined the impact of auditory environments on cognitive performance, affect and physiological responses. Participants (n = 80) completed a 40-minute cognitive task battery while passively listening to one of three conditions, natural soundscapes, urban soundscapes or silence. Following this, participants underwent a 10-minute restoration period where they listened to natural soundscapes, before repeating a cognitive task. Measures included performance on sustained attention tasks, self-reported mood and arousal, as well as physiological indices of restoration (electrodermal activity and heart rate).

Preliminary analyses revealed limited effects of soundscape condition on sustained attention. However, affective and physiological outcomes indicate participants in the natural soundscape condition reported greater increases in happiness and calmness post-task and show reduced electrodermal activity relative to the urban and silence conditions.

These findings suggest that while soundscapes may not directly enhance cognitive performance in the short term, they play a meaningful role in buffering against negative mood shifts and promoting emotional and physiological restoration. This highlights the need for further investigation into the emerging field of soundscapes and their potential to promote well-being and sustainability in urban contexts, where access to restorative natural environments is often unequal.

04 - Division 4: Environmental Psychology

Sabine Pahl, University of Vienna, Austria

Wednesday 22 July 2026 from 13:00 to 13:30

(F-Spadolini)

Abstract 4615

Presidential Address

Pahl S.*

04 - Division 4: Environmental Psychology

Lindsay McCunn, Vancouver Island University

Wednesday 22 July 2026 from 13:30 to 14:00

(F-Spadolini)

Abstract 4634

Environmental Psychology “at the Table”: Pathways to Collaboration and Innovation

Mccunn L.*

04 - Division 4: Environmental Psychology

REAL-WORLD EXPERIMENTS IN ENVIRONMENTAL PSYCHOLOGY: APPROACHES, INSIGHTS, AND CHALLENGES

Wednesday 22 July 2026 from 14:00 to 15:30

(U-Monumentale)

Celina Kacperski (Seeburg Castle University ~ Salzburg ~ A), Co-Chair
Mona Bielig (Seeburg Castle University ~ Salzburg ~ A), Chair and Presenter
Kutzner Florian (Seeburg Castle University ~ Salzburg ~ A), Discussant

Real-world experiments in environmental psychology have become a cornerstone of climate behavior research. They take many forms: field trials introduce interventions in real-world contexts and track actual behaviors (e.g., energy consumption), while other studies leverage and experimentally manipulate real-world circumstances and examine psychological outcomes such as attitudes, perceptions, or acceptance. Across designs, such experiments share the goal of moving beyond lab settings to study how people act within authentic settings, enhancing ecological validity and causal inference. Yet all these approaches face substantial challenges arising from the applied, interdisciplinary, and often unpredictable nature of research in real world contexts.

Our symposium offers a meta-perspective on how such work can enrich psychology, while also addressing the trade-offs and constraints involved. This is relevant for ICAP: a strong real-world focus and application-centered orientation carry important methodological implications. Accordingly, we highlight considerations for design, measurement, partnerships, ethics, and scalability in applied settings.

Mona Bielig will present the Total Experimental Field Trial Error framework, drawing on experience from 12 experimental field trials conducted in energy-transition-focused projects. This lays groundwork for methodological reflections. Jordana Composto will present field experiments with companies in event-management settings in Canada, with a focus on challenges of interdisciplinary grant writing involving non-academic partners. Emily Bringmann will demonstrate a longitudinal study of a collaboration with an initiative that founded hundreds of energy communities in Austria in the last two years, using exposure as an independent variable. She discusses challenges in impact assessment. Josianne Kollmann will report results from an experimental study on optimized configurations for wastewater use in India, highlighting challenges of intercultural fieldwork. Finally, Celina Kacperski will present a study about aligning electric-vehicle charging with renewables via smartboard integration, with a real-world quasi-experimental pre–post design in Belgium, focusing on the methodological challenges of measuring behavior and identifying a suitable control group.

Abstract 3540

REDUCING ERRORS IN BEHAVIORAL SUSTAINABILITY DATA: A TOTAL ERROR FRAMEWORK FOR EXPERIMENTAL FIELD TRIALS

Bielig M.*, Kacperski C., Kutzner F.

Seeburg Castle University ~ Salzburg ~ Austria

Experimental field trials are a powerful means to advance behavioral research. This is especially urgent in the sustainability context, where causal conclusions are needed about the effects of real-world interventions on individual and collective responses such as energy or water consumption. Behavioral measurements can complement traditional survey-based approaches - however, unique challenges and sources of scientific error are posed by both collection procedures and the multidimensional nature of the data.

Drawing on insights from >10 experimental field trials conducted across three Horizon 2020 projects, we adapt the original Total Survey Error (TSE) framework developed for survey methodology to provide a comprehensive approach to systematically identify, categorize, and mitigate sources of error in (quasi-)experimental field trials. We illustrate how researchers can proactively design studies that balance internal and external validity while maintaining practical feasibility, examining each stage of the research process—from design and data collection to processing and interpretation. Our framework highlights key sources of scientific error in four main areas: measurement, sampling, experimental implementation, and data engagement. We underscore the importance of providing a standardized terminology, and suggest tailored strategies to address the defined errors based on experience from our previously conducted field trials. This roadmap for conducting high-quality experimental field trials will allow for more robust and actionable behavioral insights.

Abstract 3541

SMARTBOARDS FOR SMARTER CHARGING: FIELD EVIDENCE FROM ALIGNING EV USE WITH RENEWABLE ENERGY PEAKS

Kacperski C.*, Bielig M., Kutzner F.

Seeburg Castle University ~ Salzburg ~ Austria

This field trial tested whether a simple, non-financial intervention could influence real-world charging behavior of electric vehicle users. In collaboration with a housing cooperative in Ghent, Belgium, we installed a “smartboard” displaying real-time signals about renewable energy availability. Charging activity in this garage was compared to a control site without the intervention, using a pre-/during-trial baseline and a linear regression model with a triple interaction (intervention × trial period × lamp signal), equivalent to a difference-in-differences-in-differences design.

Across the trial period (Aug 2023–Apr 2024), we observed 9,854 charging operations (88 MWh) from 563 badges, in addition to 5,353 operations (44 MWh) from 382 badges in the pre-trial year. The analysis shows that, relative to both its own pre-trial baseline and the control garage, the smartboard garage shifted charging significantly toward renewable-abundant hours and away from carbon-intensive times. Emission calculations indicate that this behavioral change reduced charging-related emissions, a 16–22% decrease compared to counterfactual patterns.

Beyond results, the trial offers practical lessons: the importance of close collaboration with local partners, the need to ensure signal salience, and the trade-offs between research design and day-to-day system operation. We find that visible, real-time informational cues when salient and convenient can complement financial demand-response measures and support sustainable mobility transitions.

Abstract 3542

UNDERSTANDING USER PERCEPTIONS OF WASTEWATER TREATMENT AND REUSE: AN EXPERIMENTAL STUDY IN BENGALURU

Kollmann J.*[1], Contzen N.[2]

[1]Eawag: Swiss Federal Institute of Aquatic Science and Technology ~ Dübendorf ~ Switzerland, [2]University of Groningen ~ Groningen ~ Netherlands

In Bengaluru, as in many places worldwide, rapid urban population growth and climate-change induced water scarcity raise the need for ensuring access to safe water sources and for increasing the capacity to treat wastewater. One solution for both challenges is to treat wastewater close to its source of generation with so-called 'on-site wastewater treatment systems' and to directly reuse it. To increase the use of such systems, the local government of Bengaluru has issued a policy mandating their adoption for part of the population. However, many of the subsequently installed systems are not maintained well, indicating a lack of user acceptance. As user acceptance is crucial for a successful implementation of technologies, investigated how different socio-technical configurations of on-site wastewater treatment and reuse are perceived and accepted by (potential) users, and for which configuration acceptance is highest. In a first step, we conducted stakeholder interviews and workshops to better understand the local context, including the technological systems, the policy environment, the business options, and user perceptions. These insights led to the design of an online experiment conducted with residents of Bengaluru (N = 707), in which a set of different configurations was presented to participants. These configurations varied in terms of: the quality of the water treatment, the financial investments and gains, the reuse purposes, the amount of freshwater saved through reuse (environmental benefit), and the increased water security for users (reduced dependence on unreliable water deliveries by tankers). The analyses revealed that better water treatment quality was related to lower perceived disgust and health risk, but not to higher acceptance, potentially due to the higher financial costs. Moreover, participants were generally open also to close-contact reuse, but only if safety was ensured. I will complete the presentation by showcasing challenges and lessons learned of interdisciplinary and intercultural field work.

Abstract 3543

THE SOCIAL IMPACT OF ENERGY COMMUNITIES IN CONTEXT: LESSONS FROM A LONGITUDINAL STUDY IN UPPER AUSTRIA

Bringmann E.*, Kacperski C., Bielig M., Kutzner F.

Seeburg Castle University ~ Seeburg ~ Austria

This study presents accompanying research on the social and behavioural impacts of residents' exposure to newly established energy communities (ECs). Over the past two years, we collaborated with an organization supporting the local founding of ECs in three regions in Upper Austria. To capture the impact of the initiative, inhabitants of these regions participated in a three-wave panel survey (N = 360). The focus was on exposure to ECs, measured through regional presence (binary and membership numbers) as logged by the local organization, self-reported personal contacts, or self-reported direct membership. We measured how exposure shapes both psychological and behavioural outcomes: target variables included collective efficacy and support for climate policies, as well as self-reported energy-saving behaviour and community engagement. Multilevel models with repeated measurements nested within individuals are used to trace changes over time. We discuss the challenges of conducting applied, longitudinal research in partnership with community organizations, comparability between intervention and control regions, and limitations such as uneven exposure across regions, and the constraints of working with ongoing implementation processes.

Abstract 3544

PARTNERSHIP-DRIVEN FIELD INTERVENTIONS

Composto J.*, White K., Appelt K., Zhao J.

Sauder School of Business, University of British Columbia ~ Vancouver ~ Canada

Field experiments require alignment and coordination between researchers, organizations, and communities to address real-world challenges effectively. Insufficient stakeholder engagement and contextual understanding is a common challenge to researchers developing field interventions. The integration of partnership frameworks with behavioral science methodology represents a critical advancement in applied psychology research. I will discuss how strategic partnerships enhance the identification, design, implementation, and scalability of behavioral field interventions. The primary objective is to demonstrate key lessons learned from field studies focusing on sustainable consumer behavior. While one illustrative field experiment will be presented, insights derive from multiple partnership-driven studies.

A randomized controlled field experiment is being conducted at Vancouver's largest sports arena, examining behavioral interventions to support reusable cup adoption aligned with the venue's zero waste objectives. The target behavior is individual cup-returning behavior. Three conditions are being tested: a control condition, a lottery incentive offering cash prizes, and a lottery incentive offering participants choice between cash prizes or equivalent charitable donations.

Data collection will occur during September and October 2025 across multiple events. Data analysis will be completed prior to the conference. The study evaluates return rates across experimental conditions, economic viability metrics, and cash versus donation preferences. Results will provide recommendations for reusable cup programs and insights into which incentive types promote sustainable behavior. Partnership challenges and successes will be discussed.

The partnership approach identified a critical intervention point: the venue would discontinue the program if return rates fell below the required threshold. While the behavioral intervention targets individual cup-returning behavior, achieving the collective threshold enables system-level change, program continuation and potential expansion to stadiums nationwide. Strategic partnerships fundamentally enhance the effectiveness and scalability of behavioral field interventions, enabling researchers to design interventions where individual behavior change directly supports broader organizational and environmental goals.

04 - Division 4: Environmental Psychology

BOTANICAL GARDENS: VITAL SETTINGS FOR ENVIRONMENT-BEHAVIOR RESEARCH IN A TIME OF POLYCRISIS

Wednesday 22 July 2026 from 14:00 to 15:30

(F-Spadolini)

Terry Hartig (Institute for Housing and Urban Researc), Chair and Presenter
Giuseppe Carrus, Discussant

We live in troubled times, with severe problems of pollution, climate change, and biodiversity loss compounded by geopolitical tensions. In this dismal context, botanical gardens offer solace in the present and hope for the future. As peaceful places, they afford enjoyment of nature's beauty, support psychological restoration, and open for learning about biodiversity and threats to the environment. As purposeful places, they serve the conservation of plant resources and support ecological restoration efforts in distant habitats, thereby demonstrating trust in possibilities for a better future. Botanical gardens thus offer distinctive possibilities for research at the intersection of nature experience, environmental education, ecological behavior and biological conservation. This symposium aims to raise the visibility of such possibilities; it will show how applied psychology can serve the conservation and public outreach missions of botanical gardens. The chair, Terry Hartig, will introduce the symposium and present a conceptual model that relates experiences available in a botanical garden to intermediate and distal outcomes such as psychological restoration, place attachment, ecological behavior, and mental health. The following four presenters will describe empirical research involving botanical gardens. All of these presentations refer to components of the conceptual model presented in the symposium introduction. First, Freddie Lymeus will describe the use of the botanical gardens at Uppsala University as a setting for research on several topics, some in the behavioral medicine tradition of Linnaeus. Second, Niels van Doesum, will describe studies of the psychologically restorative influence of physical design features in the Hortus botanicus at Leiden University,withafocusongreenhousefeatures.Third,AshbySachsandBethanyHarrieswilldescribethecooperationbetweentheRoyalHorticulturalSociety'sWisleyGardenandtheUniversityofSurreyinresearchontheinfluenceofspecificplantandgardendesignfeaturesonemotionalresponsesandrestorativeexperiencesofvisitors.Thefourthpresenter,XinxinWang,willdescribestudiesofnaturebasedtherapeuticinterventionsforstressandanxietyconductedatNanjingAgriculturalUniversity,withaviewtoimplementationinbotanicalgardens.Finally,GiuseppeCarrusfromRomaTreUniversitywilldiscussthepresentationsdrawinguponhisexperiencewithpsychologicalresearchinanItalianbotanicalgarden.

Abstract 4160

EXPLOITING OPPORTUNITIES FOR BEHAVIORAL RESEARCH IN BOTANIC GARDENS: EXAMPLES FROM THE UPPSALA LINNAEAN GARDENS

Lymeus F.*

Institute for Housing and Urban Research, Uppsala University ~ Uppsala ~ Sweden

Botanic gardens shelter life and hope in this time of mass extinction. They support biopsychosocial aspects of resilience by providing urban populations with needed opportunities for stress relief, psychological restoration, and social contact; and contribute to socioecological resilience through learning, motivating and connecting processes. As cities grow and visitation patterns shift, however, many botanic gardens themselves face adaptation pressures. The behavioral sciences offer theory and methods by which botanic gardens and their host communities may better understand who visits, why, what they experience, and how their visits affect them. This presentation describes how a behavioral research program was established in the Linnaean Gardens of Uppsala (Sweden) and gives several examples of completed and ongoing studies. It aims to inspire development of more impactful research about how botanic gardens can harness their role as modern, urban resilience hubs, and to give an impetus for exchange between researchers and gardens that seek to implement such programs. The Linnaean Collaboration has so far generated over 40 advanced-level student theses, many of them contributing to one of six overarching themes and associated research designs. The themes include coherent lines of study that use the gardens as a field laboratory for examining broadly relevant aspects of human-nature relations; that build on particular amenities in the garden to promote learning and therapeutic processes; and that map naturalistic patterns of visitor behavior and experience in relation to specific environmental features. Collating data within themes, we have collaborated with the involved students in publishing seven peer-reviewed articles, given numerous conference presentations, and secured major grant funding for extended research efforts.These examples and the simple yet effective and sustainable operations of the Linnaean Collaboration can guide similar endeavors elsewhere and spark global collaboration for behavioral research in botanic gardens.

Abstract 4161

GARDEN OR GREENHOUSE? PSYCHOLOGICAL RESTORATION IN THE HORTUS BOTANICUS

Van Doesum N.J.*, Staats H.

Social, Economic and Organisational Psychology, Leiden University ~ LEIDEN ~ Netherlands

Can a visit to a botanical garden not only be interesting and educational, but also psychologically restorative? Intuitively as well as based on a handful of studies conducted in this area, one would expect the answer to be confirmative. At the very least, a botanical garden should be the kind of green space that can help dealing with the stress that often comes with urban life. However, botanical gardens are more than just beautiful green parks: They serve many different functions in terms of collecting and preserving plant life, resulting in several different and highly specialized environments. For example, the Hortus botanicus in Leiden – the oldest botanical garden in the Netherlands – contains a series of greenhouses that harbor unique collections requiring specific climate-controlled environments. Compared to walking through the gardens, entering the controlled mini climate of a clearly delimited greenhouse may give people an even stronger feeling of stepping away from daily life while enjoying the specific environment. In collaboration with the Hortus botanicus in Leiden, we are conducting a series of field and laboratory studies to explore the general restorative potential of a botanical garden while specifically focusing on strictly delineated key design elements like the greenhouses on the terrain. In this presentation we will discuss the project background and the general study design, and will present some preliminary results.

Abstract 4163

OUTCOMES AND MECHANISMS OF NATURE-BASED INTERVENTIONS FOR STRESS AND ANXIETY WITH ALTERNATIVE SETTING-ACTIVITY COMBINATIONS

Wang X.*[1], Lymeus F.[2], Yu W.[1], Hartig T.[2]

[1]Department of Landscape Architecture, Nanjing Agricultural University ~ Nanjing ~ China, [2]Institute for Housing and Urban Research, Uppsala University ~ Uppsala ~ Sweden

Restorative experiences derived from nature-based interventions can help address resource inadequacies that lead to stress and anxiety. Understanding how setting–activity combinations generate restorative experiences that produce immediate relief and long-term outcomes allows us to optimize interventions for individuals seeking anxiety relief.

This presentation covers studies that assessed the effects of therapeutic recreation and therapeutic horticulture interventions on Chinese university students who frequently experience anxiety symptoms. The studies aimed to explore how nature-based interventions in small groups can provide restorative experiences in the therapeutic process and to examine potential mediating factors.

In two randomized trials (N1 = 40; N2 = 205), we compared outcomes of three different nature-based interventions for stress and anxiety, including one characteristic of therapeutic recreation (forest activities) and two characteristic of therapeutic horticulture interventions (activities with plant materials, either indoors or outdoors). In contrast to the first trial, the second trial included a self-selected activity control group. The study design and measures enabled analyses of changes in acute stress and state anxiety from before to after each of five sessions held across the weeks of intervention (with restorative quality as mediator), changes in generalized anxiety across the sessions (with acute de-stressed feelings as mediator), and changes in social anxiety across the sessions (with group cohesion as mediator).
Both trials showed significant reductions in acute stress and state anxiety, particularly for the outdoor setting–activity combinations. In the second trial, intervention groups exhibited greater reductions in state, general, and social anxiety than the self-selected activity group, with restorative quality, acute de stressed feelings, and group cohesion mediating these effects. We discuss how these studies can guide both the development and evaluation of nature based interventions in botanical gardens.

04 - Division 4: Environmental Psychology

Nature & Well-Being 2

Wednesday 22 July 2026 from 14:00 to 14:45

(I-Spadolini)

Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 259

BECOMING AN INTERIOR DECORATOR: THE ACQUISITION AND APPLICATION OF MINDFULNESS IN ECOLOGY AND MENTAL HEALTH.

Bassman S.*

Bassman Mental Health Services ~ Cincinnati, Ohio ~ United States of America

Counseling that focuses on the synthesis of ecology and mental health provides an opportunity for the participant to recognize and integrate personal and environmental factors through interaction and daily meaningful applications. One such application is the interaction of the ecological concept of recycling with the internal process of mindfulness. Ecological Recycling has been a priority in terms of understanding impermanence and the consequences of our choices for the present and future. While internal mindfulness has been an integral facet of acquiring introspective acceptance and cultivating mental health, in this workshop, Dr. Bassman will address and facilitate a didactic and experiential presentation that has been designed to address how the interplay of mindfulness and recycling can become a resource for enhanced awareness within the evolving ecological relationship. Accordingly, he will explore the complexity of thoughts, feelings and behaviors when one is attached to "unhealthy processes" as well as how to cultivate healthy and mindful recycling within one's inner and outer world.

Program Description and Objectives:

The purpose of the workshop is to provide the participants with an opportunity to learn how to deepen their self understanding by considering mindfulness and recycling as a component of an evolving mutually enhancing framework to promote health and wellness. Through lectures, demonstrations and experiential activities, the participants will be able to practice empathy, acceptance and detachment as an aspect of growth.

Division 4: Environmental Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 15: Life on land

Abstract 4596

THE INFLUENCE OF IMMERSIVE URBAN GREEN SPACES ON STRESS RECOVERY AND RISK-TAKING

Dorri S.[1], Kosonogov V.[1], Kerimova N.[1], Meidenbauer K.L.[2], Kliucharev V.*[1]

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Introduction & Purpose

As urban expansion continues, restricted access to natural environments has become a significant driver of stress among city populations. Immersive 360° panoramic videos offer a scalable and innovative medium for simulating natural settings, providing a potential tool for stress mitigation within controlled environments. This study investigated whether brief exposure to different virtual urban landscapes facilitates stress recovery and impacts subsequent risk-taking behavior.

Method

Using a within-subjects design, sixty-six participants underwent stress induction via the threat-of-shock paradigm (ToS). During each ToS block, a red square (stimulus duration = 8 s) appeared on the screen (23-inch LG monitor) six times, with interstimulus intervals ranging from 8 to 20 s. An electrical shock followed the stimulus in 50% of the trials. Participants then viewed 360° monoscopic videos featuring an urban park, a high-traffic highway, or a minimal-stimulation control condition. During the VR exposure, we recorded physiological markers, including heart rate and skin conductance responses. Additionally, self-reported stress levels were collected, and risk-taking was assessed using the Balloon Analogue Risk Task (BART).

Results

The results demonstrated that self-reported stress was significantly lower following the urban park exposure compared to both the highway and control conditions. Physiologically, heart rate and skin conductance responses were significantly reduced during the park condition relative to the highway. However, the virtual environments exerted no significant effect on heart rate variability or risk-taking behavior.

Conclusions

These findings suggest that while brief immersion in virtual green spaces effectively supports physiological and psychological recovery following acute stress, these benefits may not extend to shifting decision-making under risk. The effects were more robust for subjective stress than for physiological measures, highlighting potential differences in sensitivity across outcome domains.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 15: Life on land SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2055

AN INDIRECT PATHWAY VIA BIOSPHERIC VALUES BETWEEN NATURE RELATEDNESS AND PRO-ENVIRONMENTAL BEHAVIORS

Akbas Uslu G.[1], Korkmaz L.[2], Simsek Y.*[2], Gökkaya B.[3]

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Introduction

In the literature, significant relationships between nature relatedness and pro-environmental behaviors have been reported. Some studies have also demonstrated the mediating role of biospheric values in the relationship between connectedness to nature and pro-environmental behavior. This study aims to contribute to the literature by focusing specifically on nature relatedness and examining six distinct categories of pro-environmental behaviors. Furthermore, this study is unique in examining this relationship with a Turkish community sample.

Purpose

The present study examines the indirect pathway via biospheric values in the relationship between nature relatedness and pro-environmental behavior across six categories: collective action, consumer behavior, energy conservation, water consumption, household appliance use, and transportation.

Method

The study comprised 375 Turkish individuals aged 18 and over who financially contributed to their household. They were recruited via convenience sampling. Participants completed a demographic form, the Nature Relatedness Scale, biospheric values items from the Values Orientation Scale, and the Pro-Environmental Behavior Scale. We conducted six separate mediation analyses using PROCESS MACRO Model 4 with 5,000 bootstrap samples.

Results

Controlling for age, gender, and education, the mediating role of biospheric values was significant for consumer behavior (b = 0.13, 95% CI [0.05, 0.23]), energy conservation (b = 0.13, 95% CI [0.03, 0.25]), water consumption (b = 0.20, 95% CI [0.08, 0.33]), household appliance use (b = 0.18, 95% CI [0.07, 0.30]), and transportation (b = 0.15, 95% CI [0.03, 0.28]); the indirect effect for collective action was not significant (b = 0.05, 95% CI [−0.04, 0.14]). Direct effects were significant across all six domains; partial mediation emerged in five.

Conclusions

Nature relatedness promotes pro-environmental behaviors both directly and through biospheric values across distinct categories, whereas collective action may depend more on sociopolitical factors and structural opportunities. Accordingly, interventions that enhance nature relatedness may be a promising way to increase pro-environmental behaviors.

04 - Division 4: Environmental Psychology

Collective Action & Education 1

Wednesday 22 July 2026 from 14:00 to 14:45

(N-Lorenese)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 17: Partnership for the goals SDG 13: Climate Action

Abstract 1530

EGOISTIC VALUE ON CIVIL ACTIONS FOR SUSTAINABILITY TRANSITIONS

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University of Tsukuba ~ Tsukuba city, Ibaraki prefecture ~ Japan

Introduction: Addressing climate change requires structural policy changes that realize sustainable societies. To promote such transitions, pro-environmental behaviors (PEB) in the public sphere, such as political actions, play a crucial role. Value orientations are considered fundamental determinants of PEB, whereas egoistic value has often been regarded as a barrier to PEB, especially in the private sphere. However, its role in the public-sphere PEB has not been sufficiently examined under the current climate crisis. This study examined how egoistic value affect PEB across both the private and public spheres.

Methods: A questionnaire survey was conducted in February 2025 with 1,200 Japanese adults, collecting their responses on value orientations and intentions of 16 types of PEB in the public and private spheres. Factor analysis identified three PEB domains in each sphere. Regression models were estimated for each PEB domain, with egoistic value as a mean-centered predictor. Quadratic egoistic value terms were included to examine their linear and U-shaped patterns.

Result: PEBs in the public sphere (e.g., voting, petition signing) showed significant positive linear and quadratic associations, suggesting that individuals with higher egoistic value tended to engage in these actions. In contrast, PEBs in the private sphere exhibited different patterns: a U-shape for sustainable consumption with the lowest intentions at moderate egoistic value levels, a negative linear relation for resource conservation, and communication similar to PEBs in the public sphere.

Discussion: These findings suggest that the role of egoistic value depends on the behavioral context, specifically whether it is in the private or public sphere. Stronger egoistic value could promote collective engagement, accelerating sustainable transitions. This may reflect the growing self-relevance of the climate crisis, as evidenced by recent extreme weather events. This study highlights the need to reconsider how egoistic value shapes PEBs across behavioral contexts.

Division 4: Environmental Psychology Division 9: Economic Psychology SDG 2: Zero Hunger SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1090

SALIENCE OF GROUP IDENTITY PROMOTES COOPERATION AROUND SHARED NATURAL RESOURCES: EXPERIMENTAL EVIDENCE FROM AGRO-PASTORALIST COMMUNITIES IN TANZANIA

Rabinovich A.*[1], Drury J.[1], Borgerhoff Mulder M.[2], Leal A.[1], Mtei K.[3]

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Cooperative management of shared natural resources is one of the most urgent challenges the world is facing today. Addressing this challenge requires understanding of group process involved in willingness to cooperate across cultural contexts. We explore this issue in the context of shared land management among agro-pastoralists in Northern Tanzania. In an experimental study (N = 209) we tested whether salience of community (rather than household) identity and shared threat from land degradation is related to stronger willingness to protect communal land. The study used a mixed design with salience of community vs household identity as a between-subject IV (with random assignment), and outcome measures completed before and after the experimental manipulation (within-subject IV). Dependent variables included community efficacy and perceived support, intentions to protect communal (and household) land, and perceived community norms related to communal land protection. Participants were also asked to divide a fixed number of seeds between their household and village communal land. The results demonstrated that there was a significant interaction between the experimental condition and time (pre vs post) on community identification, perceived community support and efficacy, trust, and intentions to protect communal land – post manipulation (but not pre-manipulation) participants in the community condition reported higher scores on these outcomes than those in the household condition. In addition, participants in the community condition donated more seeds for planting on the communal land compared to those in the household condition. The results offer a critical field-based validation of the social identity approach to supporting cooperation around shared resources and suggest practical implications for promoting sustainable resource management.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 15: Life on land SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 795

DOES ENGAGING FOR BIODIVERSITY ENCOURAGE CLIMATE PROTECTION? A CITIZEN SCIENCE INTERVENTION IN PRIVATE GARDENS

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Biodiversity loss and climate change are interlinked and mutually reinforcing. However, many people perceive both crises as abstract and psychologically distant threats. Citizens may struggle with translating these global crises into imminent concerns they can act on in their local livelihood. The present study engages private homeowners to reflect on the interrelation between biodiversity loss and climate change and the role they personally play in a familiar environment – their own garden. Private gardens may bridge species habitats and can help people to build a connection to the natural world; at the same time, the single-family home lifestyle generally implies a large carbon footprint. More than 300 Austrian households have signed up to implement biodiversity-promoting elements and techniques in their garden. As citizen scientists, they monitor changes in selected indicator species and report them via a nature observation app. As intervention participants, they complete the first wave of a longitudinal survey to determine whether the experiences, competences and knowledge acquired by engaging with the own garden are transferred to biodiversity- and climate-friendly consumption. Preliminary results show a self-selective sample of households who already plant native species and apply natural fertilisers and weed control. Many participate in other nature conservation or citizen science formats and have extensive biodiversity knowledge. Biodiversity-friendly consumption is weakly associated with a vegetarian, local, seasonal and organic diet and frugal clothing consumption, but mostly unrelated to other climate-relevant everyday behaviours. Self- and collective efficacy beliefs for protecting biodiversity and the climate are highly intercorrelated, however the correlation with collective efficacy for climate protection is weaker. At the conference, further results after the first growing season are presented. We provide recommendations how to better align activities for biodiversity preservation and climate action.

04 - Division 4: Environmental Psychology

Nature & Well-Being 3

Wednesday 22 July 2026 from 14:45 to 15:45

(I-Spadolini)

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1900

NATURE AS A BUFFER FOR RISK - EXPLORING NATURE-BASED MODERATORS OF SOCIOECONOMIC RISK IN OVER 15,000 CHILDREN

Egger J.*, Haas N., Hampejs V., White M.

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Children from socioeconomically disadvantaged backgrounds face heightened risks of mental illness, emotional dysregulation, and educational challenges (Walsh et al., 2019; Yoshikawa et al., 2012). For adults, evidence suggests that nature contact—through time spent in green spaces, nature connectedness, and perceived quality—can act as a resilience factor, supporting mental health, emotional development, and social inclusion (White et al., 2023; Garrett et al., 2023; Fian et al., 2024). Wells (2021) proposed that nature may similarly buffer the effects of socioeconomic adversity on children's well-being, but the exact mechanisms remain underexplored.

Using data from over 15,000 children and adolescents in the UK's Children's People and Nature Survey (C-PaNS), this study investigates how aspects of nature contact moderate the relationship between socioeconomic status (SES) and well-being in children. Specifically, we examine whether children who have more contact with nature are better protected from the negative effects of low SES and identify key moderators, such as nature connectedness, time spent in nature, indirect nature contact, and a perceived sense of welcome in natural spaces. Unlike most studies that treat SES as a control variable, we focus on its interaction with nature contact to uncover potential buffering and resilience promoting effects.

The study is conducted in two phases: Phase 1 involves exploratory analyses to identify moderators of the SES–well-being relationship using half the dataset (n=7,665), while Phase 2 tests these moderators in confirmatory analyses with the other half (n=7,607). Preliminary findings suggest that nature connectedness, as measured by the Inclusion of Nature in Self scale, significantly mitigates the effects of low SES on well-being.

The C-PaNS design uniquely includes children's self-reports during both school and holiday periods, capturing the realities of their daily lives. By identifying nature-based factors that promote resilience, this study aims to inform equitable, nature-integrated policies to support mental health and well-being in socioeconomically disadvantaged children.

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 4557

SCHOOL GREENSPACE CAN MITIGATE ADOLESCENT ANXIETY: A LARGE-SCALE GEOSPATIAL ANALYSIS ACROSS 98 SECONDARY SCHOOLS

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Introduction:
As adolescent anxiety reaches unprecedented levels, can the strategic integration of nature into urban schoolyards offer a scalable intervention? While it is well-established that urban stressors like noise and pollution degrade student well-being, the specific restorative capacity of school-adjacent "green" and "blue" spaces remains poorly quantified across diverse urban contexts.
Purpose:
This study examines the interplay between environmental assets (vegetation and water proximity), urban pressures (roads, industrial surroundings), and academic demands (curriculum intensity and school hours) to identify their combined impact on the state anxiety of secondary school students.
Method:
We conducted a large-scale analysis of 3,631 students (aged 13–18) from 98 provincial schools in Eastern Europe. State anxiety was measured using the State-Trait Anxiety Inventory (STAI). Using multilevel linear regression and geospatial modeling, we assessed natural exposure within 100–5000m buffers while controlling for nearby roads, industrial buildings, and socio-demographic factors.
Results:
Our findings confirm that female students exhibit significantly higher baseline anxiety than males (45.33 vs 41.95). However, females also demonstrate the highest sensitivity to natural "buffers": size of green and blue spaces within a 250–500m radius significantly reduce state anxiety specifically in female students. Furthermore, unlike their male counterparts, female students showed a significant linear reduction in anxiety associated with the visibility of trees within their immediate school surroundings. Despite these natural restorative effects, school-related workload remains the primary driver of stress. Anxiety levels increase non-linearly with the amount of time spent on homework, with proficiency in exact sciences is associated with a decrease in anxiety, unlike humanitarian subjects performance.
Conclusions:
Our results suggest that in order to protect adolescent well-being, urban planning must prioritize accessible "blue-green" buffers within 500m of schools. Our results advocate for gender-sensitive environmental design and optimized academic schedules, emphasizing that nature-based interventions are most effective when considering the volume of students' academic workload.

Division 4: Environmental Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 554

VIEWS OF NATURE FOR MENTAL HEALTH: THE CONCEPTUAL STRUCTURE ACROSS MODERN AND ANCIENT CHINA

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Introduction: apart from objective nature contact, people's subjective view are a crucial individual factor for the psychological effects of nature to take hold. While most studies are based on Western cultural contexts, the ancient and contemporary content of nature-related views among the Chinese people has yet to be deeply explored.
Purpose and methods: this study aims to (1) conduct Chinese BERT-based machine learning model and Latent Dirichlet Allocation (LDA) on 68,461 nature-related posts (year range: 2009–2025) from popular contemporary Chinese social media platforms (Sina Weibo, RedNote, Zhihu, and Bilibili); and (2) use Large Language Model (LLM) to extract core themes of views of nature from a random selection of 242 ancient Chinese text (year range: 1st BCE – 18th CE).
Results: (1)the machine learning pre-trained model was well performed, and the LDA extracted four themes from contemporary Chinese views of nature: Adapting to Nature (e.g., acceptance, mind-body health), Protecting Nature, Affection for Nature (e.g., strength, joy, freedom, gratitude), and Nature-based Healing (e.g., meaning, tranquility, mindfulness, stress coping, sleep aid). (2) Snow NLP(Natural Language Processing) showed the general affection towards nature was positive (score = 0. 94). (3) LLM extracted four themes of ancient Chinese views of nature: Conforming to Nature (unity of heaven and humanity), Caring for Nature (concern and affection), Peace of Mind (emotion regulation), and Self-Transcendence (meaning making). (4) Despite China's rapid urbanization and industrialization, the unique views of nature nurtured by Chinese civilization over millennia are similar.
Conclusions and implications: This study provides evidence from ancient and contemporary China to enrich the biophilia hypothesis and stress reduction theory, highlighting the potential benefits of Chinese views of nature for mental health. These findings offer new directions for developing nature-based psychological interventions that utilize views and emotions related to nature, as well as inform the conceptual measurement of the dimensions.

04 - Division 4: Environmental Psychology

Communication & Influence 1

Wednesday 22 July 2026 from 14:45 to 16:15

(N-Lorenese)

Division 4: Environmental Psychology SDG 13: Climate Action

Abstract 747

EXCESSIVE WORD-DEED CONSISTENCY BACKFIRES: THE INVERTED-U RELATIONSHIP BETWEEN CLIMATE ADVOCATES' WORD-DEED CONSISTENCY AND PUBLIC WILLINGNESS TO FOLLOW

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The Hong Kong University of Science and Technology ~ Hong Kong ~ Hong Kong

Climate advocacy serves as an effective strategy for encouraging the public to engage in climate actions. However, the consistency between climate advocates' words and deeds largely determines the effectiveness of climate advocacy. While the facilitating effects of word-deed consistency on public willingness to follow have been extensively examined, the potential diminishing effects of excessive word-deed consistency remain underexplored. Given that lacking understanding of the potential backfire may undermine the effectiveness of climate advocacy, we conducted two preregistered studies (N = 996) to investigate the inverted-U relationship between word-deed consistency and willingness to follow, along with the underlying mechanisms. Both studies revealed that word-deed consistency facilitated willingness to follow by increasing perceived credibility, similarity, moral threat and decreasing perceived hypocrisy when it was below a moderate level. Conversely, word-deed consistency diminished willingness to follow by decreasing perceived similarity when it exceeded a moderate level. Furthermore, Study 2 demonstrated that advocating for easy low-carbon behaviors can eliminate the diminishing effects of excessive word-deed consistency on willingness to follow. The present research contributes to a more comprehensive understanding of the relationship between word-deed consistency and willingness to follow and provides insight into effective climate advocacy.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1447

WEATHERING CONSPIRACIES: CLIMATE CHANGE CONSPIRACY BELIEFS AND EXTREME WEATHER IN THE CARIBBEAN

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The existence and severity of climate change are supported by overwhelming scientific consensus and recognized as among the most serious threats facing humanity. Nevertheless, conspiracist narratives continue to flourish globally, attracting multidisciplinary attention. These include denialist narratives which delegitimize the threat of climate change, and warmist narratives which reaffirm or exaggerate it. Despite a research boom in recent years, most studies on the psychology of conspiracy theories remain focused on WEIRD populations, leaving underrepresented regions, disproportionately vulnerable to climate impacts, largely overlooked. The current research addressed that gap by focusing on the Caribbean, an archipelago of small-island developing states along the northern coast of South America. Across three studies, we examined the relationships between climate change conspiracy beliefs, perceptions and behaviours in the aftermath of extreme weather events in Grenada (N = 145) following Hurricane Beryl, and in Trinidad and Tobago (N = 417) and Barbados (N = 206), both facing increasingly volatile rainy and dry seasons. We also assessed whether conspiracy beliefs were linked to migration intentions and attitudes toward climate migrants. Findings indicate that personal experience with extreme weather predicted stronger warmist, but not denialist beliefs. Both forms of conspiracy beliefs were consistently associated with climate-related perceptions and policy attitudes. Specifically, denialist beliefs negatively predicted, and warmist beliefs positively predicted, subjective attribution of weather events to climate change, adaptation policy support, and sustainable investing. No conclusive evidence emerged for links to disaster preparedness intentions. Regarding migration, conspiracy beliefs did not predict migration intentions but were associated with attitudes toward climate migrants. Specifically, denialist beliefs were negatively associated, and warmist beliefs positively associated, with support for climate migration policies and favourable attitudes toward climate migrants. This research is the first to examine climate change conspiracism in the Caribbean, highlighting associations with perceptions, attitudes, and behaviours in extreme weather contexts.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 961

MORAL PERSPECTIVE-TAKING CAN REDUCE POLARIZATION AROUND CLIMATE POLICY

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Polarization is a barrier to the large-scale collective action urgently needed to address the climate crisis. Moral perspective-taking (MPT) combines counter-attitudinal argument generation with moral framing as a strategy for reducing polarization. Across four online studies, we experimentally tested the efficacy of MPT for depolarization around divisive climate-related topics (transition from fossil fuels, fracking bans). We found consistent evidence that MPT can help moderate views on a divisive environmental topic, thus helping to decrease polarization. All four studies found significant effects of MPT on policy support. Further, Studies 1 and 2 found that the intervention increased empathy for people with opposing views and Studies 3 and 4 found it decreased resistance to opinion change and influenced willingness to take action on the issue. Our findings suggest that MPT can be used as a flexible tool to reduce polarization that is scalable and adaptable across multiple contexts.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2201

SEEING SPREAD: HOW STIMULUS NOVELTY & DIVERSITY REPRESENTATION SHAPES NORM PERCEPTIONS AND PROSOCIAL BEHAVIOR

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University of Amsterdam ~ Amsterdam ~ Netherlands

How do people infer what counts as “normal” behavior? We propose that the diversity of those enacting a behavior serves as a powerful, yet underexplored, signal of societal diffusion. If people observe a wide range of individuals engaging in a practice, they infer that the behavior is more common, accepted, and expected. Across five preregistered vignette studies in pro-environmental and pro-social domains, including charitable donations, green pensions, and food-waste reduction, we test this “diversity-as-diffusion” hypothesis. Our samples (total N > 1,400 across the UK and the Netherlands) consistently show that diverse (vs. homogeneous) representations of actors increase perceived normativity. Mediation analyses reveal that norm perceptions fully account for the positive effect of diversity on behavioral intentions. Importantly, we demonstrate that these effects are not reducible to identification or homophily. A replication study with an explicit identity manipulation confirmed that diversity cues influenced norm perceptions independently of whether participants identified with the actors. This is one of the first empirical demonstrations that diversity can enhance prosocial behavioural through informational rather than identity-based pathways.

We further probe boundary conditions. Effects are strongest in domains with low prior knowledge and weaker in contexts with entrenched priors (e.g. environmental protests). Moderation analyses suggest that diversity signals are effective when they provide novel, independent information and people represent a wider part of the population (representation). While direct effect sizes on observed behavior are small, diversity reliably strengthens perceived norms, which in turn predict behaviours.

Taken together, these studies advance norm psychology by integrating diversity into models of belief updating, and they offer practical insights for campaigns seeking to foster sustainable and prosocial behavior through subtle representational choices.

Division 4: Environmental Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1983

BOOSTING CLIMATE RESILIENCE: THE ROLE OF RISK META-KNOWLEDGE AND INVOLVEMENT IN THE DESIGN OF CLIMATE RISK INFORMATION

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As climate change increasingly affects daily life, raising climate-risk awareness and motivating individuals to adopt protective behaviors is crucial. Although advances in climate data collection and analysis have yielded a detailed understanding of risks—such as the rising frequency of extreme weather events—among scientists and policymakers, it remains unclear how to communicate this knowledge to the broader public in a way that fosters lasting risk perception and action. Drawing on the theory of boosting, we propose that providing individuals with meta-knowledge about psychological biases in detecting and responding to climate risks strengthens both long-term risk perception and protective behaviors, such as ongoing, digitally enabled climate-risk monitoring. Building on psychological-ownership theory, we further predict that perceived involvement in designing web-based, real-time climate-risk information increases the use of this information for monitoring behavior. To test these propositions, we implemented a 2 × 2 factorial longitudinal field experiment in a medium-sized German city (N = 184). Participants received personalized, web-based, real-time indoor heat-risk information. We manipulated (a) participant involvement in the design of the heat-risk information (high vs. low) before website access and (b) the type of message provided after two weeks of website access (meta-knowledge about cognitive biases vs. a standard heat-risk message). We assessed participants' self-reported heat-risk perceptions and protective behaviors, as well as their actual web-based heat-risk monitoring behavior across the study period. Data collection concludes on September 30, 2025, and results on the main and interaction effects of the interventions on risk perceptions and observed monitoring behavior will be presented at the Congress of Applied Psychology. These findings will advance understanding of how communicating meta-knowledge about cognitive biases and involving citizens in conceptualizing real-time risk information can sustainably enhance climate-risk perception and promote lasting protective action, offering actionable insights for policymakers and practitioners seeking to strengthen climate resilience.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1062

ME AND MY SHIRT: PSYCHOLOGICAL RESPONSES TO INDIVIDUALS' SHARES ON FAST FASHION

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Introduction and Purpose. Climate change communication is an effective way to support climate-friendly behavior. However, being directly confronted with one's owns limits and shortcomings regarding climate-friendly behavior can lead to defensive reactions, such as reactance. These reactions can affect attitudes as well as (communicative) behavior. The study aimed to illuminate the relationship between climate change communication, psychological reactance and the willingness to discuss climate change issues.
Method. In an experimental design, we varied whether the climate impact of clothing was framed as an individual (e.g., an individual buying clothes) or a non-individual issue (e.g., shops selling clothes) in a short video on the "journey of a white T-shirt". The study's hypotheses were pre-registered: We expected that the individual framing would lead to more reactance and less willingness to discuss climate issues than the non-individual framing.
Results. Linear regression models showed no direct significant effect of the manipulation on reactance or willingness to discuss climate change. However, exploratory mediation analyses showed a significant positive effect of the individual manipulation on perceived freedom threat, which in turn significantly increased reactance. The direct effect of the individual manipulation on reactance, when controlling for freedom threat, was significant and negative, indicating opposing indirect and direct effects. For the willingness to discuss climate change, perceived freedom threat partially mediated the effects in the direction of the initial hypotheses.
Conclusions. The findings suggest that the framing of climate change communication may influence reactance and the willingness to discuss climate change issues through opposing pathways. These results highlight the complex role of freedom threat as a mediator in how framing impacts both reactance and discussion willingness. Insights from open-ended responses are further examined and integrated within the quantitative findings. Implications for theory and future research are discussed.

04 - Division 4: Environmental Psychology

RESTORATIVE ENVIRONMENT RESEARCH: METHODOLOGICAL CHALLENGES AND MEASUREMENT ISSUES, WITH THEORETICAL CONSIDERATIONS.

Wednesday 22 July 2026 from 15:30 to 17:00

(F-Spadolini)

Margherita Pasini (University of Verona ~ Verona ~ Italy), Chair and Presenter
Jack Leon Nasar, Discussant

Research on restorative environments has grown rapidly, yet methodological and measurement challenges remain, including assessing nature exposure, inconsistent health outcomes, and limited population-level causality (Hartig et al., 2014). Addressing these requires innovation in assessment, study design, and theory. This symposium highlights methodological and theoretical advances that strengthen understanding of environment–well-being links.

The session opens with Stefano De Dominicis (Green exercise and its physiological and psychological outcomes: insights from subjective and objective measures), who examines how natural settings promote restoration through physical activity. He highlights methodological challenges—heterogeneous measures, small samples, and short-term designs—underscoring the need for multi-method, longitudinal approaches and stronger integration across psychological, physiological, and social domains.

Margherita Pasini (Measuring Restorativeness at Work: Theoretical Refinement and Methodological Insights from the Development of the Restorativeness at Work Scale) focuses on the methodological process of developing and validating a psychometric instrument to assess restorative potential of work environments. She emphasizes item contextualization, dimensional refinement, and validation tailored to indoor contexts.

Next, Sjoerd Ebisch (Restorative Environments and Sense of Self: Linking Green Exposure, Agency, and Mental Well-Being through Innovative Measurement) presents innovations combining psychometric tools, neurophysiological measures, and satellite-based assessments of environmental exposure. His work shows how sense of self and agency mediate restorative processes, offering a multilayered, ecologically valid account of how green spaces support resilience under technostress.

The session concludes with Erin Largo-Wight (Nature Contact, Health, and Well-being: Exploring Dose, Type, and Setting), who examines how forms and doses of nature contact influence restoration. She underscores context-specific measurement, variations in exposure, and integrates the Biophilia Hypothesis with empirical evidence, linking theory to practical health promotion.

Finally, Jak L. Nasar discusses the presentations, drawing methodological and theoretical insights and future directions. The symposium shows how innovation, psychometric rigor, and reflection advance knowledge on restorative environments and well-being.

Abstract 3169

MEASURING RESTORATIVENESS AT WORK: THEORETICAL REFINEMENT AND METHODOLOGICAL INSIGHTS FROM THE DEVELOPMENT OF THE RESTORATIVENESS AT WORK SCALE

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Restorative environments have been extensively examined in environmental psychology, particularly in natural or recreational settings. However, the potential for restorativeness in everyday environments—such as the workplace—remains underexplored. Addressing this gap, we developed and validated the Restorativeness at Work Scale (R@WS), a new instrument designed to assess the perceived restorative quality of physical work environments.

Grounded in Attention Restoration Theory (ART), the R@WS captures four core dimensions: fascination, being-away, coherence, and scope. The dimension of compatibility was intentionally excluded due to its overlap with non-physical and organizational factors. This presentation highlights key theoretical and methodological contributions from a multi-phase, mixed-method validation process.

In the qualitative phase, we conducted interviews with employees across diverse work settings to generate items that reflect ART constructs within workplace contexts. The quantitative phase involved rigorous psychometric testing, including exploratory and confirmatory factor analyses, reliability assessment, and tests for measurement invariance across occupational groups and gender. Results confirmed the scale's validity and robustness.

The findings offer a theoretical extension of ART by demonstrating its applicability beyond natural environments, into cognitively demanding, task-oriented settings. Methodologically, the study emphasizes the importance of item contextualization, dimensional refinement, and validation procedures tailored to complex indoor environments.

The R@WS provides researchers and practitioners with a reliable, theoretically informed tool to evaluate how workspaces contribute to cognitive restoration and well-being. It also supports the design and assessment of environmental interventions in organisational settings where traditional restorativeness measures (e.g., PRS) may not be suitable.

Abstract 3170

RESTORATIVE ENVIRONMENTS AND SENSE OF SELF: LINKING GREEN EXPOSURE, AGENCY, AND MENTAL WELL-BEING THROUGH INNOVATIVE MEASUREMENT

Ebisch S.*, Di Plinio S.

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In a series of studies, we investigated how environmental characteristics—especially the presence of green and natural spaces—shape mental well-being and resilience to technostress. We hypothesized that these effects operate primarily through psychological processes associated with sense of self and agency. A further aim was to capture these dynamics using both psychometric instruments and innovative quantitative methods mapping individuals' surrounding environments.
Findings confirm that the sense of self is a key mediator between environment and well-being, integrating identity and agency as fundamental dimensions. A major methodological advance was the development of a Satellite Image Segmentation approach to quantify environmental factors around participants' residences, study, and work locations. Satellite images were segmented using optimized k-means clustering (guided by BIC and Dunn indices) and converted into YIQ color space to enhance chromatic variation analysis. The relative coverage of green versus built spaces was then calculated across multiple neighborhood scales, yielding a multilayered assessment of environmental exposure. In addition to providing novel environmental metrics, this approach enabled a direct integration of objective spatial data with psychometric and neurophysiological findings, enhancing the ecological validity of the findings.
Psychometric results showed that in university contexts, sense of self and agency significantly mediated the link between environmental features and mental well-being, suggesting that exposure to green spaces supports psychological restoration. Neurophysiological experiments using functional infrared imaging (fIRI) and functional magnetic resonance imaging (fMRI) further demonstrated that exposure to green spaces reduced stress perception and physiological activation under conditions of high technostress and low agency, confirming the restorative power of nature.
Overall, the findings demonstrate how environmental features—captured through both psychometric and satellite-based measures—interact with psychological processes to modulate technostress, with concrete benefits for mental and physiological well-being in contexts shaped by digital demands.

Abstract 3171

NATURE CONTACT, HEALTH, AND WELL-BEING: EXPLORING DOSE, TYPE, AND SETTING

Largo--Wight E.*

Institute of Environmental Research & Education, University of North Florida ~ Jacksonville, FL ~ United States of America

Research on nature and health has expanded rapidly in recent decades. Applied scientists have examined how different forms and doses of nature exposure influence well-being, while basic scientists have explored mechanisms underlying psychological restoration. Together, these efforts have advanced our understanding of human-environment interactions and informed evidence-based practices.

This presentation highlights findings from my research and that of others across four central domains, while identifying critical questions that remain:

Nature, Restoration, and Health: Findings consistently show that even brief nature exposure promotes psychological restoration and physiological relaxation. Restoration theories contend that nature either helps replenish fatigued cognitive resources to improve the ability to cope with stressors and or shifts attention from persistent demands, ultimately resulting in decreased stress and improved health. The Biophilia Hypothesis proposes that natural cues - like listening to a bird's song or enjoying a landscape of wildflowers - signal safety and harmony, triggering innate stress-reducing responses rooted in evolutionary survival.
Forms of Nature Contact: The type or form of nature exposure matters. Direct, outdoor experiences yield stronger restorative and health benefits than indirect or indoor contact. Instruments that measure and thus provide the opportunity to compare forms of nature contact are essential for advancing both basic and applied research.
Dose of Nature Contact: As "Nature Rx" and "Nature as Medicine" initiatives grow, understanding dose is increasingly important. I operationalize dose considering duration, frequency, and or quality. Tools that identify minimum effective doses are especially valuable for intervention design and public health guidance.
Settings and Context: Nature-health relationships vary across environments such as workplaces, schools, and hospitals. Context-sensitive measurement is key to tailoring effective, equitable interventions.

I am excited to continue this interdisciplinary work focused on measurement and theoretical mechanisms to ultimately inform and promote healthy communities.

Abstract 3172

THE PRESENT AND FUTURE STATE OF THE FIELD AS PRESENTED AND SOME QUESTIONS. (DISCUSSANT)

Nasar J.L.*

Knowlton School of Architecture, The Ohio State University ~ Columbus, OH ~ United States of America

When I have read and heard the presentations, I will synthesize them and raise questions about methodological, measurement, place-related, and theoretical challenges in research on perceived restorativeness, stress reduction, and other salutary effects of nature. These questions concern both the current state of the field and promising directions, such as more unified approaches to measurement, tools for capturing the dynamic, multi-sensory experience of diverse populations across time and settings, and the role of technologies such as satellite imaging linked with census and health data.

Beyond methodological issues, I ask whether, in focusing on effects, we have overlooked a basic question: What is nature? Natural environments vary widely—forests, deserts, grasslands, tundras, mountains, oceans, farm fields, gardens, invasive and indigenous vegetation, rivers, waterfalls, lakes, skies, and celestial bodies. We encounter them under different seasonal and weather conditions—sun, rain, fog, snow, storms. Which types and conditions are restorative? For example, does seeing a mountain in the distance differ in effect from climbing it, or reaching its summit in sunshine, rain, or snow, alone, with strangers, or with friends? Does meaning matter—for instance, if it is revered as a holy mountain, as Mount Fuji is in Japan?

Given consistent findings of restorative and stress-reducing effects, do we need to identify the specific stimulus properties that produce them, and how to measure these? Should we accept that “nature” is restorative in some mysterious way, or should research aim to isolate and replicate those properties? If so, it may be possible to design virtual environments that do not look like traditional natural settings yet possess the critical features that yield comparable benefits.

Abstract 3168

GREEN EXERCISE AND ITS PHYSIOLOGICAL AND PSYCHOLOGICAL OUTCOMES: INSIGHTS FROM SUBJECTIVE AND OBJECTIVE MEASURES

De Dominicis S., Laezza L.*

Department of Nutrition, Exercise and Sports, University of Copenhagen ~ Copenhagen ~ Denmark

Research on restorative environments has expanded rapidly, with increasing evidence that natural settings promote psychological restoration, physiological recovery, and physical activity adherence compared to urban or indoor contexts. Studies on “green exercise” consistently report benefits for affective states, perceived restorativeness, and stress reduction, alongside favorable physiological responses such as lower cortisol levels and improved autonomic regulation.

Despite these findings, the field faces notable methodological and measurement challenges. Many studies rely on short-term interventions, small convenience samples, and cross-sectional or acute experimental designs, limiting conclusions about causal pathways and long-term effects. Measurement practices are equally heterogeneous: while validated psychological scales such as the Perceived Restorativeness Scale (PRS) and Restoration Outcome Scale (ROS) are frequently applied, their use varies across studies, and physiological indices often lack the sensitivity or statistical power to capture nuanced environmental effects.

Theoretical frameworks such as Attention Restoration Theory and Stress Reduction Theory have guided much of this work but have been critiqued for overlooking the dynamic interplay between individual, environmental, and social processes. Recent perspectives from ecological-dynamics and social identity theory point to the importance of environmental connectedness and social cohesion in shaping restorative outcomes.

To advance the field, greater harmonization of measures, use of multi-method and longitudinal designs, and theoretical integration across psychological, physiological, and social domains are needed to strengthen the Green Exercise’s evidence base and its application in health promotion and urban planning.

04 - Division 4: Environmental Psychology

Policy & Governance 1

Wednesday 22 July 2026 from 15:45 to 16:30

(I-Spadolini)

Division 4: Environmental Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 7: Affordable and clean energy SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1684

EVALUATING AI FOR A JUST ENERGY TRANSITION: A FRAMEWORK FOR SOCIAL, ENVIRONMENTAL, ECONOMIC, AND TECHNICAL IMPACTS

Bringmann E.*, Kacperski C., Kutzner F., Weber B.

Seeburg Castle University ~ Seekirchen ~ Austria

Revolutionising our energy systems is indispensable to achieve climate neutrality. Artificial Intelligence (AI) offers great potential for a successful energy transition and is increasingly deployed to enhance energy efficiency, for example by predicting energy demand in demand-side management. While these technologies offer substantial potential to reduce emissions, concerns are emerging about unintended consequences, e.g., their demand for large amounts of energy and how they will affect job security and energy poverty. From an applied psychology perspective, understanding how people perceive, adopt, and interact with such AI-driven technologies is central to whether these solutions succeed at a just energy transition at scale. Crucially, social implications such as trust in or acceptance of AI are rarely assessed. In a previous study on another innovation in the energy sector – energy communities – we highlighted how claims of social benefit often rest on limited evidence and unclear constructs, which underlines the need for systematic evaluation of social impacts (Bielig et al., 2022). Building on this insight, we argue that a similar lack of systematic impact evaluation currently hampers the responsible deployment of AI and risks undermining its contribution to a just energy transition. This contribution addresses this gap by developing a multidimensional impact evaluation framework designed for AI applications in the energy sector. Based on a systematic literature review and expert interviews (N=20), the framework integrates environmental, social, economic, and technical impact dimensions. It provides a modular structure of indicators that practitioners can select according to their specific use case while ensuring comparability. We discuss how our framework supports evidence-based evaluation of AI-based energy solutions, ensuring their effectiveness, efficiency, and fairness.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1389

SAME THEORY, DIFFERENT QUESTIONS: BRIDGING THEORY AND MEASUREMENT IN DISASTER RISK AND ENVIRONMENTAL PSYCHOLOGY

Han S.*[1], Kuhlicke C.[1], De Brito M.[1], Karanci A.N.[2], Hudson P.[3], Santoni V.[4], Rufat S.[4]

[1]Helmholtz Centre for Environmental Research - UFZ ~ Leipzig ~ Germany, [2]TOBB University of Economics and Technology ~ Ankara ~ Turkey, [3]University of York ~ York ~ United Kingdom, [4]Ecole polytechnique ~ Palaiseau ~ France

The field of disaster risk and environmental psychology lacks standardized survey instruments for measuring human adaptive behaviors toward natural hazards and climate risks. Unlike established psychological domains with validated measurement scales, hazard adaptation research suffers from inconsistent operationalization of theoretical constructs, limiting cross-study comparisons, meta-analyses, and theory development. This study addresses this critical methodological gap by developing a comprehensive toolbox that systematically maps theoretical frameworks to their measurement instruments in empirical research.

We employed a novel hybrid approach combining automated extraction with collaborative human validation to analyze theory-measurement relationships across 1000+ peer-reviewed studies. Machine learning and natural language processing techniques identified theoretical frameworks (e.g., Protection Motivation Theory, Theory of Planned Behavior, Cultural Theory of Risk) and extracted survey instruments from disaster risk literature. We then validated these extractions through systematic coding, assessing the quality of theory-measurement connections, psychometric properties, and replicability of identified instruments across different hazard contexts (floods, earthquakes, wildfires, heat waves).

Our analysis reveals significant inconsistencies in how key theoretical constructs are operationalized across studies. For example, "risk perception" - a central construct in multiple theories - is measured through diverse approaches ranging from single-item likelihood assessments to multi-dimensional scales incorporating dread, controllability, and temporal aspects. The toolbox will document these variations while identifying high-quality instruments with demonstrated reliability and validity across cultural contexts.

The resulting toolbox provides researchers with a structured repository of validated survey questions organized by theoretical framework, construct type, and hazard context. Each entry includes original survey items, response scales, psychometric properties, cultural validity information, and replication guidelines. This standardization enables more rigorous theory testing, facilitates international collaborations, and supports the development of evidence-based behavioral interventions for disaster risk reduction.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2288

THE SOCIAL DIMENSION OF TRANSFORMATION IN AUSTRIA

Röderer K.[1], Molitor P.[1], Molina C.[1], Seebauer S.*[2]

[1]Environment Agency Austria ~ Vienna ~ Austria, [2]JOANNEUM RESEARCH Forschungsgesellschaft mbh, Graz, Austria

The Transformation Barometer, conducted for the first time by the Environment Agency Austria in 2025, surveys the environmental attitudes, values, needs and behaviors of individuals in society at regular intervals. It aims at developing a social science monitoring system that highlights the social dimension of transformation and makes it possible to gain insights into the attitudes, values, needs and behaviors of different population groups and to track their development over time. The data can thus be used to gain insights into different population groups and developments in society. As a result, environmental policy measures can be formulated in a more targeted and balanced manner, increasing acceptance among the population and supporting social transformation towards a good life for all.

The representative survey was designed to gain a differentiated picture of the social dimension of environmental and climate issues in Austria. It involved 2,022 randomly selected individuals who were interviewed in April/May 2025 using online questionnaires and telephone interviews. The questionnaire was designed to take 30 minutes to complete.

Results show that environmental and climate protection issues are high on the agenda for the Austrian population. Environmental and climate protection are supported by two-thirds of Austrians and rejected by only a minority. Industry and business, as well as the federal and state governments, were identified as not doing enough for climate protection. Negative changes due to climate change are expected especially in the areas of tourism and quality of life. Environmental and climate policy measures are widely supported. This attitude is also reflected in a high level of personal responsibility: most respondents are open to actively using services that promote the circular economy and thus making their own everyday lives more sustainable.

04 - Division 4: Environmental Psychology

Communication & Influence 2

Wednesday 22 July 2026 from 16:15 to 17:45

(N-Lorenese)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2676

EXPLORING ASSOCIATIONS BETWEEN SOCIAL MEDIA EXPOSURE, CLIMATE BELIEFS, WORRY, SELF-EFFICACY, AND MITIGATION BEHAVIOUR AMONG MALAYSIAN UNIVERSITY STUDENTS

Cheah W.*, Low S.R., Bono S.A.

Universiti Sains Malaysia ~ Penang ~ Malaysia

As climate change becomes an increasingly urgent global issue, social media has emerged as a powerful platform for disseminating climate-related information and shaping public perceptions and responses. Among university students, who are active users of platforms such as TikTok, Instagram, YouTube, and Facebook, social media exposure may facilitate the acquisition of climate-related information, influence environmental beliefs, and elicit emotional reactions such as worry, all of which may ultimately shape mitigation behaviour. However, the psychological associations between social media exposure and climate change engagement have received limited attention, particularly in the Malaysian context. This study explored the relationships between social media exposure, climate change beliefs, self-efficacy, and climate-related worry, and how these variables were associated with three types of mitigation behaviour: accommodating behaviour (e.g., seeking climate information), promotional behaviour (e.g., sharing posts or supporting climate policies), and proactive behaviour (e.g., adopting low-carbon lifestyle practices). A cross-sectional online survey was conducted with 384 Malaysian university students, using self-reported questionnaire items to assess all psychological and behavioural constructs. The strength and direction of associations among all variables were examined. This study provides insights into the cognitive and emotional correlates of climate engagement among the digital generation.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 2: Zero Hunger SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities

Abstract 2455

THE IMPACT OF MORAL, FINANCIAL, AND ENVIRONMENTAL NUDGES ON HOUSEHOLD FOOD WASTE BEHAVIOR

Di Napoli F.*[1], Van Herpen E.[2], Aitis D.[1], Mari S.[1]

[1]Università degli Studi di Milano-Bicocca ~ Milano ~ Italy, [2]Wageningen University and Research ~ Wageningen ~ Netherlands

Introduction. Household food waste poses a significant global challenge, with critical environmental, economic, and social implications, contributing to greenhouse gas emissions and exacerbating food insecurity. Although various motivational drivers of food waste behaviors – financial, environmental, and moral – have been identified, few interventions have empirically tested how targeting these motivations through behavioral nudges can reduce food waste. Purpose. This study aims to evaluate the effectiveness of informational nudges based on financial, environmental, and moral motivations in reducing household food waste and enhancing corresponding awareness and attitudes. It also explores whether the impact of the nudges is moderated by participants' pre-existing motivations. Participants. The study will recruit students from the University of Milano-Bicocca and additional adults through snowball sampling, randomly assigning approximately 186 participants into three experimental groups aligned with the motivational framings. Data collection is currently ongoing. Methods. Over nine days, participants will receive tailored nudges via a mobile application highlighting one of the three motivational consequences of food waste. Repeated questionnaires assessing food waste behaviors, motivational scales, attitudes, emotions, and control perceptions will be administered at baseline, mid-point, and study conclusion. Data will be analyzed using repeated measures ANOVAs to detect changes over time and contrasts to assess match or mismatch effects between nudge type and participant motivation. Expected Results. It is anticipated that all groups will exhibit a reduction in food waste behaviors and an increase in awareness related to their assigned motivation. The study expects greater efficacy when nudges align with individuals' existing motivations, potentially revealing interactive effects between motivational drivers. The findings will contribute to the design of more effective, evidence-based behavioral interventions aimed at reducing food waste.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 680

HOW SOCIAL NORMS SHAPE CITIZEN ACTION FOR SYSTEMIC CHANGE TOWARDS MORE CIRCULARITY

Pacheco I.*[1], Richter I.[2], Van Der Werff E.[1], Steg L.[1]

[1]University of Groningen ~ Groningen ~ Netherlands, [2]Norwegian University of Science and Technology ~ Trondheim ~ Norway

In this talk, I will present our multi-national study with large representative samples examining how norms on the personal, group, and societal level relate to citizens' engagement in actions to promote systemic change.

Addressing today's environmental and social challenges requires more than individual lifestyle changes—it demands systemic transformation. Citizens play a crucial role in advancing such transformations, by urging broader societal actors such as governments, businesses, and fellow citizens to act. Such citizen actions, i.e. circular citizenship behaviours (CCBs), include protesting, attending public assemblies (aimed at governments), boycotting companies, speaking up in one's organisation (aimed at businesses), or motivating people around (aimed at other citizens). When choosing how to behave, people oftentimes look at how others behave (i.e. social norms) to guide their own choices. As citizens' actions are embedded in the societal system at large as well as their closer social circles, we hypothesize that group and societal descriptive norms play a crucial role in promoting CCBs and that this relation is mediated by personal norms.

We conducted an online survey in five European countries (Germany, Italy, Lithuania, the Netherlands, and the UK; N = 5,651) and used path analyses to investigate overall effects and possible country differences.

Our findings reveal that a substantial share of citizens never engage in CCBs, though participation is somewhat higher when actions target fellow citizens. Further, our results confirm our hypotheses. Together, social and personal norms explain a significant portion of variance in engagement (44% for actions directed at governments, 45% for businesses, and 49% for other citizens). Thus, our results underscore the pivotal role of social and personal norms for citizen action for systemic change. Consequently, increasing perceptions of other people's engagement to strengthen descriptive norms or targeting people's feelings of moral obligation might be an effective way of strengthening citizen engagement.

Division 4: Environmental Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 2627

EXPERIMENTAL EVIDENCE THAT TIME-SCALE SHIFTS WHEN CONSIDERING THE FUTURE OF THE NATURAL ENVIRONMENT

Milfont T.*, Cuttance--Dunne D., Ellis J.

University of Waikato ~ Tauranga ~ New Zealand

The cognitive ability to mental time travel allows people to project themselves backward and forward in time. Research has shown that anticipating and envisioning possible future events, and imagining ourselves experiencing those events, has many implications for health, finance, and environmental protection. While many public policies in these domains consider events that may occur decades ahead in the future, current evidence suggests we typically consider a much shorter temporal distance when spontaneously thinking about the future. Here we examined whether this typical short temporal distance would vary if individuals were primed to think about the future of the natural environment in a between-subjects experiment with online respondents (212 MTurkers). We compared responses from individuals randomly asked to think about the future in general (control condition) to those asked to think about the future of the natural environment (main experimental condition) or the future of the work environment (contrasting experimental condition). Results confirmed that individuals typically think in very short term into the future, with temporal distance between 1 and 5 years. Supporting our intuition, results showed that individuals asked to think about the future of the natural environment were statistically more likely to think longer term (10 years or more) compared to those in the other conditions. By the time of the conference, we expect to have replicated these findings with a national New Zealand sample, and will discuss their implications of our findings to time-scale mismatches in policy making.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 11: Political Psychology SDG 15: Life on land SDG 14: Life below water SDG 13: Climate Action

Abstract 2390

PUBLIC UNDERSTANDING OF THE SIXTH MASS EXTINCTION AND SUPPORT FOR SYSTEMS TRANSFORMATION

Shreedhar G.*

London School of Economics and Political Science ~ London ~ United Kingdom

Humanity risks a sixth mass extinction due to accelerating biodiversity loss. Despite scientific consensus about severity and scale of human-driven species extirpation, and calls for transformative action, public understanding remains largely unstudied across diverse global populations. A representative survey of 2,808 participants across five countries on five continents (Brazil, India, South Africa, United Kingdom, United States) assessed awareness, beliefs, and behavioural responses to biodiversity loss and mass extinction. Findings reveal a striking awareness-acceptance paradox: only 23% had heard the term "sixth mass extinction," yet 86% agreed it may be happening once the concept was explained. Participants correctly identified human activity as the primary driver (85%) and expected severe consequences for climate, health, and food security. Most supported the need for transformative changes (79% for strengthening protections) and expressed willingness to adopt conservation policies and behaviours, especially for low-cost options (75-97%). However, participants perceived widespread scientific disagreement about whether mass extinction was human-caused (92%) and nearly half incorrectly perceived it was reversible (48%). Belief in proximate human causes, perceived impacts and risk, trust in science and personal experiences of nature loss predicted support for transformative change. Participants in Brazil, India, and South Africa expressed higher concern compared to those in the UK and US, challenging assumptions about environmental engagement in developed versus developing countries. These findings have critical implications for science communication and conservation policy, revealing untapped public readiness for action while highlighting the urgent need for targeted awareness campaigns that address the awareness-acceptance gap and leverage existing experiences and concern to drive transformative change

04 - Division 4: Environmental Psychology

Pro-Environmental Motivation 1

Wednesday 22 July 2026 from 16:30 to 17:30

(I-Spadolini)

Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1992

THE HEAT & COGNITION MANYLABS PROJECT: UNDERSTANDING HEAT VULNERABILITY ACROSS CONTEXTS AND INDIVIDUALS

Bielig M.*, Kacperski C., Doell K.

University of Konstanz ~ Konstanz ~ Germany

As the climate crisis accelerates, extreme heat events are becoming more frequent, intense, and prolonged. While their impacts on physical health are well established, evidence on how heatwaves affect human cognition, social functioning, and collective well-being remains fragmented and inconsistent. Moreover, the consequences of extreme heat are expected to vary substantially: individuals differ in their exposure to extreme heat, their sensitivity, and their capacity to adapt and protect themselves.

In this talk, we introduce the Heat & Cognition ManyLabs Project, an ongoing global three-wave natural experiment leveraging real-world extreme heat events to examine their impact on cognition and collective well-being. Using a Big Team Science (BTS) approach, we aim to collect data from more than 50,000 participants across 40+ cities worldwide. This unique design allows us to capture contextual variability and to identify which aspects of vulnerability moderates heat's effects on the human mind.

The central focus of this talk is our development of a heat vulnerability index, proposing a multi-dimensional framework including exposure (e.g. temperature, humidity, perceived heat stress), sensitivity (e.g. age, gender, and health status), and adaptive capacity (e.g. access to green spaces, housing conditions, and protective behaviors).

We will present the key indicators of this index, discuss conceptual and methodological challenges in its development, and outline how vulnerability can be systematically integrated as a moderator in analyzing cognitive, social, and well-being outcomes. Finally, we highlight the policy relevance of the expected results, particularly considering the adaptive capacity dimension, which directly translates into actionable protection measures for cities and communities. In doing so, the project exemplifies applied psychology at the intersection of climate science, public health, and social policy.

Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 742

ENVIRONMENTAL MOTIVATION'S PRACTICAL RELEVANCE (FOR CO2 EMISSIONS): AN EXAMPLE FROM THE MOBILITY DOMAIN

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[1]Fraunhofer Institute for Building Physics IBP ~ Stuttgart ~ Germany, [2]University of Magdeburg ~ Magdeburg ~ Germany, [3]University of Hohenheim, Department of Sustainable Development and Change ~ Stuttgart ~ Germany

Recent research questions whether motivation is practically relevant: that is, whether people's environmental motivation can be held accountable for their CO2 emissions. Using the highly emission-relevant mobility domain as our example case, we expound that environmental motivation is relevant for people's emissions. Its relevance can, however, be overlooked easily for three reasons. (A) People differ—irrespective of their environmental motivation—in their travel demands (i.e., the overall distance they travel). (B) Environmental motivation controls people's emissions exclusively indirectly by determining the likelihood of sustainable mode choices. (C) And environmental motivation's emission efficacy will be attenuated by the typical majority of comparatively short trips. Accordingly, only when we account for people's travel demand and only when people persistently choose sustainable modes of transportation for long-distance trips does the relevance of environmental motivations become more recognizable.

GPS mobility data tracked over the course of two weeks from 231 individuals were gathered, and, based on these data, people's emissions were calculated. In total, 18,745 trips were recorded. A linear regression analysis confirmed (A) that environmental motivation was, by and large, unrelated to people's travel demand. A mixed-effect Bayesian logistic regression corroborated (B) that environmental motivation reliably influenced people's sustainable travel mode choices. Finally, mixed-effect Bayesian gamma and linear regression analyses confirmed (C) that environmental motivation's emission-reducing efficacy strongly increased with increasing travel distance at the trip-level and overall travel demand. Essentially, we found environmental motivation to truly matter. This became recognizable when the emission-reduction potential is greatest: with long-distance trips and for people who travel more.

Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1201

ECO-AGENCY: A COGNITIVE CONSTRUCT FOR HUMAN-NATURE RELATIONS AMID UBIQUITOUS TECHNOLOGY

M. Reis C.*

CENSE – Center for Environmental and Sustainability Research, NOVA School of Science and Technology, NOVA University Lisbon ~ Lisbon, Caparica ~ Portugal

Impact perception and visibility are two sides of the same ecological challenge. We propose eco-agency as a cognitive precursor to pro-environmental behaviour, referring to the understanding of one's ability to affect the environment. It is rooted in the reflective dimension of sense of agency and self-efficacy theory, where individuals appraise their potential to act, extending these foundations to ecological contexts.

Eco-agency bridges environmental psychology, where constructs such as nature connectedness and perceived behavioural control are well established, with human–computer interaction research on how feedback, transparency, and system responsiveness shape agency. By foregrounding the pre-intention phase, eco-agency highlights a critical point for intervention: when individuals reflectively evaluate their potential environmental influence before forming intentions.

We are developing measures that assess reflective understanding of environmental impact capacity, complementing existing instruments while distinguishing eco-agency as a pre-intention construct. These draw on adapted indicators such as perceived control and confidence in effectiveness, aligned with methods for evaluating how interactive systems afford or constrain agency, for example, through feedback clarity, action-outcome transparency, or trust in AI-supported decisions.

This perspective offers complementary insights for applied interventions, from extended reality technologies to artificial intelligence interactions, enabling timely approaches that foster ecological connection rather than distraction. Building on this foundation, we propose design pathways that make ecological processes perceptible, embedding ecosystem data into everyday experience to reinforce presence and capacity to act. Such interventions can take the form of privacy-preserving sensing systems, augmented reality place-based initiatives, and educational programmes.

While eco-agency is shaped by cultural, social, and economic conditions, these strategies may help move environmental discourse toward less polarised settings and nurture constructive engagement. Framed as a measurable and actionable construct, eco-agency offers a route to strengthening human–nature relations across education, technology, and policy, ensuring nature remains salient in both physical and digitally mediated environments.

Division 4: Environmental Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1049

HOW DESCRIPTIVE NORMS CAN AFFECT PEOPLE'S WASTE SEPARATION BEHAVIOR AT LOCAL EVENT VENUE：EVIDENCE FROM JAPAN

Uetake K.*, Ando K.

Nara Women's University ~ Nara ~ Japan

Objective
Waste recycling has attracted growing attention within the circular economy, yet its effectiveness ultimately depends on correct sorting at the point of disposal. Such sorting, in turn, relies on citizens' voluntary compliance. To further promote waste separation behavior, this study aims to estimate the impact of descriptive norms through a field experiment conducted at local public events in Japan. Prior research (Uetake & Ando, under review) has shown that the pre-existing contents of waste receptacles can function as descriptive norms that influence sorting behavior. This study aims to identify the conditions under which descriptive norms are most operative.

Methods
This is a planned study; data collection is scheduled for November 2025. A two-day field intervention is conducted at a community event venue in Tochigi Prefecture, Japan. This municipal lifelong-learning event features student exhibits and presentations by local cultural groups. Daily attendance is projected at approximately 4,000 visitors, with the audience consisting predominantly of local children and their parents. Waste stations are assigned to control and treatment conditions and rotated across time blocks to counterbalance. In the treatment condition, we pre-seed the bins with incorrectly sorted items as descriptive norms. We analyze people's responses using both quantitative and qualitative indicators, including measuring the mis-sorting rate and conducting systematic behavioral observations.

Results & Discussion
We report comparisons of mis-sorting rates between the intervention and control groups, as well as behavioral observation–based comparisons, including the time required to dispose of an item when participants are in front of the bin. We expect that the presence of pre-existing mis-sorted items is expected to increase contamination, because people treat the visible contents as a descriptive normative cue during sorting. The study deepens understanding of the mechanisms through which descriptive norms operate and inform policy applications.

04 - Division 4: Environmental Psychology

THE RESTORATIVE VALUE OF NATURAL AND BUILT ENVIRONMENTS: PSYCHOLOGICAL MECHANISMS AND EFFECTS ON WELL-BEING

Wednesday 22 July 2026 from 17:00 to 18:30

(F-Spadolini)

Francesca Pazzaglia (University of Padova ~ Padova ~ Italy), Chair and Presenter
Laura Miola (University of Padova ~ Padova ~ Italy), Co-Chair

The growing phenomenon of urbanization has posed significant challenges to human health, driven by rising levels of pollution, noise, urban heat islands, overcrowding, and biodiversity loss. These environmental stressors have a detrimental impact on both psychological and physiological well-being, contributing to chronic stress, cognitive fatigue, and various mental health issues. In this context, restorative environments—places that support psychological and cognitive recovery through specific environmental features—are valuable resources for mitigating these negative effects and promoting mental health in urban settings. A substantial body of research has demonstrated that contact with nature facilitates psychological restoration, reduces stress, enhances attention, and improves both physiological and emotional regulation. More recently, attention has also turned to the restorative potential of built environments, which have shown promising effects on mood and stress reduction. This highlights the importance of expanding our understanding of the restorative value of both natural and built environments. This symposium offers a contribution to explore the restorative qualities of different environments and their connection to wellbeing, with each presentation addressing different yet complementary perspectives. Topics include: The importance of blue space for psychological well-being (M. White); The mental health benefits of urban nature (A. Mechelli); Strategies to improve the restorative potential of workplaces (M. Pasini et al.); and the restorative effects of urban spaces, particularly historic city centers in comparison with modern centers (L. Miola & F. Pazzaglia), with a special focus on activity affordance and social context (A. Bornioli & I. Bray). Understanding the psychological mechanisms that mediate the interaction between individuals and their environments is essential for guiding urban design and promoting well-being in an increasingly urbanized world. This line of research is crucial for building cities that foster not only physical infrastructure, but also mental health and human flourishing.

Abstract 3130

BEYOND GREEN SPACE: THE IMPORTANCE OF WATER AND THE SKY FOR PSYCHOLOGICAL WELL-BEING

White M.*

University of Vienna ~ Vienna ~ Austria

Nature-health research has predominantly focused on (urban) green spaces. However, most urban settings are built on major water sources (rivers/lakes) or the coast meaning blue spaces are an important feature of many people's local environments. Further, in operationalising nature, researchers have spent most of their time looking down at what's below their feet, rather than looking up at what's above their heads. Nevertheless, the sun, the moon, the clouds, and even fleeting rainbows are all part of nature too. The aim of the current talk is to broaden the discussion of what counts as nature in nature-health research, and argue that greater attention should be paid to the role of elements beyond green spaces. The talk will present headline evidence from a 15-year programme of work looking at the contribution various types of blue spaces make to a range of health and well-being outcomes as well as more recent research showing that what's happening in the sky significantly affects psychological reactions to natural elements on the ground. Studying green spaces and health in isolation is only half the picture – it needs to be taken in the context of the larger water cycle as ultimately without rain from the sky and water on and under the ground there are no green spaces. This complex inter-dynamic and its impact on mental health has so far been largely neglected. The talk argues that we need a systematic programme of work that looks at nature in the whole to close this gap. Ultimately, the aim of such a research programme would be to highlight the importance of the interconnected dynamics of various aspects of "nature" for our health and well-being in an attempt to reduce the growing anthropogenic destabilizing of the natural world.

Abstract 3131

THE MENTAL HEALTH BENEFITS OF URBAN NATURE IN THE AGE OF CLIMATE CHANGE

Mechelli A.*

King's College London ~ London ~ United Kingdom

We live on an increasingly hot planet, with more frequent and intense heatwaves affecting populations worldwide. Evidence shows that extreme heat can take a toll on mental health, particularly among people living in dense urban areas, where temperatures tend to be highest. Urban nature, especially trees, but also grass, green roofs, and green walls, can help reduce temperatures in cities. But can urban nature also help mitigate the mental health impacts of extreme heat? To address this question, I will present findings from two datasets. The first is based on large-scale electronic health records collected in the UK over a 15-year period (2008–2022). The second comes from a citizen science project in which participants shared their experiences using a smartphone app (https://www.natureboostproject.com/). Together, these datasets help us understand how urban nature can support mental health in periods of very hot weather. This is especially evident in individuals with existing mental health conditions, who are most vulnerable to the adverse effects of extreme heat. Finally, I will refer to our team's efforts to translate these insights into policy action in the United Kingdom. Notably, the recent 10-Year Health Plan for England does not include a single reference to nature in its 168 pages. By failing to recognise the central role of nature in human health, governments are overlooking one of the simplest and most effective ways to build both human and ecological resilience.

Abstract 3132

RESTORATIVE WORK ENVIRONMENTS, AND NATURE CONTACT AT WORK: PATHWAYS TO PERFORMANCE, HEALTH, AND REDUCED TECHNOSTRESS

Pasini M.*[1], Menardo E.[1], Marossi C.[1], Ebisch S.[2], Di Plinio S.[2], Brondino M.[1]

[1]University of Verona ~ Verona ~ Italy, [2]University "G. D'Annunzio" Chieti-Pescara ~ Chieti.Pescara ~ Italy

The restorative quality of work environments is increasingly recognised as a key resource for supporting employee well-being and performance. In this study, we investigated how perceived restorativeness at work influences technostress, health, and performance, and to what extent different forms of nature contact contribute to strengthening this perception.

A total of 691 Italian employees (59% office workers, 26% teachers, 15% manual workers) completed the Rest@Work Scale (R@WS), the Nature Contact Questionnaire (NCQ; outdoor, indirect, indoor), the Technostress Creators Scale, a single-item performance measure, and the General Health Questionnaire (GHQ).

Path analysis showed that perceived restorativeness at work positively predicted performance and general health, while reducing technostress. In turn, technostress had negative effects on both performance and health. The model demonstrated good fit. Importantly, among the NCQ dimensions, only indirect and indoor nature contact significantly predicted restorativeness, whereas outdoor contact did not.

The R@WS does not directly measure exposure to nature; rather, it captures four psychological dimensions of restorative work environments: Being Away (mental detachment opportunities), Fascination (attention captured effortlessly), Coherence (clarity and organisation), and Scope (spatial richness and openness). Our findings suggest that restorative qualities can exist independently of natural features; however, the presence of indirect and indoor nature elements significantly enhances them. Overall, the results highlight the central role of restorative work environments in buffering technostress and promoting health and performance. Designing workplaces that foster Being Away, Fascination, Coherence, and Scope—potentially strengthened by accessible natural elements—may represent an effective strategy for enhancing employee well-being in contemporary organisations.

Abstract 3133

FROM NATURE TO THE CITY: COMPARING RESTORATIVE QUALITIES OF NATURAL, HISTORICAL, AND MODERN URBAN SPACES

Miola L.*, Pazzaglia F.

University of Padova ~ Padova ~ Italy

Urban built environments have often been studied primarily as a comparison for studying natural spaces. Restorative properties are not exclusive to nature; built environments can also possess such qualities. However, the understanding of the positive effects of built spaces on emotions, cognitive functioning, and psychophysiological responses remains limited. Our project aims to investigate the restorative potential of historical/artistic as well as modern/contemporary environments. In study 1, after a stress induction phase participants were exposed to AI-generated images showing natural environments, historical, historical with nature (mixed) and modern urban environment presented within a Cave Automatic Virtual Environment (CAVE) using a between-subjects design. Before and after the exposure participants assessed emotions and arousal. Moreover, they evaluate affective qualities and perceived restorativeness of the environments. Psychophysiological indices were measured throughout the experimental session using an Empatica bracelet. Similarly, in Study 2 participants were exposed to natural, modern/contemporary, and modern/contemporary with nature (mixed) environments in a within subject design.

Results revealed that natural and mixed environments were perceived as most restorative, while modern urban environments were rated as the least restorative and most negatively valenced. Historical environments, although rated lower in a global score of restorativeness, were perceived as fascinating, coherent, engaging, pleasant and increased positive emotions and reduced arousal levels after stress induction, similarly to natural environments. Historical settings were also considered the least boring. Moreover, natural elements and scenarios improved modern/contemporary environments in terms of restorativeness and affective qualities. Overall, the findings underscore the crucial role of historical environments and mixed environments (both historical/artistic and modern/contemporary), which can offer an important and balanced compromise in urban areas for fostering positive emotions and enhancing residents' well-being.

Abstract 3134

RESTORATIVE EFFECTS OF URBAN AND HISTORIC PLACES

Bornioli A.*[2], Bray I.[1]

[1]UWE Bristol ~ Bristol ~ United Kingdom, [2]ISGGlobal (Barcelona Institute for Global Health) ~ Barcelona ~ Spain

A large body of research confirms the restorative benefits of natural environments. However, a growing number of studies also highlight how urban spaces, particularly historical ones, can equally promote recovery from stress and psychological well-being. According to the evidence, places like churches, museums, and monasteries are particularly effective for psychological restoration. This paper outlines the mechanisms that explain environmental restoration in both urban and historical settings. These include physical characteristics of settings, such as biophilic design and protection from common urban stressors like traffic and noise. Other key factors are more intangible, and include the symbolic value of urban (and historical) places. Such a symbolic value can foster a sense of belonging, identification with place, and a sense of community.

Finally, a study is presented on comparative restorative experiences of favourite urban indoor and outdoor places among adults living in five Western countries (n = 945). We examine self-reported restorative experiences and features of restoration (activity affordance and social context) based on a combination of statistical tests and data mining methods. Results show that, in addition to natural environments, places including the home, eating and drinking places, and study places were also reported as restorative environments by participants. Psychological restoration was mostly characterised by cognitive individual activities, such as reading or thinking, and by socialisation – with variation among places.

Overall, identifying characteristics of built places which can support restoration and wellbeing is crucial towards healthy cities for all.

04 - Division 4: Environmental Psychology

Pro-Environmental Motivation 2

Wednesday 22 July 2026 from 17:30 to 18:15

(I-Spadolini)

Abstract 4961

EMOTIONAL IMPACT OF URBAN ENVIRONMENTS: A COMPARATIVE ANALYSIS OF AUDITORY AND VISUAL CHARACTERISTICS OF HIGHWAYS AND PARKS

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As urban populations continue to grow and urban environments undergo rapid transformation, understanding how specific environmental features affect mental well-being has become increasingly important, yet the sensory mechanisms underlying these effects remain insufficiently understood. This study investigates the effects of auditory and visual components of urban environments-highways and parks—on affective and physiological responses. A pilot experiment included 23 participants. Stimuli (audio and video recordings of road and park environments) were presented under three conditions: “Video Only,” “Audio Only,” and “Audiovisual.” Subjective affective responses were assessed using the PANAS, as well as self-reported valence and arousal. Physiological measures included heart rate and heart rate variability (RMSSD, SDNN). Comparison of subjective ratings showed that park environments were associated with more positive valence than road environments (U = 105, p < 0.05). Parks were also associated with higher self-reported arousal (U = 98.5, p < 0.05) and higher positive affect (U = 87.7, p < 0.05), whereas negative affect was higher for road environments (U = 112, p < 0.05). The effect of stimulus modality differed depending on the environment. In park environments, the “Audiovisual” condition was associated with higher positive affect compared to the “Audio Only” condition (W = 34.0, p = 0.0139). For road environments, the most negative responses were observed in the “Audiovisual” condition: valence was significantly lower than in the “Video Only” (W = 17.0, p = 0.0069) and “Audio Only” (W = 16.5, p = 0.01) conditions, while negative affect was higher (W = 4.5, p = 0.0004; W = 9.5, p = 0.0014). Positive affect in road environments was lower in the “Audio Only” condition compared to “Video Only” (W = 33.5, p = 0.01). Analysis of physiological measures did not reveal statistically significant differences, which is likely related to the small sample size. Thus, the results demonstrate an asymmetric effect of sensory components on affective responses depending on the type of urban environment. Park environments are associated with more positive emotional responses, primarily due to

visual stimuli, whereas negative affective responses to road environments appear to be driven mainly by
auditory input.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2209

EXPLORING THE PROSPECTIVE LINK BETWEEN SELF-TRANSCENDENT EMOTIONS AND PRO-ENVIRONMENTAL BEHAVIOUR: A THREE WAVES LONGITUDINAL STUDY

Unanue W.*

Business School, Universidad Adolfo Ibañez ~ Santiago ~ Chile

Recent research has theorized that three self-transcendent emotions (STEs; i.e., gratitude, compassion, owe) could predict human pro-environmental behaviour (PEB). Unfortunately, up to our knowledge, no previous studies have empirically examined link between STEs PEB neither longitudinally nor simultaneously. Thus, in a three-wave longitudinal study among a representative sample of adults in Chile (n: T1 = 1477, T2 = 820, T3 = 487), we tested the reciprocal relations between gratitude, compassion, owe and PEB, using cross-lagged panel analysis. First, we tested the link between each STE and PEB in three separate models. Our results showed that, taken individually, neither compassion nor owe predicted PEB. We found that only gratitude prospectively predicted PEB. Unexpectedly, we also found that higher PEB predicted longitudinally higher levels of gratitude, compassion and owe. Second, we entered simultaneously into the same models, all four constructs. This more stringent model replicated previous results. In other words, we found that only higher gratitude predicted higher PEB. Unexpectedly again, we also found that PEB predicted higher levels of gratitude, compassion and owe. Our results thus advance research on PEB in two ways. Firstly, we found a novel predictor of PEB (i.e., gratitude). Secondly, we found new positive consequences of PEB. PEBs are not only important for the sustainability of the planet Earth. PEBs may also help to live a better life by increasing key determinants of human flourishing and well-being (i.e., gratitude, compassion and owe) dynamically over time.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 15: Life on land SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1849

THE STRUCTURAL RELATIONSHIPS AMONG CLIMATE CHANGE COGNITION, SUSTAINABLE DEVELOPMENT, AND LOW-CARBON LIVING

Zhang H.*, Huang W.

National Cheng Kung University ~ Tainan ~ Taiwan

Global climate change presents unprecedented challenges to human survival, making effective strategies like low-carbon living a pressing international concern for addressing climate change and sustainable development. This study investigated university students in Taiwan, recognized as future social elites, to systematically examine the relationships among their cognition of climate change, sustainable development, attitudes toward low-carbon living, and resulting low-carbon living behavior. The findings are intended to inform the design of effective educational measures, offer valuable references for understanding public cognition in Taiwan, and support future cross-cultural comparisons.

The research utilized Structural Equation Modeling (SEM) to analyze data collected from 432 valid responses from National Cheng Kung University students. SEM was applied to model the complex interrelationships among the four core constructs under investigation: climate change cognition, sustainable development cognition, attitudes toward low-carbon living, and low-carbon living behavior.

A key revelation from the findings is the mechanism through which cognition translates into action. While the analysis confirmed that climate change and sustainable development cognition influence low-carbon living behavior, this influence is indirect. Crucially, the sources state that attitudes toward low-carbon living fully mediate the impact of climate change and sustainable development cognition on behavior. This signifies a critical educational insight: merely enhancing recognition or knowledge alone is insufficient to foster behavioral change effectively. Instead, recognition must first be successfully transformed into favorable attitudes to promote low-carbon practices effectively among this demographic.

These insights highlight the necessity of attitudinal reinforcement. The study emphasizes the importance of integrating robust climate change and sustainability knowledge into environmental education and social movements to cultivate these stronger, necessary attitudes toward low-carbon living. Such attitudinal strength is essential for realizing meaningful behavioral change and ultimately achieving the broader societal goals of sustainability and climate resilience.

04 - Division 4: Environmental Psychology

Urban & Built Environments

Wednesday 22 July 2026 from 17:45 to 18:45

(N-Lorenese)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 11: Sustainable cities and communities

Abstract 1223

FROM URBAN ENVIRONMENTS TO COLLECTIVE EXPERIENCES: A SELF-DETERMINATION THEORY APPROACH TO MOBILITY

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[1]VEDECOM Institute ~ Versailles ~ France, [2]CESI LINEACT ~ Nanterre ~ France

Tomorrow's cities aim to be safe and inclusive, and mobility is a key component. Self-Determination Theory (SDT; Deci & Ryan, 2000) provides a framework to understand how urban settings support and frustrate psychological needs (autonomy, competence, and relatedness), with potential implications for well-being, perceived risk, and the inclusion of vulnerable and active users.

This study investigates how the perceived quality of urban infrastructure influences the satisfaction and frustration of the three basic psychological needs. The focus is on identifying which environmental elements most strongly affect needs and how this relates to perceived risk and well-being.

A survey was conducted in France between June and August 2025 (N = 1,351), including sighted pedestrians (n = 500), visually impaired pedestrians (n = 105), cyclists (n = 246), and car drivers (n = 500). Constructs were measured on 7-point Likert scales, and analyses rely on Partial Least Squares Structural Equation Modeling (PLS-SEM).

Our preliminary analyses on sighted pedestrians and car drivers show mixed results according to which basic need is considered. Perceived infrastructure quality appears pivotal to feeling autonomous and competent for both user categories, with high-quality infrastructure strongly supporting satisfaction and decreasing frustration of both needs. In contrast, perceived infrastructure quality poorly contributes to the satisfaction or frustration of the need for relatedness, which questions the capacity of current urban design to foster a collective rather than an individual mobility experience and behavior.

Applying SDT to mobility reveals which basic psychological needs are most unsatisfied and frustrated, and how urban design shapes mobility experiences. These findings may lead to actionable insights for designing collective and inclusive urban environments likely to create a mindful atmosphere between road users, to convey social identity or social bound between and within road users' categories, advancing both theory and practice in sustainable and equitable urban mobility.

Division 4: Environmental Psychology Division 11: Political Psychology SDG 13: Climate Action

Abstract 818

TAKING STOCK OF HOW CITIZENS IN URBAN AREAS PERCEIVE RISKS FROM CLIMATE CHANGE: A SYSTEMATIC LITERATURE REVIEW

Holz L.*, Kause A.

Leuphana University Lüneburg ~ Lüneburg ~ Germany

Urban areas are increasingly affected by climate change risks, such as urban heat islands and urban flooding. Those can have serious impacts: Heat stress can be life-threatening, while floods can trigger disease outbreaks. With growing urban populations, an increasing number of citizens will be exposed to such risks. At the same time, citizens play a central role in adaptation to climate change, thereby reducing their exposure to these impacts. Yet, to foster effective adaptation, it is essential to take stock of how citizens perceive such climate risks in cities.

This presentation will introduce findings from a systematic map of empirical research on citizens' perceptions of climate risks in cities worldwide. It will examine how, with whom, when, and where their perceptions of various climate risks have been studied: This includes the composition and location of the samples studied. It will also provide an overview of climate risks examined and thus allow identifying research gaps with respect to climate risks occurring globally in cities.

I will also present findings from a systematic review of an article subset, including samples located within climate zone Cfb (temperate climate, no dry season, warm summer), according to the Köppen-Geiger climate classification map (https://koppen.earth/). I will describe (1) citizens' perceptions of different climate risks in cities within this zone, (2) the individual characteristics that link to their perceptions, and (3) contextual factors associated with these perceptions. The review seeks to highlight patterns of risk perceptions across geographic areas and demographic groups. These insights will be critical for designing strategies that strengthen citizen adaptation in cities that lie within the same climate zone.

This review is part of the CIT work package of the Urban Climate Future Lab (https://urbanclimatefuturelab.de/), which investigates citizens' narratives of climate risks in urban areas.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1083

SUBJECTIVE QUALITY OF LIFE AND PLACE ATTACHMENT: INSIGHTS FROM PHNOM PENH, CAMBODIA

Blöbaum A.*[1], Matthies E.[1], Waibel M.[2], Sok S.[3]

[1]Otto-von-Guericke University ~ Magdeburg ~ Germany, [2]University of Hildesheim ~ Hildesheim ~ Germany, [3]Royal University of Phnom Penh ~ Phnom Penh ~ Cambodia

The paper presents results from a transdisciplinary project (Build4People) that aims to enhance quality of life through sustainable urban transformation in Cambodia's capital, Phnom Penh.
The concept of urban quality of life has a long multidisciplinary research tradition, bringing together fields such as human geography, sociology, and environmental psychology. Building on this, the project's conceptual framework integrates sociological, psychological, and geographical perspectives.
Based on a representative standardized household survey (N = 750 face-to-face interviews), subjective quality of life was assessed in relation to psychological factors (people sphere), such as perceived self-efficacy, general stress, coping capability, and locus of control; environmental assessments (environment sphere), including climate, the built environment, and public urban green; and resilience resources, such as social cohesion, satisfaction with social relationships, and neighbourhood-level place attachment.
The findings show that satisfaction with social relationships was the strongest predictor of subjective quality of life, followed by perceived self-efficacy, coping capability, general stress, and place attachment. Interestingly, perceived environmental stressors appear to exert a more indirect impact, moderated by both place attachment and perceived general stress. Place attachment seems to play an integrative role, linking several other factors, such as the evaluation of urban green, social cohesion, environmental stressors, self-efficacy, and coping capabilities.
Results are presented and discussed with respect to theoretical implications and starting points for evidence-based sustainable urban policies and practical interventions aimed at fostering well-being.

Division 4: Environmental Psychology Division 13: Traffic and Transportation Psychology Division 11: Political Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2141

FAIRNESS AND TRUST SHAPE PUBLIC SUPPORT FOR STREET TRANSFORMATIONS: EVIDENCE FROM BARCELONA

Marquet O.*, Maciejewska M.

Autonomous University of Barcelona ~ Barcelona ~ Spain

Background. Built-environment sustainable travel interventions like superblocks, traffic calming or bike lanes often encounter vocal resistance despite broad latent support. Urban planners have been surprised by the virulence of backlash to seemingly benign measures, as seen in conspiracy-driven debates around the 15-minute city (Marquet et al., 2025) or frequent bike lane conflicts across Europe (Wild et al., 2018). To understand these reactions, we test psychological drivers of policy acceptability in the context of Barcelona's recent street transformations

Methods. A population survey of Barcelona residents (N=2,000) measured four latent constructs: Fairness, Trust in the City Council, Transport Policy Values, and Climate Concern, alongside socioeconomic and political variables (ideology, education, home ownership, car use and need). Support for expanding superblocks served as the primary outcome. We estimated a structural equation model (FIML/MLMV), regressing support on the four constructs and covariates, and regressing each construct on the same covariates. Reliability was acceptable to high (α Fairness≈.80; Trust≈.84–.87; Policy Values≈.62; Climate≈.82)

Results. Trust and Fairness were the strongest attitudinal predictors of support for superblocks (β≈.34 and β≈.24), with Policy Values also contributing (β≈.22). The direct effect of generic Climate Concern was negligible once other attitudes were included. Higher car use did not directly reduce support but was linked to lower Trust and weaker Policy Values, indicating an indirect pathway to opposition. Sociodemographic effects were modest but coherent, such as ideology shaping Trust and Values.

Conclusions. Procedural and distributive fairness, together with institutional trust, are key to acceptance of urban street transformations. Messages relying only on abstract climate benefits may be insufficient unless coupled with references to fair process, equitable outcomes, and transparent governance. Designing processes that build trust can help reduce backlash and sustain progress toward people-centered streets.

04 - Division 4: Environmental Psychology

PUBLIC ACCEPTANCE OF ALTERNATIVE PROTEINS

Thursday 23 July 2026 from 08:00 to 09:30

(F-Spadolini)

Michael Siegrist (ETH Zurich ~ Zurich ~ Switzerland), Chair and Presenter
Fabienne Michel (ETH Zurich ~ Zurich ~ Switzerland), Co-Chair

Animal-based foods have a higher environmental impact compared with plants. Reducing meat consumption has been suggested as a way of reducing the environmental impact of food production. It is widely assumed that alternative proteins, such as highly processed plant-based meat substitutes, cultivated meat or insects, could substantially reduce the consumption of meat, resulting in a more sustainable food system than the current one. In this symposium, we will outline some of the challenges and barriers that need to be overcome before alternative proteins can play an important role in people's diets. We will discuss the importance of various psychological variables and models for successfully transitioning from animal-based to plant-based protein sources. Furthermore, we will discuss the implications for developing novel meat substitutes.

Abstract 3436

CLASSIFICATION OF MEAT SUBSTITUTES

Fischer A.*

Wageningen University ~ Wageningen ~ Netherlands

Consumers develop rich category associations with food including animal products from an early consumer. Category based associations and inferences guide their judgments about whether products qualify as food, as what kind of food they should be classified, and whether they are acceptable to eat at all. For the past 15 years, the dominant strategy has been to develop meat analogues that mimic the appearance, taste, and functionality of conventional meat. Yet, our research shows that such products and other meat alternatives are not typically categorized as meat by consumers. In focus groups in the Netherlands, consumers did not consider insects a food product making disgust a moot point. Consumers associated duckweed with a green salad like condiment instead of a protein source. Cultured meat was shown to be confusing as it misses the defining attribute of being derived from a professionally slaughtered animal. Beans and legumes were often classified as vegetables due supermarket placement while nuts were considered snacks for the same reason. These entrenched category inferences appear to be a major barrier in positioning meat alternatives as equivalent to meat. Our findings suggest that a more promising pathway lies in developing novel meals and recipes rather than narrowly focusing on replacing meat.

Abstract 3437

WHAT CAN FOOD CHOICE MOTIVES TELL US ABOUT CONSUMERS' INTEREST IN THE SUSTAINABLE FOOD TRANSITION? A CASE STUDY FROM THE UNITED KINGDOM

Jaeger S.*

Aarhus University ~ Aarhus ~ Denmark

A shift away from diets reliant on animal-based foods is underway, but not as quickly as political goals and international guidelines advocate. In Europe, it is estimated that up to ¾ of consumers regularly eat meat, fish, and chicken, while only a minority are vegetarian or vegan. Food choices, which are complex and habitual, are difficult to change. The importance consumers attach to different food choice motives is a good predictor of dietary behaviour and is underused as a source of inspiration for initiatives that can promote a sustainable food transition. In this talk, we present online survey data from >5000 adults living in the United Kingdom who self-identified as one of various dietary styles (incl. omnivore, flexitarian, vegetarian, and vegan) and scored the relative importance they placed on 11 different food choice motives (taste, affordability, health, freshness, naturalness, convenience, animal welfare, environmental sustainability, social sustainability, weight management, familiarity). Among omnivores, food choice decisions were primarily driven by taste, health, freshness, and affordability. Taste was ~10 times more important than environmental sustainability. Flexitarians who reported reducing their meat intake or avoiding red meat had very similar food choice motives to omnivores. For vegans (<5%), animal welfare was the most important food choice motive, followed by health and environmental sustainability. For this group of consumers, the importance placed on taste and affordability was significantly reduced. Vegetarians and pescatarians also placed relatively higher importance on animal welfare and environmental sustainability. The study findings will be presented in detail, while leaving room for a reflection on the minor importance of environmental sustainability, the need to leverage health and freshness as drivers of dietary changes and the value of promoting flexitarianism as a dietary style.

Abstract 3438

EXPLORING EUROPEAN CONSUMERS' ATTRIBUTE PREFERENCES FOR MEAT ANALOGS USING A CONJOINT ANALYSIS

Michel F.*

ETH Zurich ~ Zurich ~ Switzerland

The high share of animal-based protein in our diets has negative effects on the environment and contributes to climate change. Substituting meat with plant-based analogs presents one measure to facilitate the transition to more plant-based diets. But despite increased availability of plant-based meat analogs, the consumption of meat has not decreased substantially.
In the present study, we investigated how important different aspects and attributes of meat analogs are to consumers as the identification of attributes with high importance could be used to increase attractivity of these products.
To achieve a realistic scenario where consumers have to make trade-offs between different attributes such as price, product type, main ingredient, quality-, and nutrition claims, we used a rating based conjoint task. Consumers from four European countries (Finland, Germany, Italy, and Serbia) completed an online questionnaire in which they were shown plant-based burgers and plant-based steaks with different front of package claims and were asked to indicate their willingness to purchase the products.
Results showed that neither nutrition-, nor quality claims influenced consumers' willingness to purchase meat analogs. A large part of participants seemed to be indifferent to any attribute and was not interested in buying meat analogs at all. However, also a substantial part of participants reacted positively to lower prices and products aiming to replace burgers, but not steaks.
We conclude that nutrition- and quality claims do not seem to change existing attitudes towards meat analogs. However, lower prices and products that replace processed meat show greater potential to appeal to consumers.

Abstract 3439

MORE CHOICES AT THE COMMON TABLE: HOW CAN ALTERNATIVES TO ANIMAL-SOURCED FOODS SUPPORT A TRANSITION TOWARD SUSTAINABLE DIETS?

Renner B.*

University of Konstanz ~ Konstanz ~ Germany

Global debates on sustainability, animal welfare, health, and the convenience-oriented food environment are shaping increasingly diverse eating habits across many societies. While animal-based products continue to play a dominant role, a growing plurality of attitudes, motivations, and dietary practices is emerging. Importantly, positive orientations toward animal products do not preclude openness to alternatives. This diversification creates new opportunities for individual dietary choices, but it also raises challenges for social cohesion—particularly with regard to the "common table," understood both as a physical setting for shared meals (commensality) and as a symbolic space of identity, belonging, and mutual acceptance.

In this context, the "Reduce–Remix–Replace" (3R) strategy is proposed as a flexible and practical framework for dietary transitions. Reduce refers to lowering portion sizes of animal-based foods, Remix to combining them with plant-based or alternative ingredients, and Replace to fully substituting them with other protein sources such as plant-based analogues. By offering multiple entry points, the 3R framework accommodates the diversity of contemporary dietary patterns—from omnivores and flexitarians to vegetarians and vegans—while generating potential health and environmental benefits.

For consumers, the success of these strategies hinges on the diversity, accessibility, and everyday usability of alternative products within fair food environments. Beyond their environmental promise, the 3R approach may also foster social acceptance by enabling gradual, context-sensitive changes that respect cultural traditions and shared eating practices. Yet, barriers such as skepticism toward novel technologies, perceptions of naturalness, and concerns about taste and convenience remain significant.

Overall, aligning the development of alternative proteins with the Reduce–Remix–Replace framework offers a promising pathway toward more sustainable diets—reducing ecological burdens while sustaining the integrative role of the common table.

Abstract 3440

WILL ALTERNATIVE PROTEINS SUBSTANTIALLY REDUCE MEAT CONSUMPTION?

Siegrist M.*

ETH Zurich ~ Zurich ~ Switzerland

Animal-based foods tend to have a high environmental impact. A reduction of meat in the diet has been proposed as a strategy to reduce the environmental impact associated with food production. It is widely assumed that alternative proteins, such as highly processed plant-based meat alternatives, cultured meat, or insects, could substantially reduce animal protein consumption, and that this may result in a more sustainable food system compared with the current one. However, we question whether consumption of animal protein will decrease substantially as a result of these alternative proteins. Our research shows that psychological constructs such as food disgust and food neophobia are important barriers to the acceptance of alternative protein sources, such as insects or cultured meat. Furthermore, our survey results from four European countries suggest that plant-based meat alternatives are more widely accepted than insects and cultured meat. Furthermore, imitating processed products (e.g. burgers) is more widely accepted than imitating whole cuts (e.g. steaks). It remains to be seen to what degree alternative proteins will be substitutes for meat. We have some serious doubts that technological food solutions will be sufficient to solve the problems associated with meat consumption. A quick change from animal proteins to alternative protein sources should not be expected.

04 - Division 4: Environmental Psychology

Poster Session 1 - Division 4

Thursday 23 July 2026 from 08:15 to 09:45

(X- Poster 2)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2205

THE SOCIAL AND ENVIRONMENTAL CONSEQUENCES OF VEGAN CONSPIRACY BELIEFS

De Gourville D.*, Douglas K.

University of Kent ~ Canterbury ~ United Kingdom

Reducing meat consumption is a critical component of climate change mitigation, and veganism is often promoted as a high-impact individual climate action. Yet, despite its environmental benefits, resistance persists. Anti-vegan rhetoric frequently draws on conspiratorial claims that depict vegans as deceptive actors who exaggerate the harms of meat and manipulate public opinion. Despite the prominence of such narratives, their psychological consequences have rarely been systematically examined. Across three experimental studies (N = 1,783), we investigated the effects of exposure to vegan conspiracy content. Exposure consistently heightened endorsement of vegan conspiracy beliefs. Compared to a control group, participants exposed to conspiratorial narratives expressed more negative attitudes toward vegans, perceived greater symbolic and realistic vegan threat, attributed more negative traits, and judged vegans and vegan organisations as less moral (Studies 2–3). Exposure also increased support for punitive actions against vegan organisations. At the behavioural level, participants were more likely to sign a punitive petition against vegan organisations, an effect that emerged indirectly via heightened conspiracy beliefs (Study 3). While exposure did not directly reduce intentions to lower meat consumption or support meat-reductive policies, it increased defensive perceptions of meat (endorsement of the “4Ns”: natural, necessary, normal, and nice). No evidence emerged for an effect on food system justification. These findings extend conspiracy theory research in the domain of diet and climate action, showing that anti-vegan conspiratorial narratives heighten perceived threat, foster negative and punitive attitudes, and reinforce meat-defensive ideologies—potentially undermining public support for high-impact climate strategies.

Division 4: Environmental Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1077

INVESTIGATING THE EFFECT OF MESSAGE FRAMING ON PUBLIC OPINIONS AND VALUES TOWARDS SUSTAINABLE FESTIVE GIFTING AT LUNAR NEW YEAR

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Monetary Authority of Singapore ~ Singapore ~ Singapore

Lunar New Year (LNY) gifting of new notes in Singapore involves issuing approximately 90 million new notes annually. Most are used once before being returned to the Monetary Authority of Singapore (MAS) where notes exceeding demand are destroyed through incineration, generating substantial carbon emissions.

Behavioural research suggests effectiveness of loss-framed and social influence messages in promoting environmentally sustainable behaviours, though none have focused on LNY gifting. This study examines attitudes towards sustainable LNY gifting and whether loss-framed or social influence messages affect intentions and values driving such behaviours.

A randomised controlled trial (n = 1,853) assigned participants to three conditions: (i) control group (no message), (ii) loss-framed message highlighting the destruction of excess notes by incineration (iii) social influence message emphasising that new notes are not important to most receivers of hongbaos.

Across groups most receivers had no strong preference for new notes. Older individuals preferred new notes while the digitally savvy were more likely to prefer Fit notes (used currency notes that are generally clean and of suitable quality for recirculation) and digital hongbaos (digitally transferred money gifts). PayNow users were less likely to prefer new notes and more inclined towards digital gifting.

Both intervention messages significantly reduced intent to gift new notes, with social influence messaging proving more effective. It reduced preference for new notes among youth receivers and achieved higher knowledge comprehension. However, messages alone may not overcome fundamental demand as around 2 in 5 still intend to use new notes.

Personal values analyses revealed that givers' preference for Fit notes was linked to "respecting the earth" while those preferring new notes valued "influence". Youth receivers who preferred new and Fit notes prioritised different values like "social power", suggesting targeted messages appealing to givers and receivers based on their values may be more effective than a one-size-fits-all approach.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 13: Traffic and Transportation Psychology SDG 7: Affordable and clean energy SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 828

WHY SUSTAINABLE MOBILITY IS PRESTIGIOUS: AN EXAMINATION OF STUDENTS' NORMS AND VALUES

Joly L.*[1], Li W.[1], Boisadan A.[1], Davies M.[1], Viazzi C.[2], Buisine S.[1]

[1]CESI LINEACT ~ Nanterre ~ France, [2]CESI LINEACT ~ Toulouse ~ France

Introduction – Social influence plays a significant role in promoting sustainable mobility. Research shows that social norms encourage environmentally friendly behaviors. However, most studies focus on norms directly related to sustainable mobility, ignoring the impact of norms rooted in broader societal values such as prestige or innovation. These values often explain mobility choices in other contexts. This gap leads to a key question: Can sustainable mobility be promoted not only through norms tied to specific practices but also through norms anchored in collective values?
Purpose – This study investigates the relative influence of specific mobility norms and broader societal norms on sustainable mobility behaviors. Additionally, we examine the mediating role of personal norms and the contribution of perceived behavioral control to understand broader dynamics.
Method – An online survey was conducted among students at a higher education institution (N = 279) to assess perceptions of descriptive and injunctive norms related to mobility and eight societal values: prestige, health, materialism, hedonism, security, individualism, environment, and technology. Relationships among these variables were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), considering personal norms, perceived control, and self-reported behaviors.
Results – As anticipated, specific mobility norms strongly predicted sustainable mobility and perceived control. Among societal values, prestige positively influenced sustainable mobility, while values associated with technology had a negative impact. No other domains showed significant direct effects.
Conclusions – Findings indicate that sustainable mobility is influenced not only by behavioural norms but also by societal values, with prestige serving as a key facilitator. Positioning sustainable mobility as status-enhancing and modern could foster adoption. Incorporating these multi-level normative insights into policy and decision-support systems offers promising opportunities for effective, scalable interventions.
Acknowledgement – This project is part of Mon Trajet Vert, funded through the Energy Savings Certificates and supported by ADEME.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 813

DISPOSITIONAL DETERMINANTS OF SUSTAINABLE MOBILITY CHOICES AMONG STUDENTS: A COMPARISON OF SELF-DETERMINATION AND VALUE-BELIEF-NORM FRAMEWORKS

Li W.*, Boisadan A., Viazzi C., Buisine S.

CESI_LINEACT ~ Paris ~ France

Introduction : Climate change mitigation requires reducing transport-related emissions, especially in daily student commuting. Understanding dispositional factors that drive ecological mobility is essential to design effective interventions.
Purpose. This study examined how motivational and moral determinants predict students' intentions and behaviors regarding sustainable mobility, by comparing two major theoretical frameworks: Self-Determination Theory (SDT) and Value-Belief-Norm (VBN) theory.
Method : A survey was conducted among 643 engineering students in France. Participants completed validated scales assessing psychological needs satisfaction and frustration, autonomous motivation, personal and social norms, value orientations, ecological beliefs, awareness of consequences, and future orientation. Intention to adopt ecological transport and actual use of polluting transport were measured. Path analyses were used to test and adjust the SDT and VBN models.
Results: Both models showed comparable predictive performance, explaining about 25% of the variance in ecological mobility intention and 11% in polluting transport use. In the SDT model, intention was positively predicted by autonomous motivation and by the satisfaction of competence, autonomy, and relatedness, while competence frustration hindered intention. In the VBN model, intention was positively predicted by biospheric values, awareness of consequences, future orientation, personal norms, and social norms, and negatively by egoistic values. Altruistic values, hedonic values, and ecological worldview showed no significant effect. Both frameworks converged on the finding that higher ecological intention was associated with lower reliance on polluting modes.
Conclusions: Dispositional determinants of ecological mobility can be explained both through motivational processes (SDT) and moral-normative mechanisms (VBN). Their complementary nature suggests that interventions should target both psychological need support and normative influences to foster sustainable transport choices among young adults. Future research should integrate situational factors to better capture the gap between intention and behavior.
Acknowledgments: Part of Mon Trajet Vert (MTV), supported by ADEME, this project fosters sustainable student mobility and engages higher education institutions.

Division 4: Environmental Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 6: Clean Water and Sanitation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1335

L'EFFET DU STRESS ENVIRONNEMENTAL ET PSYCHOSOCIAL SUR LA PLASTICITÉ SYNAPTIQUE : APPROCHE NEUROPSYCHOLOGIQUE CONTEXTUALISÉE AU CONGO-BRAZZAVILLE

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Ministère de l'intérieur et de la Décentralisation ~ Brazzaville ~ Congo

Résumé N°2

Le stress environnemental et psychosocial, causé par des facteurs tels que la pauvreté, la migration, les conflits et la dégradation de l'environnement au Congo-Brazzaville, un impact majeur sur la plasticité synaptique du cerveau. La plasticité synaptique est la capacité des synapses, les points de communication entre les neurones, à modificateur leur force et leur efficacité en réponse à des stimulations ou à des expériences. Il est considéré comme comme un mécanisme fondamental sous-jacent aux processus d'apprentissage, de mémoire et d'adaptation cérébrale.

Le stress chronique, surtout lorsqu'il est multiple et contextuel, perturbe les mécanismes biochimiques impliqués dans la plasticité synaptique, notamement par une dérégulation des systèmes neurotransmetteurs et neuromodulateurs (glutamate, dopamine, cortisol). Ces perturbations altèrent la potentialisation à long terme, un processus clé pour le renforcement synaptique, et favorisent des synapses affaiblies, allérant les fonctions cognitives et émotionnelles.

Dans une approche neuropsychologique contextualisée, il est essentiel d'intégrer les expériences locales de stress qui modulent la fonction cérébrale et l'adaptation psychologique de la population congolaise. L'interaction entre le stress psychosocial et la plasticité synaptique rêvèle commentaire des environnements défavorables peuvent affaiblir la santé mentale et le comportement adaptatif en durabilité modifiante les circuits neuronaux.

Comprendre ces mécanismes permet une meilleure orientation des interventions cliniques, éducatives et sociales visant à renforcer les capacités d'adaptation face au stress environnemental. La recherche en neurosciences appliquée à la psychologie contextuelle au Congo-Brazzaville œuvre des perspectives pour des stratégies thérapeutiques et préventives adaptées aux contextes socioculturels et environnementaux spéciaux.

Ce thème illustre ainsi le lien droit entre environnement, cerveau, et psyché, dans un cadre à la fois fondamental et appliqué, essentiel pour comprendre les mécanismes complexes du stress et ses impacts durables.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 145

THE INFLUENCE OF INDIVIDUAL TEMPORAL AND SPATIAL CONTEXTS ON DECISION-MAKING OF EVACUATION BEHAVIORS DURING TORRENTIAL RAIN DISASTERS

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Many people do not take evacuation action even if they sense danger during a disaster. This discrepancy between cognition and behavior is a major problem for safety and evacuation behavior. This study aims to investigate the contextual factors that inhibit an individual's decision regarding safety and evacuation behaviors during a disaster. Specifically, this study examines the influences of temporal and spatial contexts of a disaster encounter on safety and evacuation behaviors, by simulating the time course of a torrential rain disaster using ecological momentary assessment (EMA). A total of 130 respondents participated in the EMA over two consecutive days, comprising four measurement sessions. In addition to the contextual variables at the time of measurement, risk perception, crisis feelings toward the disaster, choices related to safety and evacuation behaviors, and behavioral intentions were measured. The measurement sessions were conducted at four different levels of disaster risk over a period of time (up to emergency safety measures). Main results indicated that risk perception and crisis feelings increased with the escalation of disaster risk. The rate of selecting safety and evacuation behaviors was correspondingly higher. However, the selection rate of those behaviors varied depending on the spatial context of the disaster encounter, such as whether the respondents were in transit or at home. Especially, respondents at home were less likely to take the necessary safety and evacuation behaviors. In conclusion, higher levels of risk and crisis feelings were associated with more frequent decisions to undertake safety and evacuation behaviors. However, independent of risk perception and crisis feelings, these decisions may be inhibited by the spatial context in which people encounter a disaster, leading to variations in behavioral choices. This study suggests the importance of designing risk communication that takes into account temporal and spatial contexts to promote safety and evacuation behavior during disasters.

Division 4: Environmental Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 911

EXPLORING THE USE OF NATURE SOUNDS IN DIGITAL FORM IN DAILY LIFE

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It has been widely acknowledged in environmental psychology that nature exposure is beneficial to humans' wellbeing, including attention and stress restoration, improved cognitive performance, increased positive affect and reduced negative affect. Based on limited studies, nature sounds were found to have similar effects. However, nature sounds were usually used as an intervention during a restoration phase; in reality, one could be immersed in nature sounds during task performance and as one goes about their daily activities. In other words, nature sounds can be played as background "music". Referring to the literature of background music and given the accessibility of nature sounds (e.g., on platforms like YouTube), we explored how adult office workers utilized nature sounds and other background music and sounds in daily life by conducting a survey study and screening the comments section of some of the most popular nature sounds videos on YouTube. This study analyzed the qualitative and quantitative responses from both data sources. Results revealed diverse habits and practical uses of nature sounds. Future research directions and practical implications were discussed.

Division 4: Environmental Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1216

EFFECT OF FAIR BURDEN DISTRIBUTION ON DISCUSSION AND ITS OUTCOME: GROUP DECISION EXPERIMENT REGARDING THE FINAL DISPOSAL OF REMOVED SOIL OUTSIDE FUKUSHIMA

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Fair distribution of burdens mitigates the dissatisfaction of accepting it. Although much of the literature referred to individual decision-making, few studies have focused on the group decisions reached through discussions and their evaluations. This study aims to examine the effects of fair burden distribution on the outcomes of discussions through a group decision experiment. Participants in the experiment were Japanese university students. The discussion subject was the final disposal of removed soil outside of Fukushima, caused by the nuclear power plant accident. The decontamination works were conducted to recover the environment, and they generated a huge volume of the removed soil, which is stored in a facility in Okuma and Futaba towns, Fukushima. By law, the Government must complete the final disposal of the removed soil outside of Fukushima by 2045. To reduce the amount to be disposed of, recycling low-concentration soil as construction material is vital. A key factor influencing the acceptance of the removed soil is burden-sharing. In the experiment, we manipulated the candidate site numbers. In the single-site condition, participants were informed that only their residential area was selected as a candidate site. Conversely, in the multiple-site condition, participants were told that multiple areas, other than their own, were also selected as candidate sites. Participants were asked to decide as a group whether to accept the removed soil. The results revealed no significant difference in the number of groups that decided to accept the removed soil in their residential area. However, contrary to expectations, participants in the single-site condition felt more burden-sharing towards the decisions than in the multiple-site condition. These findings indicated that a fair burden distribution affects the evaluation of the decisions, despite coming from the same outcomes on the surface. This study could contribute to designing the site selection procedure of unwanted facilities.

Division 4: Environmental Psychology SDG 7: Affordable and clean energy SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1155

PRACTICE-BASED EVIDENCE FROM THE "PERSUASION GAME" WITH ENVIRONMENTAL POLICYMAKERS AND PRACTITIONERS IN JAPAN: OPPORTUNITIES AND PRACTICAL UTILITY

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[1]Nara Women's University ~ Nara ~ Japan, [2]Keio University ~ Tokyo ~ Japan

Objective
This study examined the changes elicited in environmental practitioners by the "Persuasion Game," developed by Sugiura (2003). Whereas prior research focused on university students, we implemented the game with practitioners in Japan and assessed both the changes observed and participants' evaluations of the game, including its perceived applicability to their work.

Methods
In July 2025, twenty-three local environmental policy stakeholders took part in an in-person Persuasion Game session in Sapporo, Japan. In the Persuasion Game, participants are divided into two equal groups and, through persuading and being persuaded about ideas related to energy-saving behaviors that they themselves propose. Participants completed pre-post questionnaires to measure the difference. After the game, participants discussed how to improve the game for broader audience in 1-hour workshop.

Results & Discussion
Pre-post comparisons indicated significant increases in (a) subjective norms for energy-saving and (b) intentions to engage in conversations about energy saving. Perceived public concern for energy conservation increased as well.
On a five-point Likert scale, participants evaluated the game favorably: it was enjoyable (M = 4.18), worthwhile (M = 4.18), and deepened their understanding of energy-saving behaviors (M = 4.14); intentions to participate again were also positive (M = 3.82).
Participants identified several strengths of the game: (i) enhanced motivation to engage in energy-saving behaviors; (ii) learning gains through dialogue - having opportunities to refine their ideas; (iii) persuasive effects - feeling a commitment to act because they had themselves endorsed the behaviors; and (iv) broad applicability across contexts, including staff training and community workshops.
Three key areas for improvement were identified: (i) enhancing participants' psychological safety; (ii) establishing multiple criteria to ensure perceived fairness; and (iii) diversifying communication formats.
Results from another implementation scheduled for November 2025 will also be reported.

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 10: Reduced Inequalities

Abstract 1093

AN ECOWOMANIST ANALYSIS OF POLITICIZED ENVIRONMENTAL IDENTITY FORMATION AND ENVIRONMENTAL ACTIVISM AMONG BLACK WOMEN IN THE UNITED STATES

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University of California, Santa Barbara ~ Santa Barbara, CA ~ United States of America

Politicized environmental identity is a central predictor of environmental activism. However, examinations of politicized environmental identity and environmental activist identity have failed to explore nuance embedded in the experiences of individuals with intersecting marginalized identities. Grounded in ecowomanism and Black feminism, this presentation will discuss the results of a phenomenological inquiry that explored the development of politicized environmental identity alongside other social identities through the narratives of six Black women environmental activists. Findings suggested that critical consciousness and exposure to environmental harm may be more facilitative of politicized environmental identity development among Black women, rather than identification with mainstream environmental organizations. This study illuminated Black women's environmental activism through their unique intersectional position as both Black and woman- a position that enables them to readily see connections between social oppression and environmental degradation. As such, this research advances scholarship in environmental psychology and feminist studies by expanding current conceptualizations of both environmental activist identity and politicized environmental identity. Further, this research calls for the development of environmental activism frameworks centered in the intersectional lived experiences of marginalized and politically oppressed individuals.

04 - Division 4: Environmental Psychology

HEALTH-ENHANCING PHYSICAL ACTIVITY ACROSS NATURAL, BUILT, AND VIRTUAL CONTEXTS: AN INTERDISCIPLINARY PERSPECTIVE ON NEW DIRECTIONS AND APPLICATIONS

Thursday 23 July 2026 from 09:30 to 11:00

(F-Spadolini)

Marino Bonaiuto (Department of Psychology of Developmenta), Discussant

Solid evidence from Environmental Psychology shows that contact with nature can improve affect, restoration, and self-regulation, but turning that knowledge into programs people can use every day is still uneven. This symposium tackles that gap by bringing together results from natural outdoor activity, biophilic retrofits, and virtual nature. The focus is on mechanisms, boundary conditions, and practical levers for health, education, workplaces, and cities.

Three features make the session timely. First, methodological triangulation: randomized cross-over, living-lab, and field studies that combine self-report with objective indicators (HR/HRV, cortisol, presence) and standardized exposure descriptors to support comparability and replication. Second, contextual breadth: green exercise, classroom biophilia, workplace micro-restoration, and multi-city nature-based solutions—so we talk about theory-driven adaptation,. Third, a state-of-the-art reflection on bridging the theory-practice gap and translation to practice and policy: clear design principles, reporting standards, and low-threshold, cost-aware pathways (e.g., modular biophilic upgrades; scheduled micro-restoration; using virtual nature when access is limited).

We also address equity and feasibility discussing topics that includes cost and maintenance, access barriers, and potential risks. We also consider who benefits most from the different applications, and how to avoid widening disparities when scaling up.

The target audience of this symposium includes environmental and health psychologists, behavioral scientists, occupational health professionals, educators, urban planners, and HCI/design researchers. Attendees will leave with: (a) new knowledge on mechanisms linking restoration, affect regulation, and connectedness to nature with specific behavioral outcomes; (b) decision guidelines for when to choose natural, biophilic, or virtual options; and (c) a short checklist for measurement, implementation, and equity safeguards.

Aligned with ICAP's "New Directions in Applied Psychology" and SDGs on health and wellbeing, quality education and climate action, the session aims for something practical: evidence-based, cost-aware, and ready for use newly developed insights and guidelines, while keeping appropriate scientific caution.

Abstract 3528

VIRTUAL GREEN EXERCISE: A CRITICAL REVIEW OF BENEFITS, LIMITATIONS, AND APPLICATIONS

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Centre for Health and Technology, University of South-Eastern Norway ~ Notodden ~ Norway

Systems that combine physical activity with immersive virtual nature, or Virtual Green Exercise (VGE), hold potential for applications in sport, exercise, and rehabilitation. However, empirical evidence on the benefits of VGE remains limited, and various design and implementation challenges hinder progress in the field. Drawing on two studies involving different state-of-the-art VGE installations, this presentation will: (i) review evidence on the effectiveness and benefits of VGE, and (ii) discuss current limitations and future perspectives for its practical application.

Developed by an interdisciplinary team at the University of Inland Norway, the GreenVR and the GGR Experiential Showcase are highly immersive virtual systems integrated with motion interfaces that enable users to navigate the virtual world through bodily movements. These installations were evaluated through a randomized controlled trial (n = 60) and a field study (n = 139), respectively, assessing user experience, affective responses, and nature connectedness outcomes.

Both installations elicited a strong sense of presence and high levels of perceived environmental restorativeness, as well as psychological benefits such as enjoyment and improved affect. They also led to acute increases in nature connectedness and intention to perform green exercise. However, the capacity of VGE to provide psychophysiological benefits beyond those of physical activity alone appears limited. Some participants reported cybersickness and bodily incoherence, which constrained the type and intensity of activity and detracted from the experience. Moreover, it remains unclear whether short-term increases in nature connectedness and exercise intention translate into sustained behavioural change.

In conclusion, VGE shows promise as a tool in health and sports contexts. While technical constraints currently limit its effective and safe deployment, ongoing advancements in immersive technologies provide grounds for cautious optimism. Continued research is needed to clarify long-term effects, mitigate side effects, and address ethical concerns, including the environmental impact of hardware production and digital infrastructure.

Abstract 3529

BEYOND GREY WALLS: A LIVING LAB UNVEILING THE BENEFITS OF BIOPHILIC DESIGN IN UNIVERSITY CLASSROOMS

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School of Applied Psychology, Environmental & Sustainability Psychology, Zurich University of Applied Sciences (ZHAW) ~ Zurich ~ Switzerland

The design of indoor learning and working environments significantly influences users' psychological well-being and performance. Natural elements, such as greenery, have been shown to enhance these outcomes. Biophilic design integrates nature into interior spaces through materials, colors, and forms.

This study investigates whether biophilic design can be effectively implemented in classrooms to improve students' well-being and cognitive performance. It aims to generate scientific evidence and scalable design solutions for sustainable learning environments.

In a participatory process involving students, staff and stakeholders like facility management, a conventional classroom was transformed into a "Green Classroom" using biophilic design principles.

First, a spatial concept was developed through a co-design workshop with students and staff, who created 3D prototypes reflecting their needs and visions for optimal learning environments. These ideas were matched with current research on biophilic design and translated into a set of design elements (natural materials, greenery, acoustic features), which were implemented.

Over two months, one Psychology class (N = 100) is taught in the redesigned room, while a comparable class (N = 100) remains in a standard "Grey Classroom." A pre-post design measures emotional experience (SDQ), affective state (PANAS), performance (d2), and nature connectedness (EINS). Additional user groups evaluate the perceived restorativeness of the Green Classroom. Data collection is taking place in autumn 2025; results are expected in spring 2026.

Preliminary observations suggest that students in the Green Classroom report higher well-being and improved attention compared to those in the Grey Classroom. The space is perceived as more restorative and engaging, with positive feedback from other users supporting broader applicability.

Biophilic design offers a low-threshold, modular approach to enhancing existing educational spaces. This project provides evidence-based insights that can support educational institutions in integrating nature into learning environments, fostering a sustainable and health-promoting campus culture.

Abstract 3530

RESTORATIVE ENVIRONMENTAL INTERVENTIONS AT WORK: THE ROLE OF THE RESTPOD® IN EMOTIONAL RECOVERY

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Emotions at work are central to employee well-being and organizational outcomes such as performance; studying them is crucial to understanding psycho-organizational mechanisms. While prior studies have largely focused on anxiety, anger, boredom, and positive emotions like joy, fewer interventions have targeted relaxation as a key recovery state. The Restpod® project introduces a restorative environmental intervention designed to reduce negative affective states while enhancing joy and relaxation. This dual focus highlights the importance of considering both deleterious and restorative affective processes in workplace settings. Restorative environments have been widely studied in environmental psychology for their ability to enhance well-being. Restpod® represents an innovative application of biophilic design principles to create a micro-environment aimed at providing workers with a restorative experience during daily routines. A total of 106 (56%female, mean(sd) age = 39.1(9.7)) participants took part in the study. We examined the effects of a 15-minute Restpod® pause (week 2) on emotions, life and work satisfaction, and performance (daily measured across three weeks). A series of mixed-design ANOVAs was conducted, with Time (Week 1, Week 2, Week 3) as the within-subjects factor and baseline burnout level (low, medium, high) as the between-subjects factor. Interactions between Time and burnout emerged, suggesting that the benefits of a Restpod® break were stronger among participants with high burnout. Specifically, high-burnout participants showed a significant decrease in stress ($t(92) = 3.27$, $p = .054$), anger ($t(92) = 4.09$, $p = .003$), and boredom ($t(92) = 3.37$, $p = .040$) in week 2. No significant interaction was observed for relaxation, which increased across all groups ($F(4,184) = 3.68$, $p = .027$). No significant differences were found for life and work satisfaction and performance. Thus, this kind of intervention could be a useful tool to support and help restore people at work, and can be particularly effective for people who report high levels of burnout.

Abstract 3531

INTEGRATING CLIMATE, BIODIVERSITY, AND SUSTAINABILITY WITH PHYSICAL ACTIVITY: CONCEPTUALIZATION AND IMPLEMENTATION CONSIDERATIONS

Nigg C.*

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The EU-funded GO GREEN NEXT (GGN) project aims to deliver evidence-based policies and pilot projects in four European biogeographic regions, addressing the nexus between biodiversity, climate, and planetary health. Specifically, it will use nature-based solutions (NBS) and collaboration with global initiatives to reverse environmental degradation, particularly in urban areas vulnerable to climate change. A total of 19 partners and associated partners from North America, Switzerland, Norway, Spain, Austria, Netherlands, Finland, Germany, Malta, and three partners from Ireland will develop novel approaches to investigate how cities best can realise their climate neutral ambitions. GGN will deliver a comprehensive evidence-based policy-oriented approach model to convey how ecosystem health, physical activity, and human health are connected. NBS, or actions to protect, sustainably manage, and restore natural and modified ecosystems that address societal challenges effectively and adaptively, simultaneously benefiting people and nature, are among the strategies that have emerged to reverse the degradation of nature, notably in urban areas where changes are amplified. In cities, vulnerability to climate change and environmental degradation is high due to dense populations, critical infrastructure, and at-risk communities (e.g. vast differences across social-economic gradient). Cities offer an opportunity to accelerate the implementation of current solutions aligned with emerging strategies and policy initiatives (e.g. New European Bauhaus, 100 Climate Neutral and Smart Cities) combining to form what is termed a just green transition. This refers to a process of far-reaching sociotechnical change leading to a green and climate-neutral economy that preserves biodiversity and ensures social justice. GGN will address the biodiversity-climate-planetary health nexus, delivering positive policy and city/region pilot outcomes in four biogeographic regions across Europe (Cork City [Ireland], Klagenfurt [Austria], Paijat Hame Region [Finland], Malta) and with input from best practice globally.

Abstract 3527

EVALUATING THE BENEFITS OF GREEN EXERCISE: A RANDOMIZED CONTROLLED TRIAL IN NATURAL AND BUILT ENVIRONMENTS ASSESSED FOR THEIR RESTORATIVE PROPERTIES

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Exercising in natural environments (green exercise, GE) has been shown to offer significant physiological and psychological health benefits compared to urban or indoor environments. This study evaluated the restorative effects of a 1-h light-to-moderate intensity exercise session across three environments: natural (G), urban (U), and indoor (I).

Using a randomized crossover design, 25 male participants (M = 26.3, SD = 4.3) completed a 1-h walk at 6 km/h in each setting. Psychological outcomes, including perceived restorativeness (PRS), restoration (ROS), emotional states, enjoyment, and behavioral intentions, were assessed with validated questionnaires. Physiological measures (cortisol, heart rate, heart rate variability) were collected pre- and post-intervention.

Results showed that G environment consistently elicited greater relaxation, higher positive emotions, and lower negative emotions compared to U and I. Restoration outcomes (PRS, ROS), enjoyment and intentions to exercise were significantly higher in G, while perceived exertion was lower in G compared to I. Physiologically, cortisol levels, heart rate, and heart rate variability differed by environment, with G promoting a more favorable recovery profile than U and I. No interaction effects were observed for physiological measures, suggesting consistent recovery patterns over time.

These findings highlight the restorative and stress-relieving potential of GE, emphasizing its role in enhancing mental well-being and supporting physical activity adherence. The study underscores the importance of natural environments as a resource for promoting health and well-being, while also identifying the need for further research to clarify the nuanced differences between urban and natural settings.

04 - Division 4: Environmental Psychology

Poster Session 2 - Division 4

Thursday 23 July 2026 from 09:50 to 11:20

(X- Poster 2)

Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 13: Climate Action

Abstract 1648

CLIMATE CHANGE AND ATTENTION: INVESTIGATING THE ATTENTIONAL BIAS TOWARD ENVIRONMENTAL THREATS

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[1]Ege University ~ Izmir ~ Turkey, [2]Bursa Uludag University ~ Bursa ~ Turkey

Climate change is one of the significant challenges facing modern society. Many studies have often examined its psychological effects in the context of anxiety (Ogunbode et al, 2023). More recently, studies have emphasized the influence of climate change on human cognition, especially attention. Climate change–related stimuli are considered emotionally salient and may capture attention (Carlson et al., 2019). However, little is known about how these stimuli compare with other emotional stimuli, particularly those that elicit fear. Most existing studies have contrasted climate change–relevant images with neutral or irrelevant ones (Carlson et al., 2020, 2022); however, the relative attentional priority of these images remains unclear.

To address this gap, the present study investigates attentional biases toward climate change–related stimuli by comparing their attentional priority with modern (e.g., guns, knives) and biological (e.g., snakes, dangerous animals) threats. Using an experimental design based on the dot-probe paradigm, we will investigate whether climate change stimuli capture attention to the same extent as traditional fear-related cues. Furthermore, we will examine the effects of individual differences, such as disposition to connect with nature and state–trait anxiety, on attentional processes. The study is planned to include at least 75 university students, based on power analysis.

This study is expected to provide valuable insights for understanding attentional responses to climate change–related threats.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1912

THE PATHWAYS OF YOUTH GREEN COMMITMENT: PROFILES, PREDICTORS, AND DIFFERENCES BETWEEN UNIVERSITY AND NON-UNIVERSITY YOUTH IN ENVIRONMENTAL CITIZENSHIP

Feo Serrato M.L.*, Dávila M.C., Zlobina A.

Complutense University of Madrid ~ Madrid ~ Spain

In a context marked by the climate emergency, understanding how young people engage in environmental protection is essential to ensure the psychosocial and environmental well-being of society. The aim of this study is to identify differentiated profiles of environmental participation, to analyse the sociodemographic and psychosocial factors that predict them, and to compare participatory dynamics between university and non-university youth.

Two independent samples were analysed: first-year university students (n = 1,510; 56.8% women; M = 18.31, SD = 1.27) and non-university youth with no intention of enrolling in higher education in the short term (n = 562; 51.8% women; M = 18.33, SD = 0.62). Five indicators of pro-environmental participation were assessed (attendance at demonstrations, petition signing, responsible consumption, association membership, and volunteering), along with sociodemographic variables (gender, origin, and parental education) and psychosocial variables (pro-environmental attitudes, the value of universalism–nature, and prior environmental socialisation). Latent class analysis was applied to identify participation profiles in each sample, followed by multinomial logistic regression models to predict class membership.

Three consistent patterns were identified in both samples: low involvement, moderate participation, and high commitment. Multinomial logistic regression showed that gender, origin, universalism–nature, and prior environmental socialisation predicted membership in the more active classes. However, pro-environmental attitudes emerged as a significant predictor only among non-university youth. Furthermore, some practices—such as responsible consumption—were relatively frequent across all groups, whereas others—such as association membership and volunteering—showed lower incidence.

These findings provide insights not only into who participates more, but also into the specific forms through which such commitment is expressed. From an applied perspective, the typology obtained offers guidance for the design of targeted educational and community programmes that strengthen less frequent practices while leveraging the more common ones as gateways to sustained environmental engagement.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1397

SHAPING GREEN CITIZENS? LONGITUDINAL EVIDENCE ON PRO-ENVIRONMENTAL BEHAVIOUR IN SPANISH UNIVERSITIES

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In the current context of climate emergency, universities face a double challenge: not only to transmit knowledge but also to become spaces of social transformation capable of fostering sustainable attitudes and behaviours. The university stage is a crucial moment in which young people consolidate values and define their civic commitment to the environment. Nevertheless, little is known about how pro-environmental behaviours (PEB) evolve throughout students' academic trajectories and which factors explain such variation.

This study addresses this question through a longitudinal design with two waves of online questionnaires. A total of 286 students were surveyed in their first year and followed up in their third year, allowing for paired analyses of their evolution. The sample included degrees from different fields of knowledge (psychology, computer science, mathematics). The questionnaire covered five types of PEB, ranging from community-oriented actions—such as environmental volunteering—to political consumption practices, such as boycotting products for ecological reasons. Binary logistic regression models were applied to estimate the probability of behavioural change and to examine the role of intrapersonal variables (e.g., moral obligation), psychosocial variables (e.g., perceived social norms), and sociodemographic variables (e.g., gender).

The study proposes two main hypotheses: (H1) the probability of engaging in PEB increases as students progress through their university studies; (H2) this change is not homogeneous across fields of knowledge, but more pronounced in social sciences and humanities than in STEM disciplines.

Preliminary results indicate that each behaviour follows a differentiated dynamic, and that variables such as gender and social class significantly moderate the probability of engagement. Overall, these findings highlight the need for universities to adopt an active role in promoting sustainability, designing specific strategies that support students in building an environmentally committed citizenship.

Division 4: Environmental Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1612

EXPOSURE TO GREEN SPACES ENHANCES INDIVIDUAL AND COMMUNITY SUBJECTIVE WELL-BEING

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Introduction: Green spaces offer recreation, relaxation, and education, improving health, boosting positive emotions, strengthening community bonds, and increasing life satisfaction and subjective well-being. Not only do they benefit individuals, but they can also enhance community well-being. Symbolic green spaces, like Central Park with forest trails, can be especially effective, though these connections are not fully understood. Objective: This study aimed to examine the relationship between citizens' access to green spaces and individual and community well-being.
Method: Data were collected via an online survey of adults in Moriya City, Japan, which has promoted green space development (valid responses: 223, Mage = 53.60, SD = 13.38, male 67.71%). Respondents reported how often they visit symbolic and neighborhood green spaces and their satisfaction with living environment, and subjective well-being at both individual and community levels. Correlation and path analyses examined associations from green area visits to individual and community well-being, directly or through satisfaction with the environment.
Results: Respondents visited symbolic green spaces less often than neighborhood ones, both within a range of a few times a year. Visiting symbolic green areas was positively correlated with both individual ($r = .12$, $p < .1$) and community ($r = .26$, $p < .001$) well-being, while neighborhood green space visits also related to community well-being ($r = .19$, $p < .01$). Path analysis shows that visiting symbolic green spaces contributes to individual and community well-being through satisfaction with the living environment.
Conclusions: Green spaces can enhance residents' well-being at both the individual and community levels through satisfaction with their living environment. This is especially true for symbolic green spaces, even if they are visited less frequently.

Division 4: Environmental Psychology Division 11: Political Psychology SDG 9: Industry, innovation and infrastructure SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1553

A CONJOINT-ANALYSIS OF THE ACCEPTANCE OF COMBINED PUSH AND PULL STRATEGIES TO DECREASE CAR TRAFFIC ON A LOCAL LEVEL.

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Uppsala University ~ Uppsala ~ Sweden

Global climate change calls for wide-ranging policy interventions in different areas and on different levels. One challenging area is transportation, which is responsible for 20 to 25% of global greenhouse gas emissions. To reduce emission, changes in behavior and travel mode choices are necessary.

There are different policy strategies to limit car use and many of these policy interventions can be implemented at local level by municipalities. Some of the most effective approaches to decrease private car use in cities, according to reviews of the existing literature, are congestion charges, mobility service, limited traffic zone and reduced space for cars and increased infrastructure for active travel. However, for these policies to be successfully implemented and complied with, they need to be accepted by the people.

Research on acceptance of climate change policies, such as carbon taxes, suggest that perceived fairness is a strong predictor for acceptance, besides perceived effectiveness, environmental concern and personal values. However, most studies explore acceptance of national level policies, and less research attention are devoted to local urban interventions.

This paper examines acceptance for urban mobility policies, drawing results from a survey in the municipality of Uppsala in Sweden. Acceptance to policy packages (push strategy combined with pull strategies) are explored using a conjoint analysis. Moreover, we explore if fairness and effectiveness influence acceptability.

We also look at how these factors relate to behavior change intentions. Aspects such as frequency of car use, distance travelled and number of cars in the household, besides personal values and sociodemographic factors will be controlled for. The paper thereby addresses questions whether there are combinations of strategies that are perceived more acceptable than others and if perceived fairness and effectiveness increase the acceptability of mobility policies. And at last, are there any correlation between policy acceptance and behavior change intentions?

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action

Abstract 1605

AN EXPLORATORY STUDY OF THE AESTHETIC ENGAGEMENT WITH THE ENVIRONMENT BY COLLEGE STUDENTS

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The youth may be encouraged to engage with the environment in their own personal and meaningful way by giving them the opportunity to be aware of their environment using an aesthetic perspective. In the context of training students to view environment—their ordinary surroundings—with fresh eyes, find what they perceive to be beautiful in their surroundings, and sense a connection through an appreciation of beauty in their surroundings. Using the transpersonal psychology perspective of valuing the aesthetic experience to counter the deterioration of urban landscape and mindless destruction of nature (Ferrucci, 1982), this qualitative study explored into the aesthetic experiences of adolescents in appreciating beauty in their ordinary environment in an urban setting and exploring their aesthetic faculty by creating an object from their engagement with the environment. Twenty-two college students participated in this study and the beauty they perceived is mostly rooted in natural world (e.g., plants, the sky, trees), and directed towards scenes of human connection (e.g., two children sharing an ice cream on the street). From their perception of beauty, they produced creative products relating to aesthetic experience focused on nature and using various creative mediums (painting, photography, spoken word poetry, crafts). Their aesthetic engagement with their ordinary urban environment elicited feelings of happiness, peace, and gratitude; and they reported psychological benefits of increased life satisfaction, a deep sense of appreciation, and a change or expansion of their perspective on life. Findings of this study provide a compelling insight into the capacity of the youth for environmental engagement grounded in the aesthetic experience of appreciating beauty, creative expression of the engagement and positive emotions. This paper advocates for a creative pedagogical approach to promoting environmental engagement and stewardship among the youth and offers practical recommendations for designing programs in the school and community settings.

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1426

ELEMENTS OF INCLUSIVE LEARNING ENVIRONMENTS FOR SCHOOL CHILDREN WITH ADHD AND/OR ASD

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Although several countries have adopted inclusive education systems, the inclusion of children and teenagers with neurodivergences such as attention-deficit/hyperactivity disorder (ADHD) or autism spectrum disorders (ASD) remains a complex challenge. The extant literature indicates that specific spatial arrangements and furnishings can positively impact neurodiverse individuals. However, there is a lack of a comprehensive and broader understanding of the role of spatial configurations in school environments that facilitate inclusion. Therefore, this study aims to identify positive spatial configurations of learning environments and their effect on the wellbeing and inclusion of children and teenagers with ADHD and ASD. To achieve this, semi-structured interviews with Swiss children (N = 10) aged 7–13 years with ADHD and ASD, along with their teachers (N = 11), were conducted. The interviews focused on factors in the classroom that support children's well-being, learning outcomes and ability to concentrate. Additionally, parents were surveyed via an online questionnaire. The answers were transcribed and analyzed using qualitative content analysis. The findings indicate that certain aspects of spatial configurations of learning environments, like having an own desk, few visual distractions, natural light or retreat spaces play an important role in the ability to concentrate and for the wellbeing of children and teenagers with ADHD and ASD. The study's findings can help schools and teachers to foster the inclusion of children and teenagers with ADHD and/or ASD and develop design guidelines for officials.

Division 4: Environmental Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1858

THE INFLUENCE OF PLACE ATTACHMENT ON ENVIRONMENTAL RISK PERCEPTION AND PREPAREDNESS

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Introduction. Climate change continues to increase the frequency and intensity of natural hazards. The Alpine area of Italy is particularly vulnerable due to the interaction between rising temperatures, a changing precipitation regime, and the intensification of extreme events and geomorphological processes (e.g., glacier melting and permafrost thawing). Several studies have highlighted how socio-psychological factors may impact individuals' motivation to protect themselves and adopt mitigation measures. However, findings are contradictory overall, showing positive, negative, or non-significant correlations between risk perception, knowledge, and preparedness.

Purpose. This study is part of broader research on risk communication in the Aosta Valley, financed by the Interreg ALCOTRA 14-20 European Cooperation Program. This research aims to assess the institutional communication system on environmental risks and its effectiveness in terms of citizens' awareness. A specific aim of the present study is to examine the role of place attachment in preparedness with the mediation of risk perception, risk knowledge, and coping strategies.

Method. A total of 457 (58% female) residents of Valle d'Aosta responded to an online questionnaire. In addition to socio-demographic variables, the main variables measured were sources of information, trust in these sources, risk perception and related concern, past exposure to natural hazards firsthand or witnessed, place attachment, coping strategies, and preparedness actions.

Results. Correlations show that previous experiences are positively associated with knowledge and preparedness. However, previous experience is unrelated to place attachment or coping strategies. Place attachment, on the other hand, exhibits moderate positive correlations with risk perception and knowledge. A structural equation model shows that place attachment influences preparedness through perception of hazards probability and problem-focused coping strategies, which are in turn increased by knowledge of possible risks.

Conclusions. Communication strategies should focus on providing credible information about potential risks and detailing appropriate coping strategies that address specific problems.

Division 4: Environmental Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1436

FAIR DISTRIBUTION FOSTERS PUBLIC UNDERSTANDING AND ACCEPTABILITY: A CASE OF THE REUSE AND FINAL DISPOSAL OF REMOVED SOIL FROM FUKUSHIMA

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Hokkaido University ~ Sapporo ~ Japan

Public understanding and acceptability are vital, particularly when public decisions accompanying burden distribution are at issue. Negative images of unwanted facilities prevent acceptability, which are often labeled from outside the community, such as stigmatization, representing a social reality regardless of scientific facts. Public deliberation is a useful tool to change social representation; however, the processes that make change possible are unclear. This study aims to demonstrate an interactive process that changes social representation. We hypothesized that such changes are more likely to occur when the discourse arena is framed as burden sharing and fair distribution is prioritized than when framed as maximization of the stakeholders' interests. We developed a game to observe social dynamics, simulating the processes of stakeholders' negotiation and public deliberation with a case of reuse and final disposal of the removed soil from Fukushima. Following the Fukushima nuclear accident, decontamination works were conducted to recover the environment, resulting in the generation of a huge volume of removed soil. Approximately 80% of the soil is recyclable material usable by public utilities, of which the radioactive level is below the international safety standard. However, emphasizing safety does not increase the acceptability of the removed soil to the nearby residents. Even though they understand safety, they fear their residential areas will be stigmatized. In the game, participants were asked to offer ideas that prevent the regions, where the removed soil was accepted, from being stigmatized and enhance appreciation by inducing a positive image there, after experiencing the stakeholders' negotiation. The results indicated that the more highlighted the fair distribution in the stakeholders' process, the more constructive ideas emerged, encouraging the regional dignity, mitigating residents' anxiety, and changing the social representation. The hidden function of fair distribution that triggered the emergence of constructive ideas is discussed.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1757

IDENTITY AT RISK? SOCIAL CONSEQUENCES OF DIGITAL BEHAVIOR CHANGE INTERVENTIONS

Pfeiffer L.*

University of Hamburg ~ Hamburg ~ Germany

In the face of grand societal challenges, collective action is indispensable. While socially-evaluative interventions—those that provide feedback based on social comparisons—have shown promise in fostering pro-environmental behavior, their long-term effectiveness and psychological mechanisms remain insufficiently understood. Drawing on social identity and social influence theories, I argue that the success of such interventions should not only be measured by their impact on behavior but also by their influence on individuals' social identity. I conducted a longitudinal field experiment with 101 citizens in a medium-sized German city to investigate how social comparison feedback on residential heating behavior affects both energy conservation and group identification over time. Participants were assigned to either a control condition with individual energy-saving tips or one of two treatment conditions receiving real-time feedback comparing their room temperatures to the group average. Group identification and heating energy conservation behavior were assessed at three time points: before, during, and after the intervention. Results reveal that socially-evaluative feedback alone did not directly affect group identification but had an indirect effect via perceived group difference—moderated by behavioral similarity. Importantly, I find that group identification moderates the effect of feedback on behavioral change over time: high identifiers increased their conservation behavior, while low identifiers decreased it. These findings suggest that social identity plays a dynamic role in determining the trajectory and stability of behavioral change. Our study contributes to the debate on the effectiveness of social interventions by highlighting the relevance of identity dynamics in shaping long-term outcomes. It calls for a shift in focus—from merely changing behavior to also understanding and supporting social identity development in interventions designed to tackle grand challenges.

04 - Division 4: Environmental Psychology

HORTUS LIZORI: ECOBIOLOGY AND RURAL REGENERATION AS A LIVING LABORATORY FOR HUMAN WELLBEING

Thursday 23 July 2026 from 10:00 to 11:30

(I-Spadolini)

Pamela Bernabei (Antonio Meneghetti Scientific and Humani), Chair and Presenter
Gabriella Palumbo (International Ontopsychology Association), Discussant

The physical and cultural environment deeply shapes human perception, behavior, and wellbeing, while people, in turn, transform their surroundings through creativity, culture, and social practices. This symposium explores Hortus Lizori, a unique case of rural regeneration that integrates psychology, architecture, ecology, and education, transforming a medieval village into a living laboratory of human–environment interaction.

The initiative originates from the vision of Antonio Meneghetti, founder of the ontopsychological school, who emphasized the role of ecobiology—the dynamic relation between the person and their environment—as a foundation for psychophysical wellbeing and civic life. Lizori's restoration thus represents not only cultural heritage renewal but also an application of this vision to education, community, and sustainability.

The symposium is novel and relevant for ICAP 2026 because it introduces a transdisciplinary model where ecobiology is applied to real-world contexts of heritage regeneration and higher education. Hortus Lizori has also been officially recognized on the United Nations SDGs Partnerships Platform as an example of concrete implementation of the 2030 Agenda, further underscoring its global value. The project contributes directly to SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals).

Each presentation offers a unique perspective:

1. Intellectual and philosophical foundations of human–environment relations.
2. Architectural restoration and design for wellbeing.
3. Empirical methods for measuring human–environment interactions.
4. Pedagogical models engaging more than 30 universities worldwide.
5. Sustainability, partnerships, and civic ecology for global impact.

Together, these perspectives present Lizori as a model for higher education, interdisciplinary research, and rural regeneration, bridging science, culture, and community to design healthier and more sustainable futures.

Abstract 3419

PHILOSOPHICAL ROOTS AND INTELLECTUAL TRADITIONS

Bianchi P.*

Antonio Meneghetti Scientific and Humanistic Research Foundation ~ Lugano ~ Switzerland

This presentation traces the intellectual foundations of human–environment relations, from Greco-Roman philosophy to contemporary approaches in applied psychology. It explores how ideas of harmony, beauty, and civic life have historically informed the way environments influence human flourishing. Lizori is situated within this intellectual trajectory as a place where cultural heritage and contemporary thought intersect. The contribution emphasizes how philosophical traditions provide conceptual depth to today's challenges of sustainability and wellbeing. By reconnecting classical insights with modern theories, the presentation highlights the enduring value of integrative perspectives for understanding the mutual shaping of people and environments.

Abstract 3420

ARCHITECTURE AND DESIGN FOR WELLBEING

Russo G.*

Sociedade Brasileira De Hipnose ~ Belo Horizonte ~ Brazil

This talk examines the architectural restoration of Lizori as a case study in design for human wellbeing. It explores how spatial form, aesthetics, and adaptive reuse of heritage environments influence perception, social cohesion, and pro-environmental attitudes. The presentation illustrates how design principles can align with psychological insights to create spaces that actively support awareness, community identity, and sustainable living. Lizori demonstrates that architecture is not only about preserving historical form but also about shaping environments that contribute to present and future wellbeing. By bridging architecture and psychology, this contribution shows how design can serve as a catalyst for healthier and more resilient communities.

Abstract 3421

MEASURING HUMAN–ENVIRONMENT INTERACTIONS

Bernabei P.*[1], Ai M.[2]

[1]Antonio Meneghetti Scientific and Humanistic Research Foundation ~ Lugano ~ Switzerland, [2]International Ontopsychology Association ~ Beijing ~ China

This presentation introduces empirical methodologies for assessing how environments affect human perception, awareness, and wellbeing. Drawing on the collaboration with the University of Perugia's Department of Civil and Environmental Engineering, it highlights approaches such as environmental mapping, psychophysical assessment, and participatory evaluation. The Lizori case provides a practical context for applying these tools, enabling measurable insights into the human–environment nexus. The contribution demonstrates the importance of evidence-based strategies in guiding sustainable regeneration projects. By combining scientific rigor with applied contexts, this presentation underlines how empirical research can inform policy, design, and community development aimed at fostering healthier relationships between people and their environments.

Abstract 3422

PEDAGOGY AND TRANSDISCIPLINARY EDUCATION

Linde N.*

Baltic Ontopsychology Association ~ Riga ~ Latvia

This talk presents Lizori as a model for environmental higher education and experiential learning. Through international workshops involving more than 30 universities, students, doctoral candidates, and professionals collaborated on proposals for rural enhancement, later disseminated through exhibitions and a comprehensive academic volume. The presentation emphasizes how immersive, real-world contexts foster environmental awareness, interdisciplinary cooperation, and personal growth. By advancing SDG 4 (Quality Education), Lizori provides an exemplary case of place-based pedagogy that equips new generations with skills and values for sustainability. The contribution highlights the replicability of this educational model, showing how transdisciplinary learning environments can integrate psychology, architecture, and civic engagement.

Abstract 3423

SUSTAINABILITY, PARTNERSHIPS, AND CIVIC ECOLOGY

Palumbo G.*

International Ontopsychology Association ~ Rome ~ Italy

The final presentation situates Hortus Lizori within the broader sustainability agenda. It explores how partnerships among academia, local authorities, and international institutions have enabled rural regeneration while advancing SDG 11 (Sustainable Cities and Communities) and SDG 17 (Partnerships for the Goals). Lizori is discussed as a best-practice model of civic ecology, demonstrating how cultural heritage can be a driver for innovation, education, and cross-sector collaboration. The contribution highlights strategies for cultivating pro-environmental behaviors and fostering resilient communities through shared responsibility. By integrating science, culture, and civic participation, Lizori offers a transferable model for communities worldwide seeking sustainable and human-centered development.

04 - Division 4: Environmental Psychology

EXPERIENCING, REGULATING, AND LEARNING FROM NATURE: MULTIDISCIPLINARY APPROACHES TO HUMAN-NATURE INTERACTIONS IN A CHANGING WORLD

Thursday 23 July 2026 from 11:00 to 12:30

(F-Spadolini)

Valeria Vitale (Urban and Environmental Psychology, Depa), Chair and Presenter

As global challenges such as climate change, urbanization, and biodiversity loss increasingly reshape ecosystems and societies, understanding how people experience, and learn through interactions with nature is both timely and critical. This symposium brings together complementary perspectives on different processes linking nature contact, emotional regulation, education, and urban design.

Maria Johansson (Lund University, Sweden) opens the session by addressing a novel understudied issue: how individuals appraise and emotionally respond to “new” wildlife species emerging from anthropogenic changes, such as wolf–dog hybrids. This contribution highlights the psychological dimensions of biodiversity management and how different perceptions shape responses to environmental change.

Valeria Vitale (University of Vienna, Austria) introduces a newly tool – the Nature Selection Emotion Regulation Questionnaire (NS-ERQ) for understanding how individuals select natural settings to regulate emotions. This work offers theoretical innovation and practical implications for environmental psychology and intervention design.

Valeria Chiozza (Sapienza University of Rome, Italy) presents empirical findings on how specific natural features (e.g., water, floral coverage, biodiversity) shape restorative experiences in urban parks. This study advances applied knowledge by linking environmental indicators with design criteria, for creating healthier, more sustainable cities.

Cecilia Stenfors (Stockholm University, Sweden) presents population-based research on how dimensions of greenspace and nature contact support public health via multiple pathways, including psychological, emotional, social, behavioural processes and ecosystem services, informing urban planning for human and environmental sustainability.

Finally, Paola Perucchini (Roma Tre University, Italy) examines the impact of Environmental Outdoor Education (EOE) in secondary schools through a longitudinal design. By demonstrating how EOE fosters social skills, environmental identity, civic engagement, and sustainable behaviour, this contribution emphasizes the importance of structured nature-based programs in formal education systems.

Together, these contributions highlight the urgent need to integrate psychological insights into biodiversity management, education, and urban design to promote human well-being and environmental sustainability.

Abstract 3639

THE WILD AND THE TAME – HOW PEOPLE APPRAISE "NEW" WILDLIFE SPECIES IN CHANGING ECO-SYSTEMS

Johansson M.*[1], Sjölander--Lindqvist A.[2], Ciucci P.[3]

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Introduction. Global anthropogenic processes such as climate change and urbanization drive changes in biodiversity locally by altering habitat connectivity and influencing gene flows between urban and rural species. Moreover, hybridization between wild and tame species may more easily occur as in the case of wolf-dog hybrids (WDH). The Kunming Montreal Global Biodiversity Framework states that wildlife species should be managed sustainably to provide social, economic and environmental benefits for people. So far the psychological implications of such "new" species in people's local nature settings are not yet understood.

Purpose. Theoretically, this study departs from frameworks linking biodiversity exposure and experience through pathways of appraisals of harm, restoring and building capacity, to human health and well-being (Marselle, 2021; Johansson et al., 2021) The objective is to explore European university students' emotional appraisals of WDHs and their acceptability of available management options. Data is currently collected by an online questionnaire in Sweden and Spain.

Methods. Students are presented with three different scenarios for the presence of WDH. They are asked to assess their emotions towards WDHs and acceptability with regard to how effective and moral they consider management measures (lethal, captivity and sterilization). Additionally participants' nature experience, connectedness to nature and appraisals of WDH are assessed.

Results. Preliminary analyses based on a first sample of 200 participants suggest that sterilization is considered the most moral measure. Lethal management is assessed as increasingly effective and moral with higher presence. Multiple regression analyses will be used to assess the relative importance of the different pathways in the understanding of emotions and acceptability under different scenarios.

Conclusions. Preliminary the acceptability of WDH-management in Sweden and Spain seems dependent on both the measure chosen and the WDH presence.

Abstract 3642

MANAGING EMOTIONS THROUGH NATURE: INTRODUCING THE NATURE SELECTION EMOTION REGULATION QUESTIONNAIRE (NS-ERQ)

Vitale V.*[1], White M.[1], Bratman G.N.[2], Gross J.J.[3], Preece D.A.[3], Bonaiuto M.[4]

[1]Urban and Environmental Psychology, Department of Cognition, Emotion, and Methods in Psychology, Faculty of Psychology, University of Vienna ~ Vienna ~ Austria, [2]School of Environmental and Forest Sciences, University of Washington, ~ Seattle ~ United States of America, [3]Department of Psychology, Stanford University ~ Stanford ~ United States of America, [4]Department of Psychology of Developmental and Socialization Processes, Sapienza University of Rome ~ Rome ~ Italy

Introduction. Emotion regulation (ER) takes many forms. One of the most intriguing is situation selection, which refers to selecting the situations we're exposed to in order to influence our emotions. Despite its importance, surprisingly little is known about this.
Purpose. This work examines an important type of situation selection, namely location selection – emphasizing the deliberate choice of environmental settings, with a particular focus in selecting nature experiences, in order to influence emotional states. To measure this process, a new self-report scale – the Nature Selection Emotion Regulation Questionnaire (NS-ERQ) – was validated across four studies.
Methods & Results. In the first study (N = 292), the English version of the scale was developed with an initial set of 20 items. Items were generated based on Russell's Circumplex Model of Affect (1980), reflecting the four primary dimensions of affect defined by valence and arousal. Exploratory factor analysis led to a refined 12-item scale, organized into a two-factor structure: restoration and revitalization. The second study (N = 302) tested the 12-item scale's reliability, convergent, and discriminant validity, as well as test-retest reliability and predictive validity through a follow-up survey (N = 125). The third study (N = 308) adapted the scale for Italian speakers, confirming the two-factor structure as well as its reliability and validity. Furthermore, the scale demonstrated measurement invariance across English and Italian versions. The fourth study (N = 200) developed an adapted shortened Italian version of the scale to explore its practical application by evaluating specific environmental stimuli (i.e., images) in an experimental study, demonstrating its versatility in assessing the emotional impact of environments.
Conclusions. Overall, these findings establish the NS-ERQ as a psychometrically sound instrument for assessing how individuals choose to visit nature for ER, providing a new framework for understanding the role of selecting environmental context in ER.

Abstract 3646

DIMENSIONS OF GREEN INFRASTRUCTURE AT THE NEXUS OF HUMAN, SOCIAL AND ENVIRONMENTAL RESILIENCE AND SUSTAINABILITY: INFORMING URBAN DESIGN FOR PUBLIC HEALTH AND WELLBEING

Stenfors C.*

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Introduction. Human health, social and environmental sustainability are deeply interconnected challenges where urban planning is a key leverage point. Urban nature such as green (vegetation) and blue (water) space provide multiple ecosystem services, and is associated with a range of benefits to health, wellbeing and behaviours supporting health and environment. However, population-based studies using high-resolution, individual-level assessments of residential environment (incl. greenspace dimensions) combined with health and behaviour measures have been sparse.

Purpose & methods. A series of large-scale population-based studies in Sweden were conducted (N≈120,000). High-resolution, individual-level assessments of residential greenspace dimensions and other environmental factors (e.g., ambient noise, air pollution, neighbourhood socioeconomics) were linked with national registers of prescription medication use, dementia outcomes, and survey data multiple aspects of mental health, incl. emotional and social, and health related behaviours. Behaviour-related, self-selected nature interactions including frequency and type of nature visits, and it's role in health and wellbeing dimensions, were also studied in sub-cohorts.

Results. Across studies, greater availability of residential greenspace, especially in the immediate surroundings (50–100 m buffer zones), was consistently associated with lower risk of psychopharmacological medication use, better self-reported psychological health and wellbeing. Greenspace further showed potential buffering effects against negative impacts of traffic noise. Self-selected interactions with nature—where spending time in forests and residential gardens stood out—were associated with better mental health and wellbeing, incl. emotional, social and behavioural aspects, especially during the COVID-19 pandemic.

Conclusions. Green infrastructure supports human, social, and environmental resilience through multiple pathways, including emotional, cognitive, social, other behavioural processes, and additional ecosystem services. Integrating insights regarding salubrious greenspace dimensions into the policy and practice of designing our living environments offers evidence-based strategies to promote public health, foster social and environmental sustainability, and build resilience in the face of global challenges, including climate change and biodiversity loss.

Abstract 3658

OUTDOOR EDUCATION IN SECONDARY SCHOOLS: CROSS-LAGGED INSIGHTS INTO SOCIAL, ECOLOGICAL AND IDENTITY PROCESSES

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Introduction. Environmental Outdoor Education (EOE) is widely recognised as a key driver of sustainable development, fostering individuals' connection to nature, environmental empathy, and social-psychological well-being. While often focused on early childhood, EOE is equally critical during adolescence, a phase in which it can strengthen personal well-being, community engagement, environmental protection, identity, and social skills.
Purpose. This study examined the positive impact of EOE – delivered during regular school hours in secondary schools – on students' individual, social, and ecological engagement and well-being.
Methods. A longitudinal cluster randomised trial was conducted with two conditions (Intervention, n = 113; Non-Intervention, n = 89) across six waves. Intervention and Non-Intervention activities were delivered three times (Activity 1 between T1–T2; Activity 2 between T3–T4; Activity 3between T5–T6). Cross-lagged panel models (CLPM) were applied to test relationships among social skills, pro-environmental behaviour (PEB) and intentions, civic engagement, social identity, and vitality across time points.
Results. CLPM analyses revealed pathways linking EOE participation to sustainable behaviour. Gains in social skills at earlier waves predicted pro-environmental intentions at later waves, which subsequently fostered PEB. A secondary pathway – civic engagement enhancing social identity and, in turn, vitality – was promising but less consistent, with effects emerging more gradually. The first intervention cycle produced the strongest direct effects, while later cycles primarily supported the consolidation and stabilisation of these processes.
Conclusions. These findings deepen understanding of how EOE supports adolescents' development through direct engagement with natural environments. Practically, the results provide evidence for integrating EOE into school curricula as a complementary approach to classroom-based education. By demonstrating measurable benefits across social-psychological domains, this study offers a foundation for evidence-informed decisions by educators, school leaders, and policy-makers. Expanding EOE programmes may therefore serve as a strategic tool to enhance educational quality and advance sustainability goals within formal education systems.

Abstract 3644

DESIGNING HEALTHIER PARKS: PRELIMINARY TESTING OF PSYCHO-ENVIRONMENTAL INDICATORS FROM CERTIFICATION CRITERIA

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Introduction. Urban parks provide critical opportunities for psychological restoration, yet little research has systematically examined how specific natural elements shape users' perceptions and experiences across multiple outcomes.
Purpose. The present study investigated the effects of five environmental indicators – blue element, floral coverage (25% and 50%), chromatic floral biodiversity, and faunal biodiversity – on evaluations of urban park images compared to a baseline park.
Methods. A sample of 200 Italian adults participated in a within-subject online survey, rating each image on perceived restorativeness, place perception, liking, desire to visit, uniqueness, aesthetic value, restorative qualities, emotions, and place selection for emotion regulation. The research also examined whether place wellbeing affordances – in terms of naturalness, maintenance, safety, familiarity – mediated the effects of environmental indicators, and explored age and gender differences.
Results. Findings showed that images featuring indicators were evaluated more positively than the baseline across most outcomes, with blue elements and biodiversity features producing the strongest effects. Place wellbeing affordances partially mediated these effects, highlighting the role of perceived environmental quality in promoting positive experiences. Socio-demographic analyses revealed that younger adults generally rated images more positively, while older participants showed higher evaluations of uniqueness, aesthetic value, and desire to visit. Women were more sensitive to specific features, particularly blue elements and biodiversity, in their assessments of restorativeness, pleasantness, and relaxation.
Conclusions. These findings provide robust evidence that specific natural features enhance perceptual, affective, and restorative outcomes in urban parks, and underscore the importance of incorporating blue elements and biodiversity in urban design to support user well-being and guide effective urban planning.

04 - Division 4: Environmental Psychology

Poster Session 3 - Division 4

Thursday 23 July 2026 from 11:25 to 12:55

(X- Poster 2)

Division 4: Environmental Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 788

NGO COMMITTEE ON SUSTAINABLE DEVELOPMENT AT THE UN IN VIENNA - SUSTAINABLE DEVELOPMENT ON AN INTERNATIONAL LEVEL

Beiglboeck W.*, Geyer I., Hartl B.

IAAP ~ Vienna ~ Austria

The Committee on Sustainable Development comprises 30 member organizations. Membership to the Committee
is open to NGOs holding consultative status with the Economic and Social Council of the United Nations
(ECOSOC), having been granted general, special or roster status and maintaining a permanent representative accredited to the United Nations in Vienna.

It is thus one of the three committees in which IAAP is involved at the United Nations Office in Vienna (alongside the Committee on Narcotic Drugs and the Committee on the Status of Women).

This poster aims to illustrate the areas in which applied psychology (namely IAAP) can influence political decisions in an international context.

Division 4: Environmental Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2309

SLEEP QUALITY AND SLEEP BEHAVIOR IN STUDENTS: DAYTIME VISUAL EXPERIENCE AND NIGHTLY PATTERNS

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Introduction. Sleep is central to students' daily functioning and can be essential to mood, attention, learning, and self-regulation. While psychological models of sleep emphasize arousal regulation and circadian timing, the everyday visual context in which days unfold, both objective light exposure and the momentary, experienced qualities of the visual environment, may shape how well students sleep at night. Evidence that integrates wearable light sensing with in-situ visual appraisals and links both to nightly sleep in naturalistic settings remains limited.

Purpose. Examine how day-to-day variation in objective light and experienced visual qualities aligns with nighttime sleep. Further, outline which aspects of sleep (self-reported sleep timing, duration, quality) show the clearest associations with objective and perceived visual qualities.

Method. In a seven-day field protocol, 43 students wore light sensors. Using Ecological Momentary Assessment, participants completed multiple brief ratings of the visual environment each day, plus a morning and a night sleep diary.

Results. Results will present distributions of sleep and visual context, and correlations between daytime light exposure and visual appraisals with nighttime sleep and sleep behavior. Expected patterns were that higher daytime light and more favorable visual appraisals coincide with longer and/or better-quality sleep, whereas lower light and less favorable appraisals coincide with shorter and/or poorer sleep.

Conclusions. Pairing wearable sensing with in-the-moment appraisals and twice-daily sleep reports yields actionable, real-world estimates of visual conditions linked to sleep in student life. These estimates can guide practical, context-aware adjustments, such as adjusting daytime light exposure or selecting visually supportive study spaces, to support healthier sleep in applied settings and thereby enable the potential to improve overall functioning, health and well-being in students.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2143

PREDICTORS OF CLOTHING ACQUISITION: A SYSTEMATIC REVIEW

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Global clothing production transgresses planetary boundaries, including climate change, biodiversity loss, and freshwater pollution. Behavior changes—especially among the richest 10%—are critical for environmental mitigation. Reducing acquisition has the highest mitigation potential, followed by shifts to second-hand clothes and eco-friendly (e.g., recycled) fabrics. Although clothing acquisition is widely studied in the social and behavioral sciences, most research relies on intentions, hypothetical choices, and retrospective self-reports of subjective frequencies. These approaches do not converge well with actual behavior, limiting their utility for understanding and changing acquisition and assessing the scaled mitigation potential of interventions. Here, we systematically review quantitative, empirical studies across psychology, marketing, sociology, and economics to (1) identify observational and precise self-reporting techniques for measuring clothing acquisition and (2) synthesize predictors of different acquisition types. Our search identified 67 peer-reviewed publications published between 2013 and 2025. Outcome measures included individual- and group-level acquisition in naturally occurring situations (by tracking purchases, sales, expenditure, or revenue) as well as arranged, consequential choices. Some studies estimated environmental impacts from purchase counts or expenditure. Preliminary results suggest that environmentalism is more consistently related to acquiring clothes from eco-friendly materials or second-hand than to general or conventional acquisition. In contrast, higher financial resources, advertising exposure, and material aspirations were consistently related to more conventional acquisition. Last, reduction goals and self-regulation were consistently related to less conventional acquisition. Overall, we hope to support theorizing on clothing acquisition and the development and assessment of behavioral interventions.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2695

PROMOTING ENVIRONMENTAL AND UNIVERSAL EUROPEAN VALUES AMONG ADOLESCENTS THROUGH PERFORMATIVE ARTS: PRELIMINARY RESULTS OF THE NEVE ART/ACTION ERASMUS+ PROJECT

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We present the preliminary results of the Erasmus+ Project "NeVE Art/action", funded by the European Commission. The "NeVE Art/Action" project promoted a shared sustainable vision of Europe among teenage students in six different European countries, based on universal values such as sustainability, empathy, inclusion and participation. This aim was pursued through students' engagement in activities such as classroom readings, text writing and revision, and theatre performance, over three school years. The students performed two theatre texts based on the life and teachings of Saint Francis of Assisi, considered as an archetypal figure and precursor of fundamental European values, as an ecologist and animalist ante litteram, as well as an advocate for social inclusion, pacifism, respect for diversity and equality. In particular, we present here the results of 2 waves of a quantitative and qualitative survey, conducted respectively in the springs of 2024 and 2025, corresponding to the first and second year of the project, that monitored changes in students values and perceptions. A third wave of survey, to be conducted in spring 2026, corresponding to the final year of the project, is also ongoing. The surveys were completed by students of the six countries involved in the NeVE Art/action project: Croatia, Lithuania, North Macedonia, Portugal, Romania, Slovenia. Self-reported quantitative measures of connection to nature, sustainable consumption, empathy, tolerance, sharing, commitment, hope, and civic dedication were collected through a mobile App, at the end of each school year. Open-ended questions on inclusion and sustainability were also administered. Results (N = 356 and 337 for the first and second wave, respectively), indicate a generalized pattern of improvement in students' scores from the first to the second year of the project, in more than 60% of the indicators. The theoretical and practical implications for European and global sustainability and cohesion are discussed.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2023

POST-OCCUPANCY EVALUATION FOR LEARNING ENVIRONMENTS (POELE): A FORMATIVE ASSESSMENT TOOL

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Discussion on the subject of how to design an optimal learning environment has always reflected constantly changing educational, social, and technological circumstances, and it continues to do so. Despite being a small field of research, it has attracted attention since its origins in the 19th century (Renz, 2016). However, particularly in the past decade, this state of upheaval in school construction not only intensifies the interest in research but also (re-)vitalize planning processes through participation procedures. Just as users can be involved conceptually at the beginning of a construction project, participation is also possible after a school building has been inhabited. This method of Post-Occupancy Evaluation (POE) was defined by Preiser et al. (1988, p. 3) as "a process of systematically evaluating the performance of buildings after they have been built and occupied for some time". It aims to improve the fit between users and their buildings (Zimmerman & Martin, 2001).

The aim of this work was to develop a empirically tested method for evaluating school buildings (with the aim of improving them). Building on existing Post-Occupancy Evaluation methods (e.g. LEaRN; Cleveland et al., 2016), it is carried out using the data-driven index creation MARI method (Fluck & Lichtenberg, 2021). The benefits of such formative models are still largely unknown in the social sciences and therefore underestimated (Fluck & Lichtenberg, 2021; Jarvis, MacKenzie & Podsakoff, 2003). Testing at six schools with a total of more than 700 students (aged 11 to 19) has shown that the questionnaire could be further developed: Among other things, it is still too complex and should therefore be simplified, especially for younger students. Overall, however, this Post-Occupancy Evaluation for Learning Environments (POELE) proves to be a robust testing tool that provides a sound basis for the comprehensive assessment of school buildings.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2630

AMBIVALENT ATTITUDES TOWARD ENVIRONMENTAL AND AI ISSUES: PSYCHOLOGICAL PROCESSES AND INDIVIDUAL DIFFERENCE MODERATORS

Lin H.*

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Introduction. Ambivalent attitudes—simultaneously holding positive and negative evaluations toward the same object—are increasingly prevalent in responses to complex societal issues such as environmental sustainability and artificial intelligence. Such attitudinal ambivalence can undermine persuasive effectiveness, reduce behavioral consistency, and intensify emotional conflict. Despite growing research on ambivalence, limited attention has been paid to comparing ambivalence across issue domains and understanding the psychological mechanisms that moderate these responses.

Purpose. This study investigates the cognitive and affective processes underlying attitudinal ambivalence toward environmental and AI-related issues, examining how information valence and issue involvement shape ambivalence intensity, emotional experiences, attitude certainty, and behavioral intentions. We hypothesize that mixed-valence messages will increase both subjective and objective ambivalence, that higher issue involvement will facilitate elaborative processing and reduce negative affect, and that AI issues will elicit greater ambivalence than environmental issues due to differences in psychological distance.

Method. Two pilot studies (N = 60 each, Taiwanese adults) are norming persuasive materials and validating emotional responses. The main experiment employs a 2 (Issue Type) × 3 (Information Valence: pro vs. con vs. mixed) between-subjects design (N = 240). Measures include subjective ambivalence (Priester & Petty, 1996), objective ambivalence (Griffin formula), discrete emotions (Plutchik-based), involvement, attitude certainty, and behavioral intentions. Power analysis ($f = 0.25$, $\alpha = .05$, $1\text{-}\beta \geq .80$) supports the sample size. The study has received ethics approval (National Taiwan University REC No. 202507ES103) and funding (NSTC 114-2410-H-130-042).

Results. Data collection is in progress. Full analyses will be completed by July 2026.

Conclusions. Expected findings will contribute to dual-process persuasion models and ambivalence theory by clarifying how message structure and individual differences shape responses across issue domains, informing communication strategies for sustainable behaviors.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 13: Climate Action SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2658

BUILDING RESILIENCE AMONG CHILDREN: INTEGRATING LIFE SKILLS AND STUDENT ENRICHMENT PROGRAMME INTO PSYCHOSOCIAL CARE AND DISASTER RISK REDUCTION

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Background:

Disasters can be especially stressful for children and teens. Young people are less likely to understand the events affecting them and have fewer opportunities for control and decision-making than adults. As reported by the WHO (2022), the COVID-19 pandemic has had significant indirect effects on multiple areas of child development, including school readiness, educational attainment, socialisation skills, and mental health, in addition to risks associated with social determinants of health. Against this background, the researchers prepared and implemented “Life Skills Education (LSE)” cum “Student Enrichment Programme (SEP) for those children and adolescents who were from low socio-economic status and were severely affected by the pandemic.

Methods & Materials:

Aim: The aim was to assess the effectiveness of integrating life skills education (LSE) and the Student Enrichment Programme (SEP) into Psychosocial Care and Disaster Risk Reduction (DRR) to enhance students' resilience and adaptability. Methods and materials: The study population consisted of 227 children from vulnerable communities who were trained through the LSE-SEP module and a series of sessions on psychosocial skills necessary for addressing their daily life problems and handling challenging situations before, during, and after disasters. A total of 15 sessions, focusing on healthy coping skills, healthy living, study-related issues, effective communication, sleep hygiene, and effective learning and memory, were conducted.

Results:

The study found a significant difference in the participants' knowledge levels about LSE and SEP after the training. The comparison of knowledge on pre- and post-assessment in LSE and SEP shows higher mean scores on the post-assessment (9.39) than on the pre-assessment (1.05), which is a statistically significant difference ($p < 0.001$).

Conclusion:

Children constitute a significant portion of those affected by disasters and are one of the most vulnerable groups, so they must be given more consideration to participate in the DRR programme.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 15: Life on land

Abstract 4559

5G - GOOD OR BAD? AN 11-COUNTRY STUDY OF PUBLIC PERCEPTIONS OF THE BENEFITS AND RISKS OF 5G TECHNOLOGIES FOR SELF AND SOCIETY

Martin L.*[1], White M.[2], Vaupotic N.[2], Boehmert C.[3], Link S.[4], Kojimahara N.[5], Grellier J.[1]

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Despite widespread public discourse about the potential socio-economic, environmental, and health impacts (positive and negative) of 5G technologies, many questions remain. Using representative (on age, gender and NUTS-1 region) cross-sectional data from 11 countries, we investigated: 1) whether people see the benefits and/or risks of 5G applying more to themselves personally, or to society in general; and 2) key factors explaining positive and negative perceptions—across countries and sociodemographic and health-related characteristics. On average, 5G impact perceptions were close to neutral, with little meaningful differentiation between personal and societal domains; yet consistent with the Impersonal Impact Hypothesis, among those groups exhibiting strong perceptions of impact, differentiation was more evident. Additionally, systematic variations emerged across sub-populations: younger (16–24 vs. 25+), men (vs. women), university-educated (vs. not), higher-income (5th vs. 1st quintile) respondents, and those living with other adults and children (vs. alone) reported significantly more positive perceptions of personal and societal impacts of 5G. Those that reported being particularly sensitive to Radio Frequency Electromagnetic fields (RF-EMF) typically had more negative personal and societal 5G impact perceptions. We found that positive perceptions of impacts were centred on technological advancements (speed, connectivity), while negative perceptions were driven by health concerns relating to 5G. We observed heterogeneity in impact perceptions and motivations at the country-level. Our findings highlight the need for targeted communication addressing health concerns and technological benefits, adapted to key sub-populations and national contexts, to facilitate informed decision-making.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 2310

THE ROLE OF AUTONOMY IN SUSTAINABLE CONSUMER DECISION MAKING - A MULTIPLE STUDY APPROACH

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The effectiveness of nudging interventions in sustainability transitions has been widely studied, as they guide consumer choices without restricting freedom of choice. However, in practice, actors such as retailers, event organizers, and policymakers often rely on more restrictive measures. These raise concerns about consumers' perceived autonomy, potentially hindering sustainable behavior. Research on how consumers react to restrictive measures and whether such measures facilitate or obstruct sustainable behavior change remains limited. This study addresses this gap by examining how consumers perceive threats to their autonomy in the context of sustainability-related restrictions. Drawing on self-determination and reactance theory, two online experiments (n=150; n=147) and a virtual reality study (n=53) investigated the effects of autonomy threat on choice satisfaction, compensatory behavior, and the mediating role of psychological reactance. Findings reveal that perceived threats to autonomy significantly reduce choice satisfaction, mediated by psychological reactance. Whether sustainable alternatives were alignable or non-alignable with less sustainable options did not influence this relationship. The results oft he virtual reality study pointed in the same direction, however, showing a significant link only between perceived autonomy threat and compensatory behavior. The results suggest that restrictive measures should be implemented with caution. Although such measures can effectively limit unsustainable behavior by constraining consumers' physical and social opportunities, they may also trigger unintended side effects, such as dissatisfaction or compensatory behaviors. Nevertheless, when restrictions are perceived as appropriate, offering the most sustainable alternatives—regardless of their similarity to less sustainable ones—appears most effective for promoting sustainable choices and satisfaction. Overall, this research provides valuable insights for policymakers and marketers seeking to foster sustainable behavior change. It highlights the importance of balancing effectiveness and autonomy to ensure that sustainability interventions not only drive behavioral change but also maintain consumer satisfaction.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 7: Affordable and clean energy SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 2418

EXPLORING PARTICIPATION: AN INTERVENTION STUDY ON INFORMATIONAL AND PSYCHOSOCIAL PREDICTORS OF ENGAGEMENT IN CITIZEN ENERGY COOPERATIVES FOR GREEN H2

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Participation in citizen energy cooperatives can strengthen community cohesion, support municipal partnerships, and spill over into other sustainable behaviors. But what needs to change locally, and which information actually motivates people to engage in citizen energy cooperatives? We test (a) how information framing affects intention to participate in citizen energy cooperatives for green hydrogen, (b) who prefers which information, and (c) which psychosocial predictors are associated with participation intention. A representative German sample (N = 1,800) is randomly assigned to one of four brief video conditions or a neutral control: financial risks, environmental benefits, combined risks and benefits, or a free-choice arm in which participants choose either the risk or the benefit video. The primary outcome is participation intention; attitudes are secondary and tested as a mediator. Moderators include environmental consciousness, subjective norm, perceived behavioral control, acceptance of local H_2 production, and income. Analyses rely on ANCOVA to examine main and moderating effects; information choice is modeled with logistic regression; sensitivity analyses apply latent change-score SEM to test mediation via attitude change and moderation by environmental consciousness (benefit framing) and income (risk framing). This study aims to inform evidence-based communication and participatory design for local H_2 projects by indicating which messages may engage which audiences, and under what conditions engagement is more likely. Put simply: if participation is the engine of a just energy transition, we explore what ‘fuel’ (information) it might need, for which ‘drivers’ (citizens), on which ‘roads’ (local contexts).

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 2182

PROJECT "HIPPOCRATES": INTERNATIONAL COOPERATION IS NEEDED FOR THE ANALYSIS OF ENVIRO-NEUROCHEMICAL FACTORS

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McMaster University ~ Hamilton ~ Canada

The presentation describes a possible setup of an international project, "Hippocrates" (H-project), named after the father of systematic medicine who authored the endocrine theory of temperaments. The idea of such a project is already discussed in the academic community 10.1016/j.cobeha.2022.101143. The H-project investigates the interaction of endocrine and neurochemical systems with environmental factors affecting consistent behavioural patterns (CBPs) in health (such as temperament traits) and psychopathology(symptoms of psychiatric disorders). These environmental factors include components of contrasted regions on the rates of mental illness, exposure to common psychostimulants and 12 features of a national character highlighted in the FET framework: diets (for example, tryptophan as a component of serotonin synthesis; soy products as a source of estrogens); climates (for example, exposure to sun light affecting orexin production; cold and heat affecting immune systems), microbiota, exposure to toxins and common psychostimulants (such as alcohol, nicotine, cannabis and opiates). Therefore, the analysis of neurochemical biomarkers of CBP can't limit investigations of the roles of hormones, neurotransmitters and opioid receptor systems in behavioural regulation in isolation from regional differences in named environmental factors. The project's setup suggests structuring measurements and variables in line with the 12 components of the neurochemical framework "Functional Ensemble of Temperament" (FET) (doi: 10.1016/j.neubiorev.2016.03.008; doi: 10.1098/rstb.2017.0167; doi:10.1159/000513688; doi: 10.3389/fpsyt.2021.641286; doi: 10.3389/fpsyg.2021.781631; doi:10.1016/j.cobeha.2022.101109). The experimental design of the project is focused on the functional "relays" between the releasing and receptor sites for each neurochemical system highlighted in the FET and on outlining the dynamics of these relays under the influence of environmental factors (diets, climates, microbiota, exposure to toxins and to common psychostimulants). These investigations could be conducted in culturally and geographically different samples contrasted by the named environmental factors.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 2115

CENTERING EQUITY IN HOME DECARBONIZATION: EXAMINING SOCIOECONOMIC FACTORS INFLUENCING AGENCY AND ACTION

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University of Cincinnati ~ Cincinnati ~ United States of America

Underserved communities, including low-income households and communities of color, are disproportionately affected by the combined challenges of inefficient housing and high energy costs. These residents often live in older, less energy-efficient homes that require more energy to heat and cool, resulting in a higher energy burden—the proportion of household income spent on utilities. Elevated energy burden can force households to make difficult trade-offs, such as foregoing basic necessities to pay utility bills, a dilemma commonly referred to as the “heat or eat” problem. In other cases, residents may engage in restrictive energy behaviors, such as keeping their homes at unsafe or uncomfortable temperatures, which can contribute to respiratory illness, cardiovascular stress, and other adverse health outcomes. As a result, these communities are burdened not only economically, but also physically and socially, by energy inefficiency. Energy efficiency retrofits—such as improved insulation, air sealing, and efficient appliances—offer a powerful solution to reduce energy costs, improve indoor comfort, and mitigate greenhouse gas emissions. These upgrades align with national and international goals to decarbonize the building sector, which is essential for addressing climate change. However, there is growing concern that decarbonization efforts, if not carefully designed, could unintentionally increase housing costs or exacerbate affordability challenges, particularly for renters and low-income homeowners. To better understand these dynamics, this study surveyed 237 residents in Cincinnati, Ohio, to examine how knowledge, attitudes, financial constraints, perceived agency, and household behaviors differ across income levels and influence participation in energy retrofits. In-depth, semi-structured interviews with a sub-sample of homeowners and renters provided richer insights into barriers and opportunities for engagement. Findings reveal the complex interplay between socioeconomic factors and retrofit adoption, offering practical recommendations for equitable, community-centered approaches to home decarbonization.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2338

USING ATTRIBUTION SCIENCE TO IMPROVE PEOPLE'S UNDERSTANDING OF CHANGING EXTREME WEATHER EVENTS

Ulrich J.*, Kause A.

Leuphana University Lüneburg ~ Lüneburg ~ Germany

People need to understand changing extreme weather events to effectively protect themselves and to adapt to further climatic changes. Extreme event attribution (EEA) science has been claimed to support this. It studies how climate change affects the likelihood, severity and impacts of specific extreme weather events. Drawing on the 'science of science communication', we study, first, the accuracy of peoples' estimates of the probability that a heatwave in 2019 in Germany had with and without climate change, using a correlational survey. We also assess whether these estimates vary inter-individually by climate change risk perceptions, subjective climate change knowledge, heatwave experience, political orientation and numeracy. Second, EEA results often come with different uncertainty types, such as probability ranges, conflicting outcomes or no robust findings at all. We therefore test in a follow-up survey experiment how different uncertainty types in EEA results affect people's estimates of how the probability of the 2019 heatwave changed due to climate change and their perceptions of such EEA results. We will present initial findings from both studies. These are relevant for climate scientists and climate change communicators who want to support people to better understand change in extreme events, while staying true to the underlying science.

04 - Division 4: Environmental Psychology

Climate & Health 1

Thursday 23 July 2026 from 11:30 to 13:00

(I-Spadolini)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1537

PREVALENCE OF CLIMATE ANXIETY IN PSYCHIATRIC CARE: A GERMAN QUANTITATIVE STUDY OF PATIENTS AND CLINICIANS

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Introduction: Anxiety related to anthropogenic climate change is referred to as climate anxiety. Current research suggests a link between climate anxiety and mental health. In a previous study, we found that adults diagnosed with depression and/or anxiety disorders have significantly higher levels of emotional impairment due to climate anxiety than adults without these diagnoses, making them a potential vulnerable group.
Purpose: This study aims to determine the prevalence of climate-related emotional distress among patients and clinical staff in psychiatric care. Additionally, the study aims to identify potential risk and protective factors for climate-related emotional distress.
Methods: Quantitative online questionnaires will take place from October/November 2025 to June 2026 and will be used to survey psychiatric patients and clinicians. The following information will be collected: climate anxiety and other climate-related emotions, climate-related coping strategies, climate awareness, climate-related media usage, nature-relatedness, personality traits, self-efficacy, perceived stress, and mental health. Patients will also indicate their diagnosis, and clinicians will indicate their profession. Age, gender, social status, and whether they have (grand)children will also be documented. The data analysis will include descriptive statistics and inferential statistical tests.
Expected Results: We expect that psychiatric clinical staff will be impaired by climate anxiety to a similar small extent as the general German population, while we expect patients to be impaired to a greater extent. Additionally, we expect, for example, that climate awareness, nature-relatedness, and having (grand)children will be positively associated with climate-related emotional distress, while climate hope and self-efficacy will be negatively associated with it.
Expected Conclusions: It is to be expected that psychiatric patients represent a potential risk group for climate-related emotional distress. Clinical staff in psychiatric care should therefore be adequately prepared to deal with these emotions. When implementing this, consideration should also be given to how these emotions affect psychiatric clinical staff themselves.

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 13: Climate Action

Abstract 221

THE RELATIONSHIP BETWEEN CLIMATE OPTIMISM AND ENVIRONMENTAL CONCERN

Geissinger K.*, Labriola M.

Florida Gulf Coast University ~ Fort Myers ~ United States of America

As climate change continues to escalate, understanding how psychological factors like climate optimism, environmental concern, and pro-environmental behavior interact is essential. Climate optimism—the belief that climate change can be addressed—has been linked to greater motivation to take environmental action, while deep environmental concern may come with increased emotional burden (Morris et al., 2020). Individuals who feel more connected to nature often report heightened anxiety or despair, especially when climate messaging emphasizes threat over hope (MacKinnon et al., 2022). This study examines the relationship between hopefulness about solving climate change and care for the environment.

A total of 400 individuals participated in an online survey where they provided demographic information and information on their hopefulness about climate change being solved and their sense of care towards the environment.

A Spearman's correlation was conducted to evaluate the relationship between optimism about solving climate change and care towards the environment. There was a significant negative relationship between these variables, $r_s(398) = -.13$, $p = .009$. This result indicates that individuals who feel more connected to the environment tend to feel less hopeful about solving climate change.

The negative correlation between climate optimism and environmental care may reflect how increased awareness of environmental decline can reduce hopefulness about climate solutions. Those who care deeply about the environment may be more exposed to pessimistic messaging or overwhelming information, which can heighten distress and lower perceived efficacy (Morris et al., 2020). At the same time, research shows that hopeful framing can boost both optimism and pro-environmental behavior, even in small interventions (MacKinnon et al., 2022). These results suggest that even environmentally engaged individuals may need support to stay hopeful.

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 10: Reduced Inequalities

Abstract 1116

UNDERSTANDING YOUTH CLIMATE DISTRESS: PROFILING AND CONSEQUENCES

Gordon E.*[1], Bower M.[1], Crandon T.[2], Stapinski L.[1]

[1]The Matilda Centre for Research in Mental Health and Substance Use, University of Sydney ~ Sydney ~ Australia, [2]Queensland Centre for Mental Health Research and the School of Public Health, University of Queensland ~ Brisbane ~ Australia

Background: Young people are particularly vulnerable to climate distress due to limited political and economic power and ongoing neural and cognitive development, making it harder to cope with stress and uncertainty. They will also be the population most exposed to the long-term impacts of climate change, prompting calls for research on the mental health effects of prolonged climate distress.

Methods: We conducted a prospective study of climate distress and its correlates and consequences over one year (2020–2021) in Australian young adults aged 19–21. First, cross-sectional analyses identify characteristics associated with climate distress. Second, longitudinal analyses examine how climate distress predicts mental health and well-being outcomes affected by prolonged stress.

Results: In cross-sectional regression analyses, identifying as female or gender diverse, not being employed nor in education or training (NEET), mental distress, and altruism were all significantly associated with climate distress ($p < .05$). In longitudinal linear mixed-models, climate distress significantly increased depression and generalized anxiety symptoms and reduced drug use over a one-year period ($p < .05$). Climate distress did not significantly impact specific anxiety symptoms, sleep quality or alcohol consumption over time. Estimated marginal means analysis showed that even low levels of climate distress estimated clinically relevant levels of depression over a one-year period.

Conclusion: Our findings demonstrate that climate distress tends to be experienced by those that are already disposed to experiencing poor mental health, demonstrating that the mental health consequences of climate change may be considered one way in which climate change exacerbates pre-existing inequalities. Our findings also contribute to preliminary understanding of the longer-term impacts of climate distress on general and mental health. Our results aid in the development of intervention priorities to address climate distress symptoms and to lessen their impact on vulnerable groups and the wider mental-health crisis as climate change continues to worsen.

Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 1557

MITIGATING CLIMATE CHANGE HOPELESSNESS AND SUSTAINING PRO-ENVIRONMENTAL BEHAVIOURS

Han Y.*, Bailis D.

University of Manitoba ~ Winnipeg ~ Canada

Climate change hopelessness is prevalent globally, and it negatively impacts individuals' performance of pro-environmental behaviours (PEB). This research explores factors that may mitigate the effects of climate change hopelessness and sustain PEB, drawing on the life-span theory of control.

This pre-registered study proposes a theoretical model in which climate change hopelessness discourages persistent PEB through diminishing primary control striving. The model also proposes that secondary control strategies (positive reappraisal, lowering aspiration, and social comparison) can buffer the effects of hopelessness by compensating for the loss of primary control.

Canadian residents (N = 290) were recruited via Prolific to complete an online survey of the model variables, using established self-report measures of climate hopelessness, secondary control strategies, and primary control striving. PEB was measured using both self-reports and performance in the Work for Environmental Protection Task (WEPT). Data was analyzed by using the PROCESS macro to test the proposed moderated-mediation model.

Simple correlation analysis of the model variables revealed only a small positive relationship between self-reported PEB and WEPT performance, suggesting that these measures conveyed different information. Climate hopelessness, primary control striving, and two of the secondary control strategies (positive reappraisal and social comparison) correlated in expected ways (according to the theoretical model) with self-reported PEB but not WEPT performance. Initial (ongoing) tests of the moderated-mediation model yielded partial support for the hypotheses. There were significant direct effects of hopelessness and secondary control strategies on primary control striving and self-reported PEB, but no significant interaction between hopelessness and secondary control strategies.

Although not all hypotheses were supported, and some discrepancies emerged between self-reported and performance-based measures, the findings underscore the detrimental effect of climate change hopelessness on PEB. They highlight the potential offsetting effects of secondary control strategies to counter hopelessness in the context of climate change and support primary control striving and PEB.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 763

SOLASTALGIA IN THE CHANGING ALPS

Kulcar V.*

University of Innsbruck ~ Innsbruck ~ Austria

Climate change impacts are increasingly evident worldwide, though some regions are more affected than others. The temperate climate of Central Europe has long shielded its inhabitants from disruptive climate change consequences contributing to psychological distance. Still, change progresses and mountain areas are among the first to show clear signs. The negative transformation of individually and collectively valued places can be experienced as loss. The distress caused by place-based loss can be conceptualized as solastalgia. Existing research on solastalgia has predominantly focused on Australian and Indigenous communities with strong place dependence for their livelihoods. Less is known about if and how solastalgia manifests in communities whose connection to the land is primarily recreational.

In this study, we applied the concept to the European context, focusing on winter sport athletes in the Austrian Alps. Winter sport athletes directly witness environmental changes in the mountains yet dependent little on them beyond recreational activities. The study draws on 28 in-depth interviews with long-term winter sport athletes (aged 23–68).

Participants highlighted the lack of snow and melting glaciers as subjectively meaningful changes. But not only climate change impacts elicited emotional responses: The expansion of tourism and commercial infrastructure was a second source of disruption. Tourism expansion was associated with immediate, manifest losses. Climate change impacts additionally signalled ongoing and future environmental degradation, fostering anticipatory solastalgia. Valued places connected to childhood memories were lost and the emotional quality of winter sports inhibited. These manifest and anticipated losses disrupted both individual and collective identities and fuelled intra- and interindividual conflicts.

The findings give insights into the multi-layered psychological consequences of climate change and their interactions with other human-made developments. Environmental losses are experienced by different communities worldwide, with implications for mental health as well as behaviour.

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 408

A QUALITATIVE SCOPING STUDY OF CLIMATE RISK EXPOSURE AND EMOTIONAL WELLBEING IN URBAN WEST AFRICA

Ogunbode C.*[1], Uchendu J.[2], Lekwa H.[2], Jeng F.[3], Singhateh A.[3], Nyanfor E.[4], Mansaray R.I.[5], Dankwa P.[6], Iorfa S.K.[1]

[1]University of Nottingham ~ Nottingham ~ United Kingdom, [2]Sustyvibes ~ Lagos ~ Nigeria, [3]Clean Earth Gambia ~ Banjul ~ Gambia, [4]Liberian Youth for Climate Actions ~ Monrovia ~ Liberia, [5]Fridays for Future Sierra Leone ~ Freetown ~ Sierra Leone, [6]Green Africa Youth Organisation ~ Accra ~ Ghana

The 2021 State of the Climate in Africa report catalogues evidence of how climate change impacts are threatening human health, socio-economic security, and food and water security across Africa. Addressing this threat requires, among other things, current and accurate data to inform climate action and adaptation efforts. To date, climate change research in Africa has largely focused on the physical and socio-economic impacts, whilst neglecting the psychological aspects of climate change. Yet, climate change does not only devastate the landscape and physical infrastructure. It also affects people psychologically through injury, mortality, loss of livelihoods, and other social and economic disruptions. Further, through phenomena like 'eco-anxiety', climate change can undermine wellbeing and mental health even before people are directly exposed to physical impacts. In this study we investigated lived experiences of climate risk exposures and emotional responses using interviews with residents in five anglophone West African cities (Banjul, Freetown, Monrovia, Accra, and Lagos; N = 50). The study was co-developed with and led by partner organisations based in the focus countries. Reflexive thematic analysis of participants' responses revealed the sensemaking pathways that link emotional distress with climate risk exposures (particularly flooding and heatwaves), as well as the coping responses enacted to limit the effects of these exposures. This study has implications for climate resilience in West Africa which is one of the fastest urbanising regions of the world.

04 - Division 4: Environmental Psychology

Michael Siegrist, ETH Zurich

Thursday 23 July 2026 from 13:00 to 13:30

(F-Spadolini)

Abstract 4635

Divisional Invited Keynote

Siegrist M.*

04 - Division 4: Environmental Psychology

Climate & Health 2

Thursday 23 July 2026 from 13:00 to 13:45

(I-Spadolini)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1776

CONDUCTING GLOBAL SCIENCE PROJECTS ON THE IMPACT OF CLIMATE CHANGE HAZARDS ON THE HUMAN MIND: MANYLABS EVIDENCE AND METHODOLOGICAL CHALLENGES

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Konstanz University ~ Konstanz ~ Germany

Extreme heat is rising globally and unequally, but evidence of effects on human cognition, social behaviour and collective well-being is still missing, and those studies that exist mostly rely on WEIRD samples and employ laboratory interventions, limiting policy relevance. We present the Heat & Cognition Project as a case study in how applied psychology can use Big Team Science (BTS) to generate scalable, context-sensitive evidence for the impact of climate change hazards. In over 40+ cities across the globe, we are implementing a preregistered three-wave protocol to test the effect of extreme heat on the human mind and collective well-being in a natural experiment, aligned to verified heatwaves and matched temperate periods (>50,000 participants). Outcome measures cover attention and working memory, mood, prosociality and social functioning, well-being, and policy attitudes, alongside real-world vulnerability and adaptation contexts of individuals. In this talk, we present first evidence from pilot data collection cities and discuss key methodological challenges when conducting global science projects related to climate science. These include defining “extreme heat” across climates (absolute vs. relative thresholds), coordinating timing by climate rather than calendar, multilingual instrument validity, and fair resource distribution. We report feasibility metrics from piloting and early waves (recruitment during short heat windows, adherence, missing-data patterns tied to access/adaptation), and preliminary cross-site patterns linking heat exposure to outcomes. We discuss how BTS can enable applied psychology to test theory under dynamic, real-world climate change stressors at policy-relevant scales.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1604

RISK PERCEPTION, EXPERIENCE WITH EXTREME EVENTS AND ADAPTATION BEHAVIOURS IN A CONTEXT OF CLIMATE CHANGE AND GLACIAL RETREAT IN HIGHLANDS

Monge--Rodriguez F.*, Huaman--Chulluncuy E.

Universidad Peruana Cayetano Heredia ~ Lima ~ Peru

Climate change is the main cause of glacier retreat and is triggering a series of extreme weather events that are affecting the well-being of populations around the world, especially the most vulnerable. Therefore, studies to understand adaptation behaviors in these scenarios are relevant. The objective of this study was to predict the willingness to adapt in climate change scenarios, based on predictive factors such as experience with extreme events (avalanches, droughts and floods), fear of extreme events and risk perception of climate change. The survey method and computer-assisted personal interviewing (CAPI) technique were used. The sample consisted of 11 communities living near glaciers in the Andean region of Peru, N=2024 participated in the study. Hierarchical multiple regression analysis was used to identify predictors of willingness to adapt in situations of extreme events. The results showed that age, educational level, experience with droughts, experience with floods, fear of droughts, fear of floods, and perception of climate change risk were identified as significant predictors. Experience with droughts, fear of floods, and perception of risk had a greater effect on willingness to adapt than sociodemographic factors. Fear of drought provides additional explanatory power beyond experience, demonstrating that affective responses, particularly towards extreme weather events, play an important role in motivating adaptation. Overall, the model explained 18% of the variance. The implications for communication plans and climate change adaptation policies are discussed.

Division 4: Environmental Psychology SDG 3: Good Health and Well-being

Abstract 948

EXPLORING THE LINKS BETWEEN MENTAL HEALTH, SOCIAL HEALTH, AND PHYSICAL ENVIRONMENT: A PROSPECTIVE NETWORK ANALYSIS IN A NATIONALLY REPRESENTATIVE SAMPLE

Ochnik D.*, Rojczyk E., Budzinski M., Nagel P., Szostak A., Vitkovskyi Y., Wierzbik--Stroinska M.

Academy of Silesia ~ Katowice ~ Poland

The rise in mental health issues, urbanization, and loneliness presents significant societal challenges. It is imperative to comprehend the complex relationships among the various factors influencing mental health.

This prospective study examines the relationships between mental, physical, and social health, as well as the physical environment, considering individual sociodemographic characteristics and objective macro-factors related to the Sustainable Development Goals, using a network approach. Moreover, the Multidimensional Mental Health Model was validated using a nationally representative sample of 1,610 participants (49% women) over a three-month period.

The measurements used for assessing mental health included the PHQ-9, GAD-7, PSS-10, and SWLS; for assessing social health included the neighborhood cohesion scale and R-UCLA3; and for assessing physical health included the SRH.

The network analysis revealed that the model demonstrated robustness and stability over time. Social health (loneliness and neighborhood cohesion) acted as a mediator between mental health and the physical environment. Moreover, urbanicity was positively associated with neighborhood belonging but negatively with social cohesion. Additionally, depression symptoms and CO2 emissions emerged as key risk factors, while forest areas and urbanicity served as influential protective factors. The centrality of neighborhood cohesion and green areas increased over time, highlighting their importance.

The findings underscore the significance of a multifaceted approach to mental health that considers the interplay among social, environmental, individual, and objective macro-factors. This understanding can help develop more effective mental health prevention programs and provide valuable insights for policymakers and urban planners in creating supportive environments.

04 - Division 4: Environmental Psychology

Climate & Health 3

Thursday 23 July 2026 from 13:45 to 15:15

(I-Spadolini)

Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 13: Climate Action

Abstract 2701

FROM RISK PERCEPTION TO ACTION: THE ROLES OF SELF-EFFICACY AND PSYCHOLOGICAL ADAPTATION IN PRO-ENVIRONMENTAL BEHAVIOR AMONG CLIMATE-AFFECTED PEOPLE IN BANGLADESH

Akter F.*, Haque S., Khan S.

Monash University ~ Sunway City ~ Malaysia

Introduction: Climate change poses an escalating threat to human well-being, particularly in climate-vulnerable countries in the Global South. Bangladesh, a low-lying deltaic nation, is highly exposed to recurrent hazards such as floods, cyclones, and salinity intrusion, which substantially affect everyday life. While existing research has focused largely on the physical, economic, and health consequences of climate change, less is known about the psychological processes through which climate-affected populations perceive risk and translate these experiences into adaptive and pro-environmental behaviour (PEB). Psychological factors such as self-efficacy and psychological adaptation may play a critical role in shaping behavioural responses to environmental threats.
Purpose: This study examined the associations among climate risk perception, self-efficacy, psychological adaptation, and PEB among adults in Bangladesh, with particular attention to the mediating and moderating roles of self-efficacy and psychological adaptation. A cross-sectional online survey was conducted with 652 participants aged 18 years and older using standardised measures. Data were analysed using Pearson correlation, mediation, and moderation analyses.
Results: It revealed four key findings. First, risk perception was strongly associated with self-efficacy and moderately associated with psychological adaptation but only weakly related to PEB at the bivariate level. Second, self-efficacy and psychological adaptation were strong predictors of PEB and fully mediated the relationship between risk perception and behaviour, indicating inconsistent mediation. Third, self-efficacy functioned as both a mediator and a moderator: while it transmitted the effect of risk perception on PEB, higher perceived risk was associated with lower PEB at high levels of self-efficacy, suggesting a shift from threat-driven to capability-driven regulation. Fourth, psychological adaptation operated exclusively as a mediator.
Conclusion: Pro-environmental behaviour among climate-affected populations is shaped less by perceived risk and more by perceived capability and psychological preparedness. Interventions should prioritise strengthening self-efficacy and psychological adaptation and integrate mental health considerations into climate adaptation strategies.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2732

CLIMATE CHANGE ANXIETY: AN ANALYSIS OF STUDENT'S EMERGING VIEWPOINTS

Costa K.*

Columbia University, Teachers College ~ New York ~ United States of America

Objectives: The aim of this study was to examine the relationship between current levels of climate change anxiety (CCA) observed by American university students and long-term decision-making processes like where to live, work, or raise a family.

Participants: College and university students (n = 389) across the United States were sampled using an online survey that was disseminated between January and April 2024. Students of undergraduate, graduate, and Ph.D. levels participated in the study. The average age of participants was 21.39 years of age with a standard deviation (SD) of +/- 3.78.

Methods: Participants completed an online cross-sectional five-part survey that consisted of the following sections: (1) Assessment of Understanding, (2) General [Demographic] Information, (3) Climate Change Anxiety Scale (CCAS), (4) Reflection on the CCAS, (5) Long-Term decision-making. The survey featured the Climate Change Anxiety Scale (CCAS), developed by Clayton & Karazsia (2020), to assess student's current levels of CCA and a set of eight questions, developed for use in this study, that focused on long-term decision-making processes.

Results: The average CCAS score for a student participating in this study was 27.95 (M = 27. 95) with a standard deviation of SD = 9. 94. Linear regressions of the relationship between CCAS score and coded answers to the eight long-term decision-making questions revealed a positive linear relationship between CASS score and considerations of CCA in long-term decision-making processes.

Conclusions: The data presented in this study indicates that, of the sample studied, university students within the United States who have higher CCAS scores, marking a greater degree of CCA, had a higher percentage of "Yes" answers to long-term decision scores, indicating CCA or climate change issues are considerations in future life plans, creating social, political, and economic implications for the years to come. This finding is aligned with the findings of similar topical studies.

Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 13: Climate Action

Abstract 1237

CLIMATE CHANGE ANXIETY AND WORRY IN ADOLESCENTS: THE ROLE OF EMOTIONAL REGULATION

Mirandi M.[1], Lis A.*[2], Garofalo C.[1], Del Vecchio E.[1], Mazzeschi C.[1]

[1]University of Perugia ~ Perugia ~ Italy, [2]University of Padua ~ Padova ~ Italy

Climate change represents an increasing source of psychological stress for adolescents, contributing to the development of climate change anxiety (CCA) and climate change worry (CCW). CCA manifests as a cognitive-emotional (CEI) and functional (FI) response, characterized by rumination, helplessness, guilt, and impairment in daily activities, whereas CCW consists of persistent, difficult-to-control thoughts. Emotional regulation plays a key role in modulating adolescents' responses to CCA and CCW. A sample of 625 Italian adolescents (M=16.21±1.40; 51.68% female) completed the Climate Change Anxiety Scale, the Climate Change Worry Scale, and the Difficulties in Emotion Regulation Scale (DERS), which assesses dimensions of emotion regulation, including non-acceptance of emotional responses, difficulties in goal-directed behavior, impulse control, emotional awareness, access to regulatory strategies, and clarity. Results showed that CCA and CCW were positively correlated with total difficulties in emotion regulation (CCA-CEI: r=.15, p<.001; CCA-FI: r=.19, p<.001; CCW: r=.21, p<.001). Latent profile analysis identified three groups: (1) low levels of climate change anxiety and worry, (2) moderate levels, and (3) higher levels. Adolescents in the second and third groups showed significant difficulties in non-acceptance of emotions (F=16.12, p<.001). However, the second group exhibited greater difficulties in goal-directed behavior (F=5.73, p<.01), while the higher group showed impairments in impulse control (F=7.38, p<.001). Findings suggest that climate change anxiety and worry are associated with perceiving emotions as excessive or unwanted, limiting adaptive regulatory strategies. Adolescents with moderate anxiety and worry struggle to translate worries into action, perceiving climate change as a complex, uncertain challenge, whereas those with higher levels show difficulties in impulse control, likely related to helplessness, frustration, or inadequacy expressed through externalizing behaviors. These results highlight the importance of interventions aimed at fostering emotional awareness, acceptance of emotions, and access to regulatory strategies to support adolescents' emotional well-being facing climate change challenges.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 410

CLIMATE ANXIETY IN PERSPECTIVE: A COMPARATIVE ASSESSMENT OF DOMINANT FACTORS IN YOUTH MENTAL HEALTH AND SLEEP

Ogunbode C.*[1], Player L.[2], Lu S.[3], Park M.S.[4], Doran R.[5]

[1]University of Nottingham ~ Nottingham ~ United Kingdom, [2]University of Bath ~ Bath ~ United Kingdom, [3]De Montfort University ~ Leicester ~ United Kingdom, [4]Nottingham Trent University ~ Nottingham ~ United Kingdom, [5]University of Bergen ~ Bergen ~ Norway

There is growing evidence that climate anxiety is having a significant impact on the mental health and wellbeing of young people. However, the unique contribution of climate anxiety to young people's mental health burden is unclear, as it has largely been studied in isolation from other common stressors. This study sought to contextualize the significance of climate anxiety for the mental health of UK young adults relative to other concurrent psychological stressors. We surveyed university students (N = 461), and a general population sample aged 18-25 (N = 400). The results showed that while climate anxiety was significantly related to poorer mental health and worse insomnia when examined alone, this relationship became non-significant or greatly diminished when other stressors were taken into account. Specifically, loneliness was found to be the most important predictor of mental health, and financial anxiety the most important predictor of insomnia severity. The findings suggest that climate anxiety, while concerning, may not be the most dominant factor impacting young people's mental health. Our research highlights the need to consider the broader context of young people's lives and the complex interplay of various psychological stressors. Further research is needed to better understand this nuanced relationship.

Division 4: Environmental Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 10: Reduced Inequalities

Abstract 2229

CLIMATE VULNERABILITY AS A THREAT MULTIPLIER FOR SEASONAL DEMOGRAPHIC ASSOCIATIONS IN CHILDHOOD QUALITY OF LIFE

Sprague N.*

Harvard Medical School ~ Boston ~ United States of America

Introduction: Research has documented both seasonal and demographic trends in children's quality of life (QoL). Climate change and human climate vulnerability have been identified as threat multipliers of such disparities, yet no prior study has analyzed how seasonal climate vulnerability modifies demographic associations in childhood QoL and life satisfaction.

Purpose: This study examines whether seasonal climate vulnerability clusters act as threat multipliers for demographic differences in QoL and life satisfaction among students attending Title I schools in St. Louis, MO and Chicago, IL.

Methods: Drawing on four seasonal surveys, we applied k-means multiply imputed cluster analysis to identify climate vulnerability profiles among 528 fourth–eighth grade students, based on three domains: climate exposure, adaptive capacity, and perception. Clusters were thematically labeled using Castleberry and Nolen's approach. Demographic variables included age, sex, race, ethnicity, and child/maternal/paternal nativity. QoL and life satisfaction were measured using the Pediatric Quality of Life Enjoyment and Satisfaction Questionnaire (PQ-LES-Q). We used hierarchical linear regression models with robust standard errors to test demographic associations, and examined effect measure modification by climate vulnerability cluster.

Results: We identified five summer, two fall, four winter, and three spring vulnerability clusters. Cluster assignment was associated with both demographic characteristics and QoL outcomes. Seasonal demographic associations varied substantially: for example, in summer and spring, older children and girls in heat-exposed clusters reported lower QoL, whereas such differences were absent in fall clusters. Patterns consistent with eco-grief emerged, as foreign-born children in climate-concerned clusters reported lower QoL than U.S.-born peers.

Conclusions: Findings suggest that climate vulnerability acts as a seasonal threat multiplier of demographic differences in children's QoL and life satisfaction. Longitudinal, multi-year data are needed to assess temporal stability and to inform targeted, season-specific interventions that support child well-being in the context of climate change.

04 - Division 4: Environmental Psychology

ENVIRONMENTAL PSYCHOLOGICAL RESEARCH AND THE CHALLENGE OF SUSTAINABLE LIFESTYLES

Thursday 23 July 2026 from 14:00 to 15:00

(F-Spadolini)

GIUSEPPE CARRUS (ROMA TRE UNIVERSITY ~ Rome ~ Italy), Chair and Presenter
Maria Luisa Lima, Discussant

The objective of this symposium is to discuss the contribution of psychological and behavioral sciences for the
promotion of sustainable lifestyles. A series of studies, conducted through different methods and approaches, in a
variety of geographical and cultural contexts, will be presented to discuss the main psychological factors at the basis
of relevant behaviors and perception in the domains of water conservation, energy saving, and perception of climate
change. The presentations included in this symposium will provide a good example of how evidence-based
psychological research could offer a solid base for real-world application of behavioral interventions to address
significant environmental challenges in contemporary society.

Abstract 4262

UNVEILING THE POWER OF SOCIAL NORMS: A PSYCHOLOGICAL INTERVENTION ON ENERGY SAVING BEHAVIOR IN AN ITALIAN ENERGY COOPERATIVE

Carrus G.*, Massullo C., Tiberio L., Caffaro F.

Roma Tre University ~ Rome ~ Italy

Behavioural strategies to reduce energy consumption and promote sustainable habits received increasing attention from economic, psychological, and social sciences. Among these, social norm-based interventions have been proposed as effective tools in psychological research. In this study, we employ a randomized control trial (RCT) to assess the effectiveness of a social norms intervention to encourage energy-saving behaviors among members of an energy cooperative in Italy (N = 442). Participants were randomly assigned to one of three groups. The first group, the descriptive social norm group, received messages showing the average energy consumption of cooperative members to encourage behavioural change. The second group, the injunctive + descriptive social norm group, received messages combining average consumption data with additional messaging emphasising societal expectations for energy conservation. The third, which served as the control group, received no norm-based messaging and acted as a baseline for comparison. Results show a significant 13 % decrease in electricity consumption among participants exposed to the descriptive social norm message, compared to those in the injunctive + descriptive norms and control groups.

Abstract 4263

ENABLERS AND CONSTRAINTS FOR SUSTAINABILITY. THE CASE OF RECLAIMED WATER

Poggio L.*, Sánchez Del Corral G., Aragonés J.I.

Universidad Complutense de Madrid, Spain ~ Madrid ~ Spain

Freshwater resources are under increasing anthropogenic pressure, causing problems of scarcity and water quality, conflicts of use, and risks to natural environments. In this scenario, a paradigm shift in water use is necessary to mitigate the consequences of climate change. To this end, it is not only necessary to implement technological developments that facilitate the reuse of the water, but also for societies to view the use of reclaimed water favorably. The research presented at this symposium is related to the perception and acceptance of the risk of reclaimed water in three countries: Spain, France, and Portugal. To achieve this objective, a qualitative study is first carried out to understand, from the perspective of risk perception, the discourse of experts in this field. Subsequently, a second quantitative study is carried out with the general population of the respective countries to find out in which sectors it is most accepted, as well as the main strengths and weaknesses of using this water.

Abstract 4264

UNDERSTANDING OUR NEW WORLD: PERCEPTIONS OF CLIMATE CHANGE AND POPULIST ATTITUDES

Lima M.L.*

Instituto Universitário de Lisboa – ISCTE, ~ Lisbon ~ Portugal

During the last decades, a huge effort has been made to increase environmental attitudes and behaviors all over the world. Governmental initiatives and educational programs have promoted more sustainable lifestyles and a higher environmental awareness. However, in the last years, we have witnessed the growth of persons who do not believe climate change to be real (e.g., White, 2018), at the same time that the scientific consensus overwhelmingly supports the reality of climate change. In this paper we explore the relationship between perception of climate change and populism. We wanted to test the resentment hypothesis to populism (Fukuyama, 2018) and understand the contribution of climate change denial in this process. An online study was conducted (N=414, 50% below 35 years old), including the short version of the perception of climate change scale (van Valkengoed, Steg & Perlaviciute, 2021), a populist attitudes scale (Akkerman et al. 2024), the lack of group recognition scale (Babst et al., 2024), as well as indicators of perceived socioeconomic status. As expected, we found a negative association between socio-economic status and populism, that was mediated by the perception of lack of recognition. However, the denial of climate change increased the explanation of populism, over and above lack of group recognition. The implication of these results for environmental interventions are analyzed.

Abstract 4265

SUSTAINABLE WATER MANAGEMENT: THE ROLE OF FRAMING, IDENTITY, AND METAPERCEPTION

Gómez--Román C.*, Vila Tojo S., Guntín L., Sabucedo J.M.

Universidade de Santiago de Compostela – CRETUS. Spain ~ Santiago de Compostela, ~ Spain

Acceptance of sustainable water management solutions (ranging from decentralized wastewater treatment systems to individual conservation behaviors) remains a challenge, particularly in regions where water scarcity is not perceived as an issue. Drawing on a series of qualitative, experimental, and applied studies conducted in Spain and the Netherlands (focus groups, interventions, and surveys with over 900 participants), our research highlights key psychosocial mechanisms that can either hinder or foster engagement with sustainable water practices. First, we found that without recognizing a need for change, alternatives are unlikely to be considered. A systematic review and a focus group study in Galicia (Spain) (N=18) showed that perceived scarcity and environmental threat are the first step for acceptance. However, making the problem cognitively accessible before presenting the solution significantly improves how these systems are perceived. This was supported by an experimental study with university students (N=287), showing that priming environmental concern increased positive attitudes (even when disadvantages were acknowledged). A threephase intervention in a business center with an operational decentralized plant combined a focus group (N=6), environmental priming (N=46), and a participatory session with experts (N=25). Results showed that inclusive processes and identity-based framing reduce initial resistance. A follow-up cross-national experiment (Groningen, N=92; Santiago de Compostela, N=208) showed the positive effect of framing these technologies as bottom-up initiatives aligned with pro-environmental identity. Finally, we introduce Metaperception (how individuals believe others evaluate their proenvironmental behavior) as a promising construct for understanding social image in sustainability. This scale, developed and validated in the context of water conservation (Spain, N=231; N=384), showed strong predictive power for both intention and behavior, and offers new insights for broader applications in environmental engagement.

04 - Division 4: Environmental Psychology

FROM PRODUCING TO CONSUMING ENERGY AND PRODUCTS: THE SOCIO PSYCHOLOGICAL IMPACT OF SUSTAINABILITY.

Thursday 23 July 2026 from 15:00 to 16:00

(F-Spadolini)

Roberto Fasanelli (UNIVERSITY OF NAPLES “FEDERICO II” ~ Nap), Chair and Presenter

This symposium investigates the diverse social and psychological aspects of sustainability, focusing on
how sustainable practices impact and are shaped by the attitudes, behaviors, representations, and values
of both producers and consumers of energy, goods and products. By promoting interdisciplinary dialogue,
the workshop seeks to uncover the connections between societal norms, environmental awareness, policy
making and economic behaviors in fostering a sustainable future.
Sustainability is viewed not only as an environmental or economic issue but also as a significant social,
political, and psychological phenomenon. This symposium unites scholars and practitioners from social
psychology, environmental science, and sustainable energy fields to address key questions: How do
producers incorporate sustainability into their practices while managing social and cultural expectations?
What psychological factors facilitate or hinder consumers' adoption of sustainable products and lifestyles?
What challenges obstruct the implementation of more effective, sustainable, and environmentally friendly
policies in public administration and services? How do shared societal values and norms influence
sustainable behaviors in various cultures and communities?
Through presentations, case studies, and collaborative discussions, participants will delve into the complex
interactions between individual behavior, collective action, and structural change. This will provide insights
to improve the effectiveness of sustainability initiatives on both micro and macro levels.
This topic is both novel and relevant for several reasons:
1. Interdisciplinary Approach: By integrating various scientific perspectives, this topic goes beyond
traditional, isolated research methods to provide a holistic understanding of how human behavior interacts
with sustainable systems.
2. Behavioral Impact: Environmental psychology has long examined individual and group behaviors
regarding sustainability. This topic builds on those insights by exploring the reciprocal influences between
planners/producers and consumers.
3. Practical Applications: The insights gained from this workshop can directly inform interventions,
policymaking, and educational campaigns aimedatpromotingsustainablebehaviors.
4. Transformational Focus: Understanding the feedback loops between planning/productionpracticesand
consumerchoicesiscrucialforfosteringsystemicchange,whichisakeyemphasisofappliedpsychology.
Thisworkshopaimstoattractresearchersandpractitionersfromavarietyoffields,encouraging
interdisciplinarycollaborationanddialogueatthecongress.

Abstract 4202

NOVEL FOODS" AND INNOVATIVE ENERGY STRATEGIES: SYNERGIES FOR SUSTAINABILITY AND THE ROLE OF SOCIAL REPRESENTATIONS APPROACH.

Fasanelli R.*

UNIVERSITY OF NAPLES "FEDERICO II" ~ NAPLES ~ Italy

Integrating novel foods, such as insect-based products and cultured meat, with innovative energy strategies like agrivoltaics represents a significant advancement in the transition to sustainable agri-food systems. Novel foods provide high-protein solutions with a reduced environmental impact compared to traditional livestock farming, helping to alleviate the strain on water resources, soil, and greenhouse gas emissions. Meanwhile, agrivoltaics effectively combine agricultural production with solar energy generation, optimizing land use and enhancing climate resilience.

However, the widespread adoption of these innovations requires thorough psychosocial analysis to understand consumers' perceptions, cultural resistance, and behavioral dynamics. Public acceptance of novel foods and new production technologies is crucial for their success. This acceptance hinges on factors such as trust in institutions, effective communication of environmental benefits, and overcoming emotional barriers associated with changing food habits.

The synergy between sustainable technologies and effective management of social change processes can promote circular models, whereby-products from insect agriculture are reused as fertilizer and the excess energy generated by agrivoltaics supports cultivation efforts.

This integrated approach, which combines technological innovation with social awareness, offers a concrete response to global challenges related to food security, sustainability, and energy transition. As part of this symposium, the proponent's research results from 2020 to the present will be presented and discussed, serving the mixed methods approach specific to the social representations paradigm.

Abstract 4204

ARTICULATING THE DIFFERENT LEVELS OF MEANING PRODUCTION: THE CASE OF ENERGY SUFFICIENCY

Gache S.*, Caillaud S.

UNIVERSITE LUMIERE LYON 2, GREPS LABORATORY ~ LYON ~ France

A significant proportion of research in the field of psychology has been dedicated to the promotion of sustainable behaviours among individuals, with the objective of effecting the desired social change. However, these studies often ignore the social meanings of sustainable practices and the relational and identity-related issues that contribute to their construction and transformation. Other studies have focused on the social determinants of sustainable practices, overlooking the potential for social actors to resist the dominant norms. The theory of social representations has been demonstrated to be a valuable framework for understanding how the meanings of sustainable practices are constructed in and within the diverse spheres (scientific, political, media, everyday, etc.) of knowledge production. By exploring how meaning is constructed in and negotiated within these different spheres, the theory can overcome the limitations of approaches that are either psychologising or sociologising in nature. Consequently, it is possible to gain a more profound understanding of the social and identity issues that shape sustainable practices. A research project investigating social representations of sufficiency and energy sufficiency in France will be used as an example. This project explores how the concept of energy sufficiency is re-constructed and negotiated in and within different spheres of meaning construction and by different social actors. To this end, an extensive body of research has been conducted, encompassing a press analysis of 581 articles, a social network analysis of 236,161 tweets, and six focus groups interviews. The findings of this study indicate that the examination of energy sufficiency should be approached from a social and political perspective, rather than merely as a scientific concept.

Abstract 4205

SOCIAL REPRESENTATIONS OF WATER AMONG THE INHABITANTS OF NUEVO LEÓN, MEXICO, AND IN THE IZTAPALAPA DELEGATION OF MEXICO CITY.

Ortega RubÍ M.E.*[1], JuÁrez Romero J.[2], Olivares O.[3]

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In the context of a water crisis and environmental challenges, two studies addressed the severe drinking water supply issues in Iztapalapa and Nuevo León, Mexico. The first study, conducted in 2022-2023, revealed that Monterrey faced a crisis due to extreme drought and uneven water distribution, leading to drastic measures like reduced household resources and scheduled distribution times. The second study, carried out in 2025, explored persistent water shortages in Iztapalapa, a densely populated area where residents express dissatisfaction through protests. Using the theory of Social Representations, the research aimed to identify how social perceptions of water evolve during crises, integrating the concept of socio-environmental suffering. The findings emphasized eco-anxiety's role in driving shifts toward resource care and new practices. In Nuevo León, data from interviews and online questionnaires were analyzed through various methods, including IRaMuTeQ software and corresponding factor analysis. The results highlighted urgent concerns regarding water use, with participants expressing negative emotions like stress, frustration, and anxiety, illustrating the environmental suffering experienced and its effect on daily habits. In Iztapalapa, press analyses compared social representations from interviews with media narratives. The findings underscored the importance of context and sociability, suggesting the need to consider alternative relationships with water, particularly from indigenous perspectives. Overall, both studies reflect the dynamic relationship between social representations of water and adaptive practices in response to crises.

04 - Division 4: Environmental Psychology

Social & Cultural Processes

Thursday 23 July 2026 from 15:15 to 16:45

(I-Spadolini)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 2: Zero Hunger SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1663

NAVIGATING FOOD SHARING: ENVIRONMENTALISTS' VIEWS ON ONLINE AND LOCAL NETWORKS

Au A.K.Y.*[1], Szeto S.[2], Yuen E.K.W.[3], Ng J.C.K.[1]

[1]The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong, [2]Saint Francis University ~ Hong Kong ~ Hong Kong, [3]The University of Hong Kong ~ Hong Kong ~ Hong Kong

Introduction: Food sharing is increasingly recognized as a strategy to reduce waste and promote sustainability. Online peer-to-peer (P2P) platforms, such as Facebook groups, have emerged as popular channels for redistributing surplus food. However, the dynamics between these anonymous online systems and established local networks remain underexplored, particularly among environmentally conscious individuals. Purpose: This study aims to understand how environmentalists perceive and navigate food sharing, focusing on their motivations, methods, and concerns when choosing between online P2P platforms and local, personal networks. Method: In-depth qualitative interviews were conducted with five environmentalists (two males, three females) in Hong Kong. Participants were asked about their experiences, attitudes, and decision-making processes regarding food surplus management and sharing practices. Results: Participants demonstrated a strong moral commitment to preventing food waste, actively seeking avenues to redistribute surplus items. They identified several advantages of online P2P platforms, including broad reach, convenience, and the ability to quickly match surplus food with recipients outside their immediate social circles. These platforms were especially valued for efficiently diverting packaged or unopened food from landfill. However, considerable concerns were raised about food safety, accountability, and trust when sharing prepared or partially consumed foods with strangers online. Most participants preferred sharing such items within their immediate social circles or local networks, citing higher levels of trust, easier communication, and logistical convenience. Conclusions: Environmentalists approach food sharing as a pragmatic and ethical exercise, leveraging the strengths of online P2P platforms for low-risk, packaged goods while relying on trusted local networks for high-risk, prepared foods. Their practices reflect a balance between maximizing environmental benefits and minimizing health and liability risks, suggesting that effective food surplus management requires both technological solutions and strong community ties.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1122

FROM I BELIEVE TO WE BELIEVE: INVESTIGATING THE RELATIONSHIP BETWEEN CLIMATE CHANGE CONSPIRACY BELIEFS AND IDENTIFICATION WITH CONSPIRACISTS

Chan H.*[1], Kim--Pong T.[2]

[1]The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong, [2]The Hong Kong University of Science and Technology ~ Hong Kong ~ Hong Kong

Climate change conspiracy beliefs may undermine our efforts to tackle climate change. Previous studies have conceptualized the influence of climate change conspiracy beliefs as an individual's behavioral decision-making process, overlooking the possible consequences of such beliefs on social identity. That is, climate change conspiracy beliefs may motivate people to identify with groups sharing similar conspiracy beliefs (i.e., identification with conspiracists). This motive can be particularly salient when the social belonging needs are being thwarted (e.g., being socially excluded). Importantly, ingroup identification can further motivate people to engage in pro-group behaviors (e.g., spreading climate change misinformation). We test this social identity perspective with two studies. In Study 1, with a three-wave longitudinal design, we found a longitudinal association between climate change conspiracy beliefs and identification with conspiracists, even after controlling for conspiracy mentality and national collective narcissism. In Study 2, we found that climate change conspiracy beliefs had a stronger positive association with identification with conspiracists among individuals who reported experiencing more social exclusion. Such ingroup identification was further related to a stronger intention to spread climate change conspiracy narratives. Overall, our results support the need to incorporate the social identity perspective into understanding the consequences of climate change conspiracy beliefs.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1768

THE FACTORIAL VALIDITY OF THE NEW ECOLOGICAL PARADIGM REVISITED: EVIDENCE FROM JAPAN FOR CROSS-CULTURAL ENVIRONMENTAL PSYCHOLOGICAL RESEARCH

Itoi K.*, Kaida N.

University of Tsukuba ~ Ibaraki prefecture ~ Japan

The New Ecological Paradigm (NEP; Dunlap et al., 2000) is one of the most widely used scales for measuring environmental attitudes globally. However, previous studies have reported inconsistent findings regarding its dimensional structure, suggesting that it may vary across different cultural settings. Therefore, validating the NEP dimensions across various cultures, especially those from non-Western regions that have been less investigated, is essential for advancing environmental psychology and facilitating cross-cultural comparisons.

This study analyzed the structure of the 15-item NEP in Japan to examine whether its dimensions align with those previously reported. Data were collected from 1,200 Japanese adults via an online questionnaire survey in February 2025. The sample was randomly split into two subsamples of 600 respondents each. Exploratory factor analysis (EFA) using maximum likelihood estimation and Promax rotation was conducted on the first subsample. Confirmatory factor analysis (CFA) was then performed on the second subsample to evaluate alternative models.

EFA identified three factors: Ecological Limits, Anthropocentrism, and Technological Optimism. These factors explained 49.6% of the total variance and showed strong goodness-of-fit indices (TLI = .97, RMSEA = .039). CFA indicated an acceptable fit to the correlated three-factor model (CFI = .92, RMSEA = .074, SRMR = .063), supporting the multidimensional structure suggested by the EFA. However, some estimation issues arose, including a negative variance for Anthropocentrism due to the higher-order factor model.

The current findings indicate that the NEP's dimensional structure in the Japanese context may differ from that of the original and other international results, while sharing common characteristics. In particular, the weak integration of Anthropocentrism into NEP may reflect its unique cultural orientations. The results highlight the importance of considering cultural values to understand human–nature relationships and support future cross-cultural research on the theoretical framework of environmental attitudes.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 7: Affordable and clean energy SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2369

TRAUMA-INFORMED LEADERSHIP FOR SOLAR RENEWABLE ENERGY TRUST IN SOUTH AFRICA: EVIDENCE-BASED FINDINGS

Langa M.*

Wits University ~ Johannesburg ~ South Africa

The study sought to evaluate how trauma-informed training influences leaders' awareness, emotional regulation, and relational capacity across three leadership levels—frontline service providers, advisory committee members, and trustees for Solar Renewable Energy Trust in South Africa.

Method:
A mixed-method design combining pre- and post-test surveys with qualitative reflections was used across three workshops held between July and September 2025. Forty-seven participants completed both pre- and post-assessments examining familiarity with trauma-informed leadership, emotional awareness, and leadership behaviour.

Results:
Pre-test data showed that 63–82% of participants were unfamiliar with trauma-informed leadership concepts. Post-test results revealed major shifts: 100% of frontline and trustee participants and 87.5% of advisory members demonstrated understanding and application of trauma-informed principles. Awareness of the difference between reactive (amygdala-driven) and reflective (cortex-driven) leadership increased from under 20% to over 90%. Participants began to describe themselves as "peace carriers" rather than "trauma carriers," showing deeper self-awareness and empathy. Over 95% recognised their organisations and communities as wounded contexts, identifying collective challenges such as gender-based violence, poverty, and loss of trust in institutions.

Conclusions:
The results confirm that trauma-informed leadership training enhances reflective governance, empathy, and resilience. Leaders who recognise and regulate their own trauma become catalysts for healing within organisations and communities, offering a scalable model for development in wounded contexts.

Division 4: Environmental Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 2210

THE LONGITUDINAL LINK BETWEEN GRATITUDE AT WORK AND EMPLOYEE'S ENVIRONMENTAL RESPONSIBLE BEHAVIOUR

Unanue W.*

Business school, Universidad Adolfo Ibañez ~ Santiago ~ Chile

Climate change and environmental degradation are among the most important challenges of the 21st century. Some human behaviours have played a key negative role in the sustainability of the planet. Therefore, studying the psychological mechanisms that may increase environmental responsible behaviour (ERB) is a key issue. Research has consistently shown that gratitude, a "wider life orientation towards noticing and appreciating the positive in the world", is a strong predictor of several pro-social behaviours in general life settings. More recently, a few studies suggest that gratitude at work could also be a predictor of employee's pro-social behaviours, such as ERB. Indeed, ERB is considered a particular case of broader helping/pro-social actions. Further, drawing on gratitude research, environmental psychology and positive organizational scholarship (POS), we theorized that gratitude at work will prospectively predicts higher employee's ERB. Further, we conducted a three-waves longitudinal study (N = 1477), with six months between each wave among a representative sample of workers in Chile. We tested a Cross-lagged Panel Model. In support of our hypothesis, we found that gratitude at work at T1 (T2) prospectively predicts higher employee's ERB at T2 (T3). Unexpectedly, we also found a reverse link: Employee's ERB at T1 (T2) prospectively predicts higher gratitude at work at T2 (T3). The reciprocal link already found not only extend gratitude research in the workplace. It also gives promising insights about understudied psychological mechanisms that may help to protect the future of the Earth. Key implications for gratitude, environmental psychology and POS are discussed.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 15: Life on land SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities

Abstract 2521

NARCISSISTIC IDENTIFICATION WITH HUMANITY: A PSYCHOLOGICAL BARRIER TO PRO-ANIMAL ACTION

Rabinovitch A.*, Parzuchowski M.

SWPS University ~ Sopot ~ Poland

The concept of the Anthropocene highlights humans as a collective agent whose activities degrade the environment and must be transformed to prevent further ecological harm. However, attributing such failures to humanity as a whole may evoke defensiveness, particularly among individuals high in collective narcissism, a tendency to hold an inflated yet fragile belief in the superiority of one's in-group. Across three studies involving 1,179 participants from Poland and the United Kingdom, we examined whether narcissistic identification with humanity represents a distinct form of social identification that predicts reduced concern for nonhuman animal welfare. Concern for animals was assessed through both attitudinal and behavioral measures, including lower willingness to donate to animal charities and stronger preferences for cheaper food products over costlier options that ensure animal welfare. Results consistently showed that human collective narcissism predicted decreased concern for animals beyond related psychological constructs such as national collective narcissism and human-supremacy beliefs. Mediation analyses further revealed that narcissistic identification with humanity was associated with perceiving pro-animal movements and advocacy as threats to human entitlement, which in turn predicted reduced concern for animal welfare. These findings suggest that a narcissistically inflated identification with humanity may undermine concern for other species. Understanding this defensive dynamic can inform strategies to enhance the effectiveness of pro-animal advocacy and promote a more inclusive moral engagement that extends beyond human boundaries.

04 - Division 4: Environmental Psychology

JOINING POSITIVE AND ENVIRONMENTAL PSYCHOLOGY: REFLECTIONS, EMPIRICAL EVIDENCE, AND FUTURE DIRECTIONS

Thursday 23 July 2026 from 16:00 to 17:00

(F-Spadolini)

Massimiliano Scopelliti (LUMSA University ~ Rome ~ Italy), Chair and Discussant

Environmental Psychology has widely investigated the processes associated with human functioning and well-being
in relation to the environment, across different contexts, populations, and situations. Yet, much is still to be better
understood, and new directions in the discipline should be identified.
In this regard, this symposium proposes a connection between Positive and Environmental Psychology, starting with
empirical evidences of new potential applications in natural and organizational settings, and then suggesting
reflections and identifying directions for future multidisciplinary work.
Elena Rinallo (presenter) and Massimiliano Scopelliti moved a step forward in the literature on the positive social
effects of contact with nature through a cross-sectional study showing its role in reducing prejudice and discrimination
towards immigrants.
Paula Benevene and Ilaria Buonomo (presenter) developed a qualitative analysis on the role of HR practices in the
simultaneous promotion of both environmental sustainability and employee psychological well-being, giving further
evidence supporting an integrative approach, in which the two goals are not mutually exclusive, but interdependent.

Raquel Redondo proposed a meta-analytic study on nature exposure in the workplace and employee outcomes, in
terms of productivity, organizational attitudes, cognitive functioning and emotional responses, and psychological
well-being.
Finally, Michael Steger offers a comprehensive reflection on the past 25 years of Positive Psychology, and
proposes Regenerative Positive Psychology as a call to reorient this field through the integration with Environmental
Psychology and its attention the environmental crisis, to make a beneficial impact on the systems that sustain life and
well-being.

Abstract 4404

THE POSITIVE EFFECT OF CONTACT WITH NATURE TO REDUCE PREJUDICE AND DISCRIMINATION

Rinallo E.*, Scopelliti M.

LUMSA University ~ Rome ~ Italy

Environmental psychology has widely investigated the positive consequences of contact with nature on individual functioning, ranging from stress reduction to cognitive improvement, enhanced immune response and mental health. From a relational point of view, positive effects of contact with natural environments in reducing aggressive behavior, promoting pro-social behavior and social cohesion have also been documented.
The present cross-sectional study moved a step forward, testing the role of contact with nature in reducing prejudice and discrimination towards immigrants. Based on the literature on restorative environments, emphasizing the stress reducing and cognitive improving effects of nature, and taking into account both cognitive and emotional aspects of prejudice, a path analysis was used to test our model through the following hypotheses:
H1: contact with nature is positively associated with the perception of the restorative potential of the environment;
H2: the perception of nature as a restorative environment is positively associated with empathy (a) and negatively associated with anxiety (b) towards immigrants;
H3: empathy is negatively associated with prejudice towards immigrants;
H4: anxiety is positively associated with prejudice towards immigrant;
H5: prejudice is positively associated with discrimination towards immigrants.

An online questionnaire measuring contact with nature, perceived restorativeness of natural environments, empathy, anxiety, prejudice and discrimination towards immigrants was administered to 2474 respondents. Results supported the hypotheses. Theoretical advances in the literature on the positive effects of contact with nature and restorative environments will be presented. Practical implications for a positive management of cultural diversity in everyday settings will be also discussed; inter-group contact has been identified as a key mechanism to promote social integration since decades, and natural environments can provide an ideal setting to increase positive relationships among people from different backgrounds.

Abstract 4405

BEYOND COMPLIANCE: HOW HR TRANSFORMS ENVIRONMENTAL SUSTAINABILITY INTO PSYCHOLOGICAL WELL-BEING

Benevene P., Buonomo I.*

LUMSA University ~ Rome ~ Italy

Contemporary organizations increasingly recognize environmental sustainability as crucial for long-term success, yet limited research explores how HR functions can serve as bridges between environmental initiatives and employee psychological well-being. This study examines the intersection between positive psychology and environmental psychology within organizational contexts, specifically investigating how HR practices can simultaneously promote environmental sustainability and enhance employee psychological well-being through Ryff's six-dimensional model of psychological well being.

Purpose

This research aims to explore how HR managers conceptualize and implement practices that connect environmental sustainability initiatives with employee psychological well being, examining alignment with Ryff's dimensions of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self acceptance.

Method

Semi-structured interviews were conducted with 40 HR managers from diverse organizational contexts (70% profit-sector, 30% non-profit and healthcare organizations). Participants were predominantly male (85%) and held senior HR positions. Interview data were analyzed using thematic analysis guided by Ryff's psychological well-being framework to identify connections between green HR practices and psychological well-being dimensions.

Results

Analysis revealed that HR managers recognize their pivotal role in bridging environmental sustainability and employee well-being. Managers highlighted how sustainability initiatives foster employees' sense of autonomy through flexible working arrangements explicitly linked to environmental goals. Environmental mastery was supported by empowering personal responsibility in daily sustainable behaviors, while sustainability-related training enhanced personal growth and meaning-making. Volunteering and collaborative activities strengthened positive relationships among employees. Significantly, company-wide sustainability values reinforced individuals' sense of purpose and supported authentic self-acceptance through value congruence between personal and organizational environmental commitments.

Conclusions

Findings suggest HR functions can serve as catalysts for integrated positive environmental approaches within organizations. This integration appears particularly relevant for contemporary workforce expectations, where environmental consciousness and personal well-being are increasingly interconnected.Resultshaveimplications for developing HR strategies that simultaneously address organizational sustainability goals andemployeepsychologicalflourishing.

Keywords:environmental psychology,positive psychology,human resources,psychological well-being, organizational sustainability

Abstract 4406

META-ANALYSIS ON THE IMPACT OF NATURE EXPOSURE IN THE WORKPLACE ON EMPLOYEE OUTCOMES

Redondo R.*

Comilla University ~ Madrid ~ Spain

This meta-analysis synthesizes published empirical findings to explore how exposure to nature in the workplace affect employee outcomes. Specifically, it examines the influence of nature exposure on three core areas: employee productivity (including task performance and overall output), psychological well-being (encompassing stress levels, burnout, mood states, and mental health), and organizational attitudes (such as job satisfaction, engagement, motivation, organizational commitment, and intent to stay or leave). In addition to these areas, the study also incorporates outcomes related to cognitive functioning—including creativity, adaptability, innovation, and critical thinking—as well as emotional responses.

Drawing on Attention Restoration Theory, the Biophilia Hypothesis, and identity-based motivation theory, we explore the mechanisms and boundary conditions that explain when and for whom nature exposure benefits workplace functioning. Accordingly, we will explore the moderating effects of sociodemographic variables, types of nature exposure, exposure time, immersion degree, type of outcome, measurement approach (self-report vs. other-report), type of work, among others.

In accordance with relevant literature on the matter, we classify nature exposure using the following framework: (a) outdoor breaks during the workday, (b) natural elements incorporated into indoor spaces, (c) exposure through physical barriers (e.g., windows), and (d) symbolic representations of nature (e.g., pictures, artificial plants).

Following PRISMA guidelines, we will include peer-reviewed empirical studies with indoor-working adult samples, covering just experimental. Outcomes are evaluated using a multi-level meta-analytic model to allow introducing several measures coming from the same sample, as well as ensuring g robustness and generalizability, with effect sizes calculated using Hedges's g and moderators explored to identify meaningful patterns.

This study advances prior meta-analyses by integrating restoration, biophilia, and motivational identity perspectives. Findings will offer theoretical contributions on nature's role in workplace well-being and practical guidance for designing healthier, more productive organizational environments contributing to the growing body of evidence on the benefits of integrating natureintothemodernworkplace.

04 - Division 4: Environmental Psychology

Policy & Governance 2

Thursday 23 July 2026 from 16:45 to 18:15

(I-Spadolini)

Division 4: Environmental Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 7: Affordable and clean energy SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1011

WHO'S THE FAIREST OF THEM ALL? HETEROGENOUS VIEWS ON FAIRNESS IN THE ENERGY TRANSITION

Andersson Y.*, Kogler C., Nelissen R.

Tilburg University ~ Tilburg ~ Netherlands

The energy transition requires actors across all parts of society to make the changes necessary to reach net zero targets. In order to ensure public buy in, it is important that policies are perceived as fair by the people affected by them. While the notion of justice or fairness is prevalent in discussions on the energy transition, research on energy justice mostly investigate fairness through analysing policy documents or engaging with relevant stakeholders. Less focus is given to what individuals themselves experience as fair, and importantly, why they do so. In this study, we explore how the public weight different aspects of fairness in the context of the energy transition. Drawing on theoretical and empirical literature, we measure a comprehensive list of fairness principles relevant for energy policy. We also test whether people differ in how they construe fairness depending on individual and context level characteristics. For instance, the role of personal values, system justification beliefs, knowledge and awareness. In doing so we aim to get a more complete understanding of not simply whether people differ in what they deem fair policy, but whether they differ in the processes by which they reach these judgements. Results from this research can help achieve a more nuanced understanding of how people reach fairness judgements, and it can aid practitioners in formulating policies that better respond to these disparate views. Further, by understanding the sources of differences in fairness preferences, it allows for designing interventions to bridge these gaps. It can also serve as a starting point for dialogue about how to design systems for creating fair policies considering these differences. Data collection is currently ongoing, with an expected sample size of 500 Dutch participants.

Division 4: Environmental Psychology Division 11: Political Psychology Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions SDG 13: Climate Action SDG 10: Reduced Inequalities

Abstract 2148

ENHANCING PUBLIC SUPPORT FOR GLOBAL CLIMATE FUNDING

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Countries in the Global South have contributed the least to global carbon emissions yet face the most severe consequences of climate change. Despite the critical need for large-scale, grant-based funding from wealthy countries, current institutional funding is insufficient and often comes as loans, exacerbating financial debt. Because citizens are critical agents of change in policy making, this study investigates how to enhance public support for international climate funding. We employ a choice-based conjoint survey experiment among a representative sample of 1030 Dutch residents. This method allows us to systematically assess the impact of three policy attributes on policy support for global climate funding. The attributes were: funding goals (mitigation vs. adaptation vs. loss and damage), funding sources (wealth tax vs. fossil fuel tax vs. existing national budget), and funding recipients (important trade partners vs. former colonies vs. countries most vulnerable to climate impacts). We conducted ordinary least squares regression analyses to assess average component marginal effects (ACMEs) of each policy attribute on support. Mitigation and adaptation payments increased support relative to loss and damage compensation and participants favored funding to the most vulnerable countries. Moreover, wealth and fossil fuel taxation increased support, but only wealth taxation was popular across political ideologies. Understanding these dynamics provides insights for communication and policymaking strategies to increase public support for global climate funding.

Division 4: Environmental Psychology Division 7: Applied Gerontology Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 861

WHEN AND WHY DO PEOPLE ACCEPT CLIMATE POLICIES? TESTING THE INTEGRATIVE PUBLIC POLICY ACCEPTANCE (IPAC) FRAMEWORK

Grelle S.*, Hofmann W.

Ruhr University Bochum ~ Bochum ~ Germany

Individual sustainable behavior is shaped by a broader socio-political context that either constrains or
facilitates available options. Understanding when and why people support climate policies designed to
promote systemic sustainability is crucial for effective climate change mitigation. The Integrative Public Policy Acceptance (IPAC) Framework synthesizes key psychological determinants of public policy acceptance into a unified model, highlighting the central role of individuals' Desire for Governmental Intervention (DGI) (Grelle & Hofmann, 2024). The IPAC proposes that problem awareness predicts policy acceptance, with this relationship mediated by DGI. Furthermore, support-
seeking characteristics, such as trust in government, control/responsibility attributions, and perceived
changeability are predicted to shape DGI, possibly in interaction with problem awareness. Policy qualities, such as effectiveness, fairness, and regulatory depth, in turn, are expected to shape policy
acceptance, possibly in interaction with DGI. To test these predictions, we conducted a large online study (n = 1000, n obs = 25080) across diverse environmental domains, including transportation, meat
consumption, housing, food waste, and fast fashion. Multilevel regression analyses provided strong empirical support for many of the IPAC's proposed main links affecting DGI and acceptance, as well
as the mediation of the effect of problem awareness on acceptance via DGI. Subsequent moderator
analyses yielded more mixed results. Together, these findings underline the importance of addressing
psychological and contextual factors in designing climate policies. The IPAC offers valuable insights
for fostering public support for sustainability policies, contributing to climate change mitigation.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 1255

THE ROLE OF PERSONAL COST EXPECTATIONS FOR PUBLIC POLICY ACCEPTANCE IN A CLIMATE CHANGE CONTEXT

Krumm L.*[1], Grelle S.[2], Bauer J.M.[3], Gwozdz W.[1], Hofmann W.[2]

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Effectively reducing greenhouse gas emissions requires far-reaching public policies and systemic changes, which depend on the acceptance by a critical mass of the public to be politically feasible and achievable. A central factor shaping policy acceptance is the perceived personal cost of implementing the policy. Not surprisingly, prior research shows that policies imposing lower personal costs are more widely accepted. Yet, while many behavior changes essential for significant emission reductions entail substantial costs, the costs differ in type. They may arise as financial expenses, time and effort, or more intangible losses such as reduced comfort, pleasure, or freedom. Understanding how different cost types affect acceptance is crucial for designing impactful policies with minimal adverse effects.

In a pre-registered survey with a German sample (n = 1000), we examine the acceptance of policies across six domains, such as meat consumption and air travel. Each domain includes four policy instruments: a nudge, an incentive, a tax, and a law. Our findings show that both the magnitude and type of expected cost significantly relate to policy acceptance. We identify distinct effects for tangible trade-offs (financial cost, comfort, and convenience), fulfillment costs (joy, personality, and freedom), behavior change costs (effort, time, habits), and social and cultural identity costs (social cost, traditions, nostalgia), at both within- and between-person levels. Interestingly, we find that social and cultural identity costs, contrary to expectations, are associated with higher, rather than lower, acceptance of policies. Moreover, expected changes in well-being partially mediate the link between perceived costs and policy acceptance. We discuss implications of these findings for both theory and the design of effective climate policies in practice.

Division 4: Environmental Psychology Division 8: Health Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1154

BETWEEN CONCERN AND COLLECTIVE ACTION: THE ROLE OF SYSTEMS THINKING AND TECHNO-OPTIMISM IN MODERATING THE RELATIONSHIP BETWEEN RISK PERCEPTION AND POLICY SUPPORT

Vaupotic N.*, Vitale V., Pahl S.

Environmental Psychology Group, University of Vienna ~ Vienna ~ Austria

Pollution of air, soil, and water is among the most pressing environmental challenges today and a central facet of the triple planetary crisis (UNEP, 2020). Managing this challenge is intricately linked to the human factor, as environmental pollution stems from human activities but can also be mitigated through individual and collective action.

In the present study, we examine the role of two worldviews in predicting risk perception and support for environmental policies: systems thinking and techno-optimism. Systems thinking reflects the perspective that environmental problems cannot be addressed in isolation but must be understood within broader social, economic, and ecological systems (Davis & Stroink, 2016). Since pollutants typically circulate through production, consumption, recycling, and accumulation, they have been described as systemic challenges, suggesting that individuals high in systems thinking may be more concerned and supportive of pro-environmental policies. In contrast, techno-optimism (Gardezi & Arbuckle, 2020) may be associated with less support for pro-environmental policies, as individuals who expect future technological fixes, even when concerned, may be less supportive of collective action.

Within the SOS-ZEROPOL2030 project, we conducted a cross-national survey on risk perceptions of different environmental pollutants (microplastics, PFAS, nutrients, eutrophication, underwater noise) in five European countries (N = 5,206) in 2024. Multilevel regression analyses showed risk perception across different pollutants to be high across European countries and strongly predicted by negative emotions, biospheric values, and pro-environmental norms, while being positively associated with both systems thinking and techno-optimism.

Next, we will use multilevel moderation analysis (pending preregistration) to test how systems thinking and techno-optimism moderate the relationship between pollution risk perception and policy support, accounting for country-level variation. This study provides novel, large-scale evidence advancing our understanding of the interplay between citizens' risk perception, support for collective action (e.g., environmental policies), and different worldviews relevant to the environmental challenges we face.

04 - Division 4: Environmental Psychology

Collective Action & Education 2

Thursday 23 July 2026 from 17:00 to 18:30

(F-Spadolini)

Division 4: Environmental Psychology SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1919

THE ROLE OF ACTIVE HOPE IN VERIFIED COLLECTIVE ACTION ON THE CLIMATE CRISIS

Brouer P.*, Waltzer T., Aron A.

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Understanding what drives collective climate action has never been more urgent. In the field of collective action research, despite consistent evidence of a gap between people's intentions and actual behaviors, most research continues to rely on self-report scales and intentions instead of measuring real-world behavior. To address this gap, we conducted a 10-week longitudinal classroom-based intervention study with undergraduate students (N = 44). As part of the course, participants learned about the climate crisis and collaborated in small groups with local grassroots organizations on different campaigns. Each week, we assessed their climate-related emotions, what they intended to accomplish with the grassroots organization they were assigned to, and what collective climate action they actually did. We objectively verified the actions participants reported, enabling us to assess the quality of their actions. When analyzing climate emotions, the only variable that significantly related to the quality of collective action was the construct of active hope: the more participants reported a stronger sense of the importance of acting collectively now as preparation for future struggles, the higher the quality of their verified collective climate action. Unlike traditional measures of hope, which often include optimism or wishful thinking, active hope is about agency and commitment regardless of the outcome. Our findings highlight both the promise of active hope as a construct for future research and the value of verified behavioral measures for identifying the psychological factors that matter for real-world collective climate action.

Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 15: Life on land SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 860

CONTEXT SPECIFIC ENVIRONMENTAL KNOWLEDGE: SCALE DEVELOPMENT AND TESTING

Resanovich S.L.*, Hopthrow T., Randsley De Moura G.

University of Kent ~ Canterbury ~ United Kingdom

Understanding the connection between knowledge and pro-environmental behaviour (PEB) has been studied extensively. Some research has found there to be a connection between knowledge and PEB. Despite this, there is still a clear knowledge-action gap. This is evidenced by critiques of the knowledge deficit model (Cook & Melo Zurita, 2019) and reviews that have demonstrated that information alone is insufficient to create significant adoption of PEBs (Bergquist et al., 2023). Despite the mixed evidence which demonstrated the relationship between environmental knowledge and PEB is not linear, there is still a large focus on environmental knowledge in public advocacy campaigns and government strategies to address climate change. The present research proposes that part of the reason why research and campaigns focusing on increasing environmental knowledge are not sufficient is their conceptualisation and measurement of environmental knowledge. The vast majority of environmental knowledge assessments and scales are designed to evaluate general knowledge about the natural world and its processes. Our research proposes the development of context-specific environmental knowledge scales to better aid in the development of environmental knowledge-centred campaigns and policies. We developed an environmental knowledge scale aimed at measuring environmental knowledge specific to a UK university (e.g. assessing if individuals know how to participate in sustainable programmes, knowledge of biodiversity on campus and how to protect it, etc.). We developed this scale in partnership with key stakeholders, including the university sustainability office, sustainability advocacy groups and general students. The scale was validated through confirmatory factor analysis and item-response theory. Then, the newly developed context-specific scale was compared with an existing measure of general environmental knowledge. This presentation discusses how researchers can adapt the processes we used to develop context-specific scales with communities they work with and how these scales can be better applied to make environmental public knowledge campaigns more successful.

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 2121

ACTION-ORIENTED CLIMATE CHANGE EDUCATION: INSIGHTS FROM EDUCATORS ENGAGING YOUNG PEOPLE AS AGENTS OF CHANGE

Trott C.*[1], Weinberg A.[2]

[1]University of Cincinnati ~ Cincinnati ~ United States of America, [2]Arizona State University ~ Tempe ~ United States of America

In environmental and climate change education, there is an urgent need for approaches that move beyond simply sharing information to actively empowering learners to take action—especially collective and collaborative action. Engaging students in meaningful action not only produces positive ecological outcomes but also helps counter the feelings of fear, anxiety, and hopelessness that often accompany awareness of environmental crises. Action-oriented approaches invite young people to imagine and create alternative futures, supporting their sense of agency and laying the groundwork for lifelong civic and community engagement. Research with young people has consistently shown that what they most want to know about climate change is what they can do about it, underscoring the importance of education that provides opportunities for meaningful action and participation. This chapter explores action-focused environmental education as implemented through the U.S. National Oceanic and Atmospheric Administration (NOAA) Planet Stewards Education Project. Over the past 15 years, Planet Stewards has supported educators across formal and informal learning settings to develop and deliver projects addressing climate change, biodiversity loss, and other ecological challenges through student-led action. Through in-depth interviews with 30 participating educators, this study explored how they have overcome institutional and logistical barriers to create unique, action-centered curricula that position youth as leaders and change-makers in their schools, families, and communities. Drawing on a range of case studies, this presentation further highlights how educators frame and facilitate student action projects, including those situated in historically excluded or marginalized communities. Findings have implications for educators, program designers, and policymakers seeking to expand equitable, action-oriented opportunities for young people to engage with climate challenges in ways that are empowering, collaborative, and transformative.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 6: Clean Water and Sanitation SDG 13: Climate Action

Abstract 2049

ENVIRONMENTAL ATTITUDES AND BEHAVIORS AMONG UNIVERSITY STUDENTS: THE IMPACT OF CONSCIOUSNESS, AWARENESS, AND ROLE MODELS

Uyanik R.*, Ünal S., Ünel E., GÜl Topuz A.

Mersin University ~ Mersin ~ Turkey

Understanding the factors that influence young people's pro-environmental behaviors is essential for promoting environmental sustainability within higher education contexts. This study examined the extent to which university students' environmental consciousness and sensitivity, their environmental awareness in the context of sustainable development, and their observation of adults' environmental behaviors predicted participation in pro-environmental behaviors. The study sample consisted of 170 university students (127 female, 43 male) from Turkey between the ages of 18 and 29 (M = 22.05, SD = 1.85). Data were collected through an online form, and participants were recruited via snowball sampling. Informed consent was obtained from all participants. The measurement instruments included the University Students' Environmental Consciousness Sensitivity Questionnaire, the Environmental Awareness Scale in the Context of Sustainable Development, and the Adults' Environmental Behavior Observation Scale. To test the hypotheses, a multiple linear regression analysis was conducted. The findings revealed that university students' participation in pro-environmental behaviors was significantly predicted by their environmental consciousness and sensitivity, their environmental awareness regarding sustainable development, and their observation of adults' environmental behaviors ($F(3,166) = 36.12$, $p < .001$). Together, these variables accounted for 38.4% of the variance in pro-environmental behaviors (Adj. $R^2 = .384$). These results indicate that university students' environmental attitudes and behaviors are strongly associated with their observation of adults' environmental practices. In other words, adults appear to play a role-modeling function that reinforces environmentally friendly behaviors among young people. The findings further suggest that enhancing environmental sustainability awareness and supporting positive environmental role models are critical strategies for strengthening pro-environmental attitudes and behaviors among university students. It is also recommended that universities expand their programs to raise environmental consciousness and promote environmental awareness initiatives. Such efforts would constitute important steps toward reinforcing young people's environmentally responsible attitudes and behaviors, thereby contributing to broader sustainability goals.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1296

PRO-ENVIRONMENTAL BEHAVIORS FROM THE LIFESTYLE PERSPECTIVES: AN INVESTIGATION INTO INDIVIDUAL CHARACTERISTICS BASED ON DAILY CONSUMPTION PATTERNS

Syakura F.*[1], Oliver Y H.[1], Teragaki H.[1], Itoi K.[2], Kaida N.[2], Ohnuma S.[1]

[1]Hokkaido University ~ Sapporo ~ Japan, [2]University of Tsukuba ~ Tsukuba ~ Japan

Understanding individual lifestyles is essential, as they are the foundation of pro-environmental behaviors (PEBs) and are interwoven with related psychological factors. Particularly, plastic consumption, a globally serious problem, is inseparable from daily lifestyles. However, few studies have investigated the frequency of such behaviors in daily life. This study aims to classify lifestyles based on daily dietary habits, and to examine the demographic profiles, attitudes, values, and relevant pro-environmental behaviors (PEBs) associated with each group. A web-based questionnaire was administered to 2400 individuals in Japan to investigate the interrelations between lifestyle patterns, values, and PEBs. The daily dietary habits were measured on a four-point Likert scale and frequencies, such as the frequency of eating instant meals, ready-made meals, and buying meals at convenience stores. We also measured the value scale (Steg et al., 2014) to identify the characteristics of the classified lifestyles, following plastics-related PEBs, behavioral intentions, social norms, perceived behavioral control, and relevant psychological construal, such as perceived effectiveness and awareness. We obtained four groups from the cluster analysis using lifestyle variables. One was ecological and the rest were not, namely, “selfish”, “rude”, and “passive”, indicating that non-ecological lifestyles were not homogeneous. Value differences revealed that the cluster group named “ecological“ tended to be altruistic and biospheric, and the group named “overconsuming” tended to be selfish. Meanwhile, another group named “passive” tended to be non-altruistic, non-hedonic, and non-selfish, which seemed to do nothing because they had no value orientation. Further group comparison by one-way ANOVA revealed that the “ecological” group showed the highest engagement in the PEBs, intentions, and attitudes, and the “passive” group showed the least for these variables. In contrast, the “overconsuming” group showed an inconsistent pattern. Our results suggest that we need a different approach to the features of lifestyles when considering efficient interventions.

04 - Division 4: Environmental Psychology

Policy & Governance 3

Thursday 23 July 2026 from 18:15 to 19:00

(I-Spadolini)

Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 7: Affordable and clean energy SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 2227

INDIVIDUAL- AND SYSTEM-LEVEL EFFECTS OF ECONOMIC AND BEHAVIOURAL CLIMATE POLICY COUPLING

Günther A.*[1], Van Der Kam M.[1], Hadian Rasanan A.H.[1], Gluth S.[2], Hahnel U.[3]

[1]University of Basel ~ Basel ~ Switzerland, [2]University of Hamburg ~ Hamburg ~ Germany, [3]Leuphana University ~ Lüneburg ~ Germany

Policy coupling can accelerate demand-side climate mitigation strategies, such as the shift to electric vehicles. Yet, a holistic understanding of joint policy effects at the individual and system levels remains limited. Here, we combine choice experiments and attention process tracing with system-level modelling to examine how a carbon tax and climate information intervention – individually and combined – influence people's attention and decisions, electric vehicle diffusion, and public policy support. Our findings based on data from four culturally-diverse countries (Mexico, South Africa, USA, UK; N=1,589) show that policies competed for attention but had additive effects on adoption decisions. Integrating the empirical data into an agent-based model showed that combined interventions can, however, have superadditive system-level effects depending on diffusion stage. Finally, support for tax-inclusive policy packages was higher when coupled with climate information policies. Our findings show that policy coupling can enhance impact, depending on diffusion stage, target population, and national context.

Division 4: Environmental Psychology Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 13: Climate Action

Abstract 1265

DOES IMPACT INFORMATION ON UNDERESTIMATED LIFESTYLE DOMAINS INCREASE POLICY SUPPORT? THE ROLE OF POLICY EFFECTIVENESS AS MEDIATOR..

Matthies E.*, Merten M.

Otto von Guericke University ~ Magdeburg ~ Germany

Understanding public acceptance of climate policies is critical for their successful implementation. This study examines how information on carbon impacts of specific lifestyle domains influences support of policies aiming to change behavior in these domains . We focused on heating, mobility, and diet—domains often underestimated in their climate relevance in Germany—and conducted a randomized between-subject online experiment (N = 559) with a representative sample of German adults. Participants received one of four information treatments: no information (Control Group, CG), non-differentiating information emphasizing general importance (Experimental Group 1, EG1), or information highlighting differences in impact either through ranked order (Experimental Group 2, EG2) or absolute tons of CO2eq (Experimental Group 3, EG3).
Differentiating information (EG2 and EG3) influenced impact estimations, evaluations of policy effectiveness, and policy support—but only in the heating domain. The format of differentiation (EG2 ranked vs. EG3 absolute tons) did not produce different outcomes. Mediation analyses using the Greed-Efficacy-Fairness (GEF) model showed that perceived policy effectiveness mediated the effect of impact information on policy support. Across all domains, environmental concern was the strongest predictor of policy support and also explained substantial variance (16–33%) in perceived policy effectiveness. Findings suggest that information about carbon impacts can influence policy support in domains where carbon impacts are underestimated.

Division 3: Psychology and Societal Development Division 4: Environmental Psychology Division 11: Political Psychology SDG 7: Affordable and clean energy SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 1838

TOXIC MASCULINITY AS A BARRIER TO ENERGY JUSTICE: A BEHAVIORAL FRAMEWORK

Weber B.*[1], Kacperski C.[1], Loos S.[2], Bringmann E.[1], Vogel M.[1], Bielig M.[1]

[1]Seeburg Castle University ~ Seekirchen am Wallersee ~ Austria, [2]Universität Stuttgart ~ Stuttgart ~ Germany

Introduction. A just energy transition is a global imperative, anchored in the Paris Agreement and central to the Sustainable Development Goals. Beyond technical transformation, it requires fundamental shifts in social relations and power structures that govern energy systems. Without justice, transitions risk exacerbating inequalities, excluding vulnerable groups, and undermining legitimacy. Existing frameworks focus on structural and institutional barriers but insufficiently address how gender norms—particularly toxic masculinity—operate at micro-levels, systematically constraining opportunities, motivations, and capabilities of individuals, and thereby reinforcing inequities. This oversight is critical given growing evidence that hegemonic masculine ideologies correlate with resistance to climate action.

Purpose. This research introduces the Gendered Energy Justice Barriers Framework, a behavioral model for understanding how toxic masculinity creates and reinforces gender-based barriers across distributive, procedural, and recognition justice. Building on the COM-B modell (Michie et al., 2011) our framework systematically identifies opportunities, motivations, and capabilities that are constrained by toxic masculinity, thereby creating barriers to just energy transitions.

Method. The framework is developed in a dual approach: (1) deductively integrating hegemonic masculinity theory (Connell, 2002, 2005) with energy justice scholarship to identify how masculine norms undermine a just energy transition, and (2) inductively analyzing the gEneSys Citizen Survey dataset (N = 30,000) from European and Sub-Saharan African countries using multilevel structural equation modeling.

Results and Conclusion. We report which opportunities (e.g., exclusion from energy access), motivations (e.g., resistance to collective solutions), and capabilities (e.g., energy literacy, care responsibilities) are most constrained by toxic masculinity. We explore country-level differences, comparing differences in key conditions such as gender politics or fossil reliance, to see if barrier patterns differ. Our results contribute to applied psychology by clarifying when and where gender norms impede just energy participation, informing scalable, context-aware behavioral and structural solutions fostering just energy systems.

04 - Division 4: Environmental Psychology

NO LONGER BLAME THE VICTIM: GOVERNANCE, SHARED RESPONSIBILITY AND ORGANISATIONAL FACTORS IN THE MANAGEMENT OF CLIMATE CHANGE-RELATED NATURAL HAZARDS (PART 1)

Friday 24 July 2026 from 08:00 to 09:30

(I-Spadolini)

Anna Heidenreich (Weizenbaum Institute ~ Berlin ~ Germany), Chair and Presenter
Sebastian Seebauer (Joanneum Research ~ Graz ~ Austria), Co-Chair

In (environmental) psychological risk research, there remains a dominant focus on individual perceptions and behavior, often underplaying or even neglecting the broader social, institutional, and political context. This symposium addresses the need to reframe risk as a shared societal challenge, where responsibility does not rest solely with individuals but is negotiated among citizens, institutions, businesses, and policymakers. We highlight the importance of inclusive and participatory approaches to risk governance, in various natural hazards such as floods, heat, and extreme weather events.

The symposium explores how applied psychology can inform and improve the co-design of risk management, the development of shared understandings of risk and coping strategies, and the acceptance of policies in risk communication and mitigation. The first part of the symposium focuses on shared responsibilities of individuals and stakeholders/governance and their interplay concerning natural hazards. The second part focuses on how individual perceptions and vulnerability concerning natural hazards relate to the organisational and built environments they live in.

The contributions address private households, policy stakeholders and primary care personnel to examine perceptions, behaviors, and social dynamics across different stakeholder groups. A particular focus lies on interdisciplinary approaches that combine psychological frameworks with approaches from neighboring disciplines such as serious gaming or system dynamics. All contributions are grounded in theoretical concepts from applied psychology or related fields, advancing both academic understanding and practical applications in risk and crisis contexts.

Abstract 3208

DYNAMIC INTERPLAY BETWEEN SHORT-TERM HOUSEHOLD FLOOD PREPAREDNESS AND LONG-TERM PUBLIC MEASURES: INSIGHTS FROM A SOCIO-HYDROLOGICAL SYSTEM DYNAMICS MODEL

Seebauer S.*[1], Carr G.[2], Lun D.[2]

[1]Joanneum Research ~ Graz ~ Austria, [2]Institute for Engineering Hydrology and Water Resources Management, TU Wien ~ Vienna ~ Austria

Flood damages result from interacting hydrological and social processes. System dynamics models can describe these interactions numerically, generating insights into possible future impacts. This work analyses the interconnections between floods, community-level public flood risk management, and household-level private flood preparedness. A system dynamics model represents the coupled-interactions between household flood damages, public measures at the community level that reduce exposure to flooding, and private measures at the household level that reduce vulnerability to floods. These interactions are conceptualized based on Protection Motivation Theory and are calibrated to empirical data of 3770 household survey responses on flood risk perceptions and preparedness from various locations in Austria. Model scenarios show that continual and increased proactive investments in public measures minimise future damages. However, because public measures might meet financial, technical or social limitations, private household measures could step in to reduce vulnerability. Flood experience increases household preparedness measures. Modelling shows how these reduce vulnerability shortly after flooding. This is particularly valuable in the time-period before public measures that reduce exposure have been implemented. However, household measures decay rapidly, suggesting the need to promote their implementation (ideally prior to flooding), and ensure their continual functioning through support for their operation and maintenance.

Abstract 3209

POLARIZATION IN FLOOD RISK MANAGEMENT? SENSITIVITY OF NORM PERCEPTION AND RESPONSIBILITY ATTRIBUTION TO FREQUENT FLOOD EXPERIENCE

Köhler L.[1], Masson T.[2], Han S.*[3], Kuhlicke C.[2]

[1]Institute of Environmental Science and Geography, University of Potsdam ~ Potsdam ~ Germany, [2]Institute of Psychology, Leipzig University ~ Leipzig ~ Germany, [3]Helmholtz-Centre for Environmental Research-UFZ ~ Leipzig ~ Germany

In this study, we examine the relationship between frequent flood experience (FFE), norm perception, and responsibility attribution. Given that floods are assumed to occur more often in the future and that perceived norms and responsibility attribution are drivers of individual-level protective behavior against them, understanding these relationships is vital. The data for the current study come from a household survey conducted in flood-prone regions of the Federal State of Saxony (Germany) in 2020. We applied regression analyses to test for nonlinear relationships between FFE, responsibility attribution for flood risk management, and perception of social norms supporting private flood-protective behavior. In addition, we tested for moderating effects of these relationships. We identified three key findings. First, the relationship between experience and responsibility attribution follows a nonlinear path: as individuals experience multiple flood events, the gap between assigned responsibility to the self/the community vs. the city/the state widens. Changes in norm perceptions after frequent flood experience are less dynamic. Second, under consideration of interaction effects, we find increasing discrepancies in responsibility attribution and perception of social versus personal norms after the third flood event, depending on self-efficacy, control beliefs, and ingroup identification. Third, we observe a diverging trend between perceived norms for protective behavior and responsibility attribution to the self/the community. These findings suggest a potential polarization in flood risk management, shaped by the perceived ability to manage floods and the social environment.

Abstract 3210

"WHY DON'T YOU WANT ME?" EXPLORING ACCEPTANCE AND USE OF WARNING APPS IN A GERMAN SAMPLE

Heidenreich A.*, Kox T.

Weizenbaum Institute ~ Berlin ~ Germany

Warning applications for smartphones (short: warning apps) are a tool to inform citizens on imminent dangers. It can save lives and prevent damage when people receive relevant warnings about possible natural hazards (e.g., flooding, heat wave, storm), but also chemical accidents, terrorist attacks or other events that may cause harm.
In Germany most people do not use official warning apps even though they are free of charge. This study aims at analysing factors that explain if people do or do not download and use an official warning app. In order to explore people's behavioural motivations and acceptance, we refer to two theoretical frameworks: the Risk Information Seeking and Processing Model (RISP, Griffin, Dunwoody, & Neuwirth, 1999) and the Unified Theory of Acceptance and Use of Technology (UTAUT, Venkatesh, Thong, & Xu, 2012).
The survey is planned to be carried out in Autumn 2025 with a German online-representative sample of N=1000. The questionnaire was based on different theoretical assumptions, especially the RISP and the UTAUT. With this combined RISP/UTAUT approach we aim at understanding different paths on warning app understanding and use. By applying regression analyses and structural equation modelling we explore how risk perceptions concerning different hazards, information preferences, awareness of warning apps, and technology-related assumptions and motivations influence people's warning app use.
We expect that this study's findings may give implications for improvements in the German warning communication. Official warning policies can differ broadly between countries, but we discuss which findings may be transferable to other national contexts.

Abstract 3211

LOOKING FORWARD, ANCHORED IN THE PAST: HOW BELIEFS OUTWEIGH PERSONAL EXPERIENCE IN POLICY SUPPORT

Skipor S.*, Bergquist M.

University of Gothenburg ~ Gothenburg ~ Sweden

For governments to implement effective adaptation and mitigation policies, they typically require a public mandate, often expressed through voting support. Building on this, we examine how personal experiences with natural hazards translate into voting intentions for politicians who advocate such policies, highlighting the critical interplay between citizen psychology and the political system. First, a 13-week longitudinal study of nearly 2,000 Americans tested whether weekly fluctuations in heatwave experiences drove changes in policy voting intentions. It revealed that while experiences were related to increased climate concern, voting support for both adaptation and mitigation policies remained stable, with support being more strongly related to climate change concern, pre-existing beliefs, and political affiliation. A second cross-sectional study across four countries (N=1,295) and multiple hazards (e.g., floods, storms, droughts) revealed that the relationship between experience and voting intentions was not direct, but mediated by expectations of future severe weather and climate change concern. Together, these findings challenge assumptions that direct experience automatically fuels political demand. Instead, they show that policy support is a function of complex socio-psychological processes, where personal experience is filtered through future expectations, pre-existing concerns, and beliefs. For risk governance, this underscores that simply communicating past events is insufficient. To build the public mandate necessary for societal-level responses, communication must engage with the public's shared vision of the future while taking into account pre-existing beliefs.

Abstract 3212

FACTORS INFLUENCING RESILIENCE OF OLDER PEOPLE TO EXTREME WEATHER EVENTS - WHAT DO STAKEHOLDERS WORKING WITH THIS GROUP NEED TO KNOW?

Setti A.*[1], Stitzel A.[2], Mccarthy N.[1], Lawrance E.[3], Timmons S.[1]

[1]University College Cork ~ Cork ~ Ireland, [2]Carinthia University of Applied Sciences ~ Villach ~ Austria, [3]Imperial College London ~ London ~ United Kingdom

When discussing the effects of climate change-related events and disaster preparedness in vulnerable groups, the emphasis is often put on the risk factors. In this systematic review we adopt a strength-based approach exploring the factors determining a resilient response to climate disasters and chronic climate change in older people. We focus on individual psychological factors, while considering the systems (family, community, health sector, etc.) the individual is part of, and how they can positively impact individual resilience. The findings are evaluated jointly with older climate change activists and Health and Social Care Professionals (HSCP). The aim of this study is to determine the factors promoting resilience in response to climate change-related events in older adults, informing the design and realization of a microcredential for HSCP working with older people. The preliminary findings of the review have been presented and discussed with older climate activists and HSCP in two focus groups.

5249 titles were screened and 17 were included. The results show that the literature focuses on climate disasters instead of slow-paced changes. The most explored enabling factor is social relationships, including emotional support. Behaviours enabling resilience are connecting with nature, establishing routines or reinstating previous habits. Cognitive dimensions explored are learning from past experiences, climate change education and finding meaning in daily activities. An interpretative framework and recommendations for HSCP training were derived from discussing the results with the stakeholder groups. This study identifies enabling factors for climate-change mental resilience to climate disasters that HSCP should consider when working with older people in the community as well as gaps in the field identified jointly with HSCP and older activists. These are discussed in relation to current theories on ageing and the implications for disaster preparedness.

04 - Division 4: Environmental Psychology

NO LONGER BLAME THE VICTIM: GOVERNANCE, SHARED RESPONSIBILITY AND ORGANISATIONAL FACTORS IN THE MANAGEMENT OF CLIMATE CHANGE-RELATED NATURAL HAZARDS (PART 2)

Friday 24 July 2026 from 09:30 to 11:00

(I-Spadolini)

Anna Heidenreich (Weizenbaum Institute ~ Berlin ~ Germany), Chair and Presenter
Sebastian Seebauer (Joanneum Research ~ Graz ~ Austria), Co-Chair

In (environmental) psychological risk research, there remains a dominant focus on individual perceptions and behavior, often underplaying or even neglecting the broader social, institutional, and political context. This symposium addresses the need to reframe risk as a shared societal challenge, where responsibility does not rest solely with individuals but is negotiated among citizens, institutions, businesses, and policymakers. We highlight the importance of inclusive and participatory approaches to risk governance, in various natural hazards such as floods, heat, and extreme weather events.

The symposium explores how applied psychology can inform and improve the co-design of risk management, the development of shared understandings of risk and coping strategies, and the acceptance of policies in risk communication and mitigation. The first part of the symposium focuses on shared responsibilities of individuals and stakeholders/governance and their interplay concerning natural hazards. The second part focuses on how individual perceptions and vulnerability concerning natural hazards relate to the organisational and built environments they live in.

The contributions address private households, policy stakeholders and primary care personnel to examine perceptions, behaviors, and social dynamics across different stakeholder groups. A particular focus lies on interdisciplinary approaches that combine psychological frameworks with approaches from neighboring disciplines such as serious gaming or system dynamics. All contributions are grounded in theoretical concepts from applied psychology or related fields, advancing both academic understanding and practical applications in risk and crisis contexts.

Abstract 3214

IN WHICH CONTEXTS DO WE MELT AWAY? AN EXPERIENCE SAMPLING STUDY OF PSYCHOLOGICAL SENSITIVITY TO EXTREME HEAT

Glunz E.*[1], Nybo L.[2], Kingma B.[2], Flouris A.[3], Lerche C.M.[4], Pihl C.[4], Lund M.[2], Vliora M.[3], Gkkas G.[3], Mantzios K.[3], Lavelle--Hill R.[1]

[1]University of Basel ~ Basel ~ Switzerland, [2]University of Copenhagen ~ Copenhagen ~ Denmark, [3]University of Thessaly ~ Thessaly ~ Greece, [4]Bispebjerg Hospital ~ Copenhagen ~ Denmark

Individual sensitivity to adverse effects from climate hazards such as extreme heat is an essential component of vulnerability. For psychological wellbeing in particular, affective and cognitive sensitivity to environmental stressors is a key mechanism that shapes the extent to which people are affected. In this study, we aim to quantify this psychological sensitivity to heat and explore the situational contexts in which it becomes especially pronounced. To do so, we collect experience sampling survey data across multiple countries with a mobile app for Android and iOS devices. Based on GPS and time stamps, we then combine this intensive longitudinal data with secondary data such as weather (e.g., temperature, humidity) and geospatial (e.g., land cover) parameters. We operationalize psychological heat sensitivity as the within-person effect of heat exposure on affect and attentional control. To better understand when this sensitivity is heightened, we examine the moderating effect of environmental conditions (e.g., greenness), situational work demands (e.g., level of intellect required), and thermoregulating behaviors (e.g., wearing lighter and looser clothing). We present preliminary results showing how responses to heat fluctuate over time while also accounting for differences between individuals using multilevel models. This study contributes to methodological advancements in the quantification of psychological sensitivity to climate hazards as well as valuable insights into how adaptive capacities become relevant in daily life to prevent the negative consequences of extreme heat. In turn, this knowledge can support policy development towards more heat-resilient urban environments and work schedules, as well as offer guidance on the most effective protective actions.

Abstract 3215

HEAT AND EXTREME WEATHER EVENTS IN PRIMARY CARE IN AUSTRIA - PRELIMINARY RESULTS FROM A QUANTITATIVE STUDY AND TOOLKIT DEVELOPMENT

Stitzel A.*[1], Bregulla I.[2], Schauer--Berg J.[2], Flamm M.[2]

[1]Carinthia University of Applied Sciences ~ Villach ~ Austria, [2]Paracelsus Medical University ~ Salzburg ~ Austria

Climate change is intensifying extreme weather events such as heatwaves, floods, and landslides, impacting all Austrian federal states. Among all sectors healthcare faces the most severe societal impacts of climate change due to more frequent heatwaves impacting an aging population. Being the first point of contact to the health system, primary care (PC) is at the forefront of addressing these challenges. Considering that the floods in Lower Austria in 2024 disrupted services in 32 medical practices, including 14 general practices, it becomes clear that PC is also severely affected. The HEX-PV project aims to develop, pilot, and evaluate a disaster preparedness and response toolkit for PC settings, focusing on climate-related extreme weather events. The project is conducted in collaboration with PC facilities in two Austrian federal states. The HEX-PV project uses a multi-phase applied research design: expert surveys, workshops, and an intervention phase piloting the toolkit. The baseline survey will assess knowledge, experiences, preparedness, and needs for extreme weather events. The survey will be tailored to the Austrian PC and will form the basis for the toolkit development. Preliminary findings from a prior research project indicated significant gaps in preparedness and risk communication for extreme weather events in PC, highlighting the need for tailored materials and tools to enhance response capabilities. At the time of ICAP, the results from the HEX-PV baseline survey will be available shedding further light on competence levels, perceived roles and needs of PCPs in disaster preparedness and response. PC plays a critical role in addressing the health impacts of climate change. The HEX-PV project lays the groundwork for practical, context-specific interventions to improve disaster preparedness and resilience in Austrian PC.

Abstract 3216

TALES FROM THE TIMBERLINE: STORYTELLING, SELF-EFFICACY, AND TEMPORAL RISK COMMUNICATION FOR NATURAL HAZARDS. INSIGHTS FROM STAKEHOLDER PARTICIPATION IN MOUNTAIN REGIONS

Graf J.*, Renner R., Mayr--Veselinovic C.

Technical University of Leoben ~ Leoben ~ Austria

Early warning systems play a central role in natural hazard communication, yet they remain largely confined to short-term alerts. While effective in immediate crisis response, they often fail to promote preparedness or to support long-term climate adaptation. This contribution examines how narrative approaches, particularly storytelling, can address these limitations by strengthening self-efficacy and providing a temporal link between urgent warnings and broader adaptive strategies.

Drawing on a participatory stakeholder workshop process in alpine regions, we analyze how storytelling creates cultural resonance, fosters trust, and engages emotions in ways that traditional risk communication rarely achieves. We assume that narratives not only increase awareness of hazards but also empower communities by reinforcing their belief in their own capacity to act. In this sense, storytelling becomes a bridge between institutional responsibility and local agency, enabling communities to move from passive recipients of warnings to active agents of resilience.

Our findings suggest that embedding participatory and narrative methods into hazard communication can generate communication practices that are both psychologically effective and culturally anchored. Such approaches integrate immediate responses with long-term preparedness, ensuring that warnings are not experienced as isolated signals but as part of a broader cultural dialogue about risk, adaptation, and resilience. By situating hazard communication within lived experience and shared cultural frameworks, storytelling can help close the gap between technical expertise and community engagement.

Ultimately, this study highlights the value of narrative-based, participatory approaches for achieving more sustainable forms of temporal risk communication in mountain regions. Storytelling not only enriches early warning systems but also contributes to building resilient, adaptive communities capable of facing the challenges of a changing climate.

Abstract 3217

GAMIFIED DISASTER EDUCATION: A SYSTEMATIC REVIEW OF SERIOUS GAMES ON DEALING WITH NATURAL HAZARDS AND THEIR IMPACTS ON PLAYERS

Heidenreich A.*[1], Wankmüller F.[2], Kox T.[1]

[1]Weizenbaum Institute ~ Berlin ~ Germany, [2]Independent Researcher ~ Zurich ~ Switzerland

Natural hazards pose a threat to human life and health. As a tool of risk communication and disaster education Serious Games (SG) are applied much more frequently. Even though an increase in research on SG is observable, there is not much known on SG's actual impacts on the players. This systematic review gives an overview of existing publications on SG dealing with natural hazards and evaluations of their reported effects on users.

The review consists of 132 papers published between 2007 and 2025. The analysis shows that most publications describe digital SG; analogue (e.g., tabletop or board/card games) or hybrid games (a mix of different modalities) were discussed less frequently. Often, one SG dealing with just one natural hazard is discussed, but also games dealing with multiple natural hazards were observed. Flooding is the hazard addressed most frequently. 23 publications only introduce and describe the serious game(s), while about half of the publications (N=67) report a usability evaluation of the game. This presentation focuses on the 42 publications that also include an evaluation on the SG's impact on the player(s).

Most of these impact evaluation studies do not apply any theoretical frameworks for the game development and/or evaluation processes. Among the few mentions theories by Albert Bandura and Mihaly Csikszentmihalyi appear most frequently. We critically discuss the applied evaluation methods in the background of the explored impacts. We see a peak in findings on mostly positive effects on knowledge and awareness. Behaviour, motivation, and intention, as well as competencies and further psychological impacts are explored only in few publications. We discuss implications on future research in the field and throw a critical view on the use of SG in disaster communication and education.

Abstract 3218

"ALL IN THE SAME BOAT": PROGRESS AND NEXT STEPS FROM A SERIOUS GAME ABOUT FLOOD RISK PREPAREDNESS AND POLICY MAKING

Raffo R.*, Bracco F.

University of Genoa ~ Genoa ~ Italy

Flood events are among the most frequent and disruptive natural hazards worldwide, with significant social, economic, and environmental consequences. Despite increasing awareness of climate change and extreme weather, effective preparedness at the community level often remains limited. Serious games, tools designed with both educational and engaging purposes, offer an innovative pathway to enhance risk awareness and promote proactive behaviors in crisis scenarios putting the trainee in the center of its own education. This project presents the design and early development of a serious game named "All in the same boat" aimed at improving flood risk preparedness among diverse target audiences, including students, local stakeholders, and emergency response actors. The game integrates realistic flood scenarios and decision-making challenges (e.g negotiating decisions based on limited resources) to foster experiential learning and collective problem-solving. Its design framework draws upon multiple interdisciplinary approaches, combining insights from hydrology, risk communication, environmental psychology and educational sciences. We present a prototype, along with preliminary feedback from pilot testing sessions. Special attention will be given to the balance between scientific accuracy and playability, as well as to the adaptability of the game to different socio-cultural contexts. This contribution highlights the potential of serious games as innovative tools for disaster risk reduction and offers practical reflections on their design process, challenges, and opportunities for broader implementation in flood-prone regions.

04 - Division 4: Environmental Psychology

FROM RESISTANCE TO EMBRACE: SOCIAL-PSYCHOLOGICAL PATHWAYS TO SUSTAINABLE TECHNOLOGIES ACCEPTANCE

Friday 24 July 2026 from 11:00 to 12:30

(I-Spadolini)

Alessandro Milani (Department of Psychology of Developmenta), Chair and Presenter

This symposium explores how psychology can support the social acceptance and individual engagement necessary for
the success of sustainable innovations. Technological solutions to climate and environmental challenges are, indeed,
evolving fastly, but their impact hinges on widespread acceptance (and adoption).
The novelty of this symposium lies in its integration of diverse behavioral and psychological approaches to
understanding public reactions to emerging sustainable technologies and practices. It is particularly pertinent to the
Congress theme of addressing global sustainability challenges by bridging scientific insights with real-world
implementation. The symposium combines five empirical studies, each offering a unique angle on the social
psychological drivers and barriers to sustainable engagement.
Patrizia Catellani will present the first contribution, which investigates how matching mobile app messages to users'
regulatory focus (promotion vs. prevention) can enhance engagement with digital tools that promote sustainable diets.
This study highlights the role of motivational fit in fostering pro-environmental behavior through tailored
communication.
The second presentation, by Sergio Vila-Tojo, examines the free-rider effect in adopting recycled water. It
demonstrates how a strong sense of moral obligation can counteract disengagement when individuals perceive their
contribution as nonessential, particularly in behaviors with high personal costs.
Alessandro Milani will present the third talk, focusing on stakeholder engagement in the bioeconomy transition. By
combining large-scale stakeholder mapping with qualitative interviews, this study offers a framework for identifying
and addressing belief-based barriers and drivers to the acceptance of bio-based materials.
The fourth study by Gonzalo Palomo-Vélez explores public trustinhydrogenenergyinitiatives.Itshowshow company history andperceivedreputationmanagementinfluencetrustandacceptance,particularlywhenfossilfuel companiespromotegreeninnovation.
Finally, Nadja Contzen will discuss global perceptions of Solar Radiation Management (SRM), emphasizing
distributive justice concerns and cross-cultural differences in acceptance. The study underscores how perceived
fairness, especially in the Global South, shapes public support for controversial climate interventions.
Together, these presentations offer complementary insights into the social-psychological dimensionsofsustainable
change,showing how motivations,trust,and justiceperceptionsshapeacceptanceandengagementwith environmentalinnovations.

Abstract 4101

HOW REGULATORY FIT AND ANTICIPATED EMOTIONS INFLUENCE THE ENGAGEMENT OF USERS OF A SUSTAINABLE NUTRITION APP

Catellani P.*[1], Festa S.[2], Pompili S.[2], Azzena I.[2], Guidetti M.[3], Scaglioni G.[3], Carraro L.[4], Lenzi M.[4], Scatolon A.[4], Cavazza N.[3], Carfora V.[1]

[1]Department of Psychology, Università Cattolica del Sacro Cuore, Milano, Italy ~ Milano ~ Italy, [2]Department of International Humanistic and Social Sciences, Università degli Studi Internazionali di Roma, Italy ~ Roma ~ Italy, [3]Department of Communication and Economics, Università di Modena e Reggio Emilia, Italy ~ Modena ~ Italy, [4]Department of Developmental and Social Psychology, Università di Padova, Italy ~ Padova ~ Italy

Mobile apps can effectively promote healthy and sustainable diets, but their success depends on initial user engagement. This study aimed to increase initial user engagement by tailoring app descriptions to users' regulatory focus (prevention versus promotion). Four conditions were created by combining two types of messages: regulatory concern (safety versus growth) and anticipated emotion (positive versus negative). The safety message emphasized protecting health and the environment, while the growth message emphasized improving wellbeing and preserving the environment. The message with the positive anticipated emotion described satisfaction with using the app, while the message with the negative anticipated emotion described dissatisfaction with not using the app. Participants' attitudes, desires, and intentions, as well as downloads of the app, were measured to assess the effectiveness of the message. Promotion-focused individuals showed greater desire and were more likely to download the app when the message matched their focus (growth + positive anticipated emotions) than when it did not (safety + negative anticipated emotions). Conversely, prevention-focused individuals did not show increased engagement with regulatory congruent messages. These results suggest that tailoring app descriptions to users' regulatory focus may increase initial engagement among promotion-focused individuals. Further research is needed to investigate methods to increase engagement among prevention-focused individuals.

Abstract 4102

CAN FREE-RIDERS EMERGE AND HINDER THE PUBLIC ACCEPTANCE OF RECYCLED WATER?

Vila Tojo S.*[1], Gómez--Román C.[1], Docampo--López L.[2], Docampo--López L.[2], Sabucedo J.M.[2]

[1]CRETUS. Department of Social Psychology, Basic Psychology and Methodology, University of Santiago de Compostela, Santiago de Compostela, Spain ~ Santiago de Compostela ~ Spain, [2]Institute of Psychology (IPsiUS). Department of Social Psychology, Basic Psychology and Methodology, Universidade de Santiago de Compostela, Spain. ~ Santiago de Compostela ~ Spain

As pro-environmental behaviours become more common, there is a risk that some individuals perceive their personal contribution to the environmental goal as unnecessary. This is known as the free-rider effect—benefiting from collective efforts and results without actively participating. This effect tends to emerge when behaviours involve high perceived costs, such as the use of recycled water. Despite being the result of a strict purification process, recycled water often generates public reluctance, especially for uses involving direct body contact (e.g., drinking).

This study explored the potential development of the free-rider effect in the context of promoting recycled water and examined whether high levels of moral obligation could counteract it, particularly when the behaviour requires greater personal sacrifice. A representative sample of 400 participants from the Galicia (Spain) completed a questionnaire measuring free-rider tendency, moral obligation, acceptance of recycled water, and willingness to pay for both high- and low-body contact uses. Data collection was conducted in person, online, and via telephone.

Results showed that 34.75% of respondents believed their individual effort was unnecessary if others used recycled water—an indicator of the free-rider effect. However, participants who felt morally obligated, even while perceiving their action as nonessential, reported higher acceptance ($F = 8.363$, $p = .004$) and greater willingness to pay ($F = 5.763$, $p = .017$) for high-contact uses. No significant effects were found for low-contact uses.

These findings suggest that the free-rider phenomenon could threaten the adoption of recycled water. “Benefiting without contributing” may be appealing to many individuals who perceive a high cost in using recycled water. The spread of this belief could trigger a spillover effect, undermining existing social agreements and hindering the implementation of the recycled water. Nevertheless, a strong sense of moral obligation appears to act as a protective factor, encouraging engagement despite cost-related concerns.

Abstract 4103

SHAPING SOCIAL ACCEPTANCE: WHAT STAKEHOLDERS BELIEVE ABOUT BIO-BASED MATERIALS AS BARRIERS OR DRIVERS FOR THEIR ADOPTIO

Milani A.*[1], Nuccio L.[2], Cataldi S.[1], Talamo A.[1], Bonaiuto M.[1]

[1]Department of Psychology of Developmental and Socialization Processes, Sapienza University of Rome, Italy ~ ROME ~ Italy, [2]Department of Engineering "Enzo Ferrari", University of Modena and Reggio Emilia, Italy ~ Modena ~ Italy

The transition toward sustainable bio-based materials is central to addressing Europe's environmental, societal, and economic challenges. The EC Horizon NEXT-STEP project (n. 101157081) aims to develop socially accepted and economically viable bio based chemical platforms and polymers in this context.
The present research adopts a mixed-method approach to identify and engage relevant stakeholders to support this effort. The first study identified and assessed a sample of 431 stakeholders through ex-ante strategies (e.g., desk research, expert workshops) and ad-hoc assessments provided by 22 internal experts. These stakeholders served as the basis for a web-based snowball sampling procedure, tracking their hyperlink connections to identify further relevant actors. All stakeholders were classified according to the Quintuple Helix model (Academy, Business, Government, Community, and Media) and positioned within a Power-Interest Matrix. The resulting large-scale hyperlink network revealed distinct clusters of highly connected stakeholders, offering strategic insights for targeting engagement efforts.
Building on this foundation, a second qualitative study involved semi-structured interviews with a selection of mapped stakeholders to investigate perceived barriers and facilitators to the social acceptance of NEXT-STEP's final products (e.g., bio-based foams, shoe soles, insulation materials). Adopting the theoretical lens of the i-SETA model, the results highlighted beliefs distributed across three domains: technological features (e.g., technology performance), contextual beliefs (e.g., presence/lack of institutional support), and social-psychological characteristics of the adopters (e.g., biospheric values).
These findings offer actionable insights for designing engagement strategies that address stakeholder-specific concerns and leverage key motivational drivers.
While web-based mapping may overlook offline relationships, combining it with qualitative insights enables a more profound, belief-driven understanding of stakeholder dynamics. Together, the two studies support an inclusive and evidence-based framework for enhancing the social acceptance of sustainable bio-based technologies.

Abstract 4104

GREEN HYDROGEN FUELS ACCEPTABILITY, A PAST IN RENEWABLES FUELS TRUST: PUBLIC PERCEPTIONS OF ENERGY COMPANIES AND THEIR HYDROGEN INITIATIVES

Palomo--Vélez G.*, Pielaviciute G., Contzen N., Steg L.

Faculty of Behavioural and Social Sciences, Rijksuniversiteit Groningen, Groningen, The Netherlands ~ Groningen ~ Netherlands

Hydrogen is gaining interest as a clean energy source from both governments and fossil fuel companies. For hydrogen projects to succeed, securing public acceptability is crucial, with trust in the implementing actors playing a central role. Drawing from reputation management and attribution theory, we experimentally evaluated whether people's perceptions of energy companies wanting to start producing hydrogen for sustainability reasons differ based on two features of hydrogen production. Specifically, we examined the influence of (1) the type of hydrogen (blue versus green) and (2) the energy company's history in energy production (fossil fuels versus renewables) on perceptions of how much companies are engaged in reputation management, as well as on trust –both in general and based on integrity and competence. We further explored whether perceived reputation management –the belief that companies adopt hydrogen mainly to enhance their image– explains these effects on trust, and whether the experimental factors also impact public acceptability of hydrogen production itself. Results indicated that people perceived the company with a history of working with fossil fuels as trying to improve its reputation more than one associated with renewables, and trusted it less. Furthermore, perceived reputation management explained the lower (general and integrity-based) trust people had for companies with a past in fossil fuels. For public acceptability of hydrogen, the company's history was not relevant, with green hydrogen being more acceptable than blue, regardless of which company produced it. We discuss these findings in relation to the literature on public perceptions of hydrogen.

Abstract 4105

JOINT BUT NOT JUST: PUBLIC PERCEPTIONS OF FAIRNESS IN SOLAR RADIATION MANAGEMENT DEPLOYMENT

Contzen N.*[1], Palomo--Vélez G.[2], Perlaviciute G.[3], Steg L.[3]

[1]Department of Environmental Social Sciences, Eawag: Swiss Federal Institute of Aquatic Science and Technology, Dübendorf, Switzerland ~ Dübendorf ~ Switzerland, [2]Faculty of Behavioural and Social Sciences, University of Groningen, Groningen, Netherlands ~ Groningen ~ Netherlands, [3]Institute of Social Sciences, O'Higgins University, Rancagua, Chile ~ Rancagua ~ Chile

Solar Radiation Management (SRM) has been proposed as a last resort to limit global warming to 1.5 °C. However, its use is controversial due to potential risks, such as changes in precipitation. These risks, along with the benefit of cooling, would cross national borders and be unequally distributed across regions, which raises important ethical concerns about distributive and procedural justice. To inform socially responsible decision-making on SRM deployment, it is important to consider public opinion, particularly in the Global South, which is most vulnerable to both global warming and SRM-related risks.

We conducted a cross-cultural study involving students (N = 4,583) and members of the general public (N = 2,248) from 20 countries across all inhabited continents, including the Global South and 'non-WEIRD' (i.e., non-Western, Educated, Industrialized, Rich, and Democratic) countries in the Global North. Because public awareness of SRM is typically low, participants were provided with balanced information on SRM, including scientific arguments for and against its use and on its governance. We assessed perceptions of how SRM's costs and benefits might be distributed across countries, as well as evaluations of the justifiability of different deployment scenarios.

Across countries—and especially in the Global South—participants generally perceived SRM's consequences as unevenly distributed. They viewed unilateral deployment by a single country as the least justifiable and joint deployment by all or most countries as the most justifiable. Moreover, the more uneven participants perceived the distribution of SRM's consequences, the more they judged all deployment scenarios as unjustifiable. This association was strongest for unilateral deployment and weakest for joint deployment.

Our findings suggest that while joint deployment is viewed more favorably than unilateral action, it cannot compensate for concerns about the perceived unfair distribution of SRM's consequences.

04 - Division 4: Environmental Psychology

Linda Steg, University of Groningen, The Netherlands, shared with Division 9

Friday 24 July 2026 from 13:00 to 13:30

(I-Spadolini)

Abstract 4812

Encouraging sustainable consumption

Steg L.*

04 - Division 4: Environmental Psychology

TOWARDS A JUST ENERGY TRANSITION: PSYCHOLOGICAL PERSPECTIVES, NARRATIVES, AND COMMUNITY

Friday 24 July 2026 from 14:00 to 15:30

(I-Spadolini)

Nicola Rainisio (University of Milan ~ Milan ~ Italy), Chair and Presenter
Marino Bonaiuto (Department of Psychology of Developmenta), Discussant

The transition to more sustainable energy systems is widely recognized as a central challenge in addressing the current ecological crisis. Moving beyond technocratic paradigms, this transformation is increasingly framed as a process of social and community-driven innovation (Steg et al., 2015; Hoppe & De Vries, 2018). Far from being a neutral shift, it raises critical questions concerning social justice, public participation and acceptance, place-based and group identities, and the capacity of communities to envision and shape their own energy futures (Jenkins et al., 2016; Perlaviciute & Steg, 2014; Walker & Devine-Wright, 2008). A just energy transition involves not only the outcomes of change, but also the broader discourses, the processes through which change is enacted, and the ways in which power asymmetries are recognized and addressed.

This symposium brings together psychological contributions that critically examine how individuals and communities interpret, negotiate, and engage with the energy transition. Ricardo Garcia-Mira examines the psychological consequences of decarbonization in carbon-intensive European regions, showing how economic insecurity and weakened place attachment can negatively affect well-being and increase migration intentions. Mauro Sarrica and Sonia Brondi address epistemic injustice in Italian energy debates, showing how technocratic framings sideline community perspectives and limit public engagement. Gonzalo Palomo-Velez, Jelle Loonstra, Goda Perlaviciute, and Linda Steg investigate how the type of hydrogen and the level of development of the exporting country shape perceptions of distributive fairness, trust in government, and public acceptability of hydrogen import policies in the Netherlands. Finally, Nicola Rainisio and Marco Boffi review how the academic community frames gender in domestic energy practices research, revealing a predominant focus on binary categories and individual behaviors, while often neglecting social and intersectional dimensions. Together, these contributions demonstrate how psychological research can illuminate the social, symbolic, and emotional dimensions of energy transitions. By attending to issues of justice, identity, and participation, they call for a more inclusive and reflexive approach to sustainability-one that recognizes communities not just as targets of policy, but as active agents in shaping just and livable energy futures.

Abstract 4149

DOES DECARBONISATION LEAD TO PSYCHOLOGICAL DE-TERRITORIALISATION? AN EMERGING CHALLENGE FOR A JUST TRANSITION IN CARBON-INTENSIVE REGIONS

Garcia Mira R.*

University of A Coruna ~ Coruna ~ Spain

Decarbonisation of economies has become a major policy focus in many European countries to meet carbon emission targets as outlined in the Paris agreement. However, the discontinuation of large-scale carbon intensive industries may cause a local disruption of the economy and reduce the source of income and employment for a large part of the population in coal- and carbon-intensive regions, which in turn will accelerate the process of de-territorialisation as indicated in citizens leaving the regions. The European commission has promised a just transition for these regions, so that nobody feels left behind in this transition, but the actual impact of decarbonisation measures on the psychological level still requires more scrutiny. In this presentation, we will analyse the psychological impact of decarbonisation measures and their relation with place attachment on people's intentions to migrate from these regions and their level of overall life satisfaction, which are important driving factors for the de-territorialisation process. We also explore the impact of gender, age, education, nativity and duration of stay in the region on their decision to migrate and their level of life satisfaction. We use data from a quantitative survey (n =2892) in 13 coal- and carbon-intensive regions in 9 European countries and employ a structural equation modelling approach with subgroup analyses. In the analysis, we find that the place attachment plays an important role in increasing life satisfaction and reducing the intention to relocate, while perceived stress and financial threats have an opposite impact.

Abstract 4150

SILENCED AND LOCKED-IN: EPISTEMIC INJUSTICE AND REPRESENTATIONS OF ENERGY TRANSITION IN ITALY

Sarrica M.*[1], Brondi S.[2]

[1]CIRPA & University of Padova ~ Padova ~ Italy, [2]Ca' Foscari University of Venice ~ Venice ~ Italy

This contribution presents findings from a series of quali-quantitative studies conducted in Italy since 2010 on the social construction of "energy transition", "decarbonisation", and the "just transition". Initially guided by Social Representations Theory (SRT), these studies progressively uncovered the systemic injustices embedded within transition processes, with a specific focus on epistemic injustice. The findings reveal how knowledge that challenges hegemonic, technocentric representations is often marginalised or silenced. Alternative, situated, and community-based discourses struggle to gain legitimacy within public and policy arenas dominated by top-down narratives and decision-making structures. The studies highlight how these dynamics hinder the potential for radical and inclusive transformations. Widespread mutual distrust, denial of environmental and social risks, and a pervasive sense of the impossibility of effective solutions contribute to a collective state of lock-in. Furthermore, the inability to translate between different knowledge systems — from institutional to local, from technical to experiential — exacerbates the marginalisation of vulnerable groups and alternative visions for the future. Models advocating for decentralized and transformative approaches are either suppressed or subordinated to dominant discourses that favor technological substitution and continuity. These processes operate at multiple levels: societal, community, and interpersonal. Overall, the results underscore the crucial role of local communities as discursive arenas where dominant narratives can be appropriated, resisted, or reconfigured. By exposing the mechanisms of epistemic injustice within Italy's energy transition, this contribution advocates for more inclusive, pluralistic, and dialogic approaches to shaping sustainable energy futures.

Abstract 4911

DO DEVELOPMENT ASYMMETRIES SHAPE PUBLIC PERCEPTIONS OF HYDROGEN IMPORT POLICIES?

Palomo--Vélez G.*, Loonstra J., Perlaviciute G., Steg L.

Rijksuniversiteit Groningen (University of Groningen) ~ Groningen ~ The Netherlands

Hydrogen is a key component of European decarbonization strategies. Because projected domestic production is unlikely to meet future demand, several European countries, including the Netherlands, are planning to rely on international hydrogen supply chains. Public evaluations of hydrogen import policies will therefore be shaped not only by technological characteristics but also by how international partnerships are perceived — particularly given that certain trade configurations may be seen as reproducing extractivist patterns. Building on this, here we examined how hydrogen type (blue vs. green) and the development level of the exporting country (comparable to vs. less developed than the Netherlands) shape perceived distributive fairness, trust in the Dutch government, and public acceptability of hydrogen import policies. We conducted a preregistered experiment in which Dutch participants evaluated a set of realistic hydrogen import policy scenarios varying in hydrogen type and trading partner characteristics. Results showed that policies involving green hydrogen and development comparable trading partners were rated as more acceptable, fairer, and elicited higher trust in the Dutch government. Furthermore, the positive effect of green hydrogen on perceived fairness was stronger when paired with a development-comparable trading partner than with a less developed one. Similarly, the positive effects of both manipulations on trust in the Dutch government were stronger for integrity-based than competence-based trust. These findings advance understanding of the social conditions under which international hydrogen trade may gain or lose public legitimacy.

Abstract 4152

CONSTRUCTING GENDER IN ENERGY SCHOLARSHIP: NARRATIVE DIMENSIONS AND JUSTICE IMPLICATIONS

Rainisio N.*, Boffi M.

University of Milan ~ Milan ~ Italy

As energy transitions become central to addressing the ecological crisis, increasing attention is being paid to the social dimensions of change, including questions of equity, recognition, and participation. Within this broader conversation, gender has emerged as a relevant—yet often underexamined—factor in shaping how individuals engage with energy systems. Understanding how gender is framed in academic research can offer valuable insights into the inclusivity of mainstream narratives and the extent to which they reflect diverse lived experiences. Our contribution explores how academic research has framed the relationship between gender and domestic energy practices, with particular attention to the underlying narratives and assumptions that shape this body of knowledge. A systematic review of the studies published between 2010 and 2023 was conducted to identify how gender is conceptualized and operationalized within the context of energy-related behaviors in the home. The findings reveal a growing interest in gendered dimensions of energy use, often emphasizing women's greater propensity for energy-saving behaviors. However, many studies rely on binary categorizations and focus on individual-level factors, offering limited engagement with the social, cultural, and symbolic aspects of gender. Non-binary identities and intersectional dynamics are rarely considered, and qualitative approaches remain underrepresented. Some contributions, particularly from the Global South, introduce more context-sensitive perspectives, though these remain the exception rather than the rule. Those results suggest that broadening conceptual frameworks to include more nuanced and socially grounded understandings of gender could enhance the relevance of psychological research in promoting a just and inclusive energy transition. Greater attention to identity, culture, and power relations in scholarly narratives may help illuminate the diverse ways in which people engage with energy systems, and support more equitable policy and practice.

04 - Division 4: Environmental Psychology

Environmental Psychology-Miscellaneous 1

Friday 24 July 2026 from 16:30 to 18:00

(E- Spadolini)

Division 4: Environmental Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 15: Life on land SDG 14: Life below water

Abstract 2427

THE ANIMAL AMBASSADOR EFFECT ON HUMAN PRO-ENVIRONMENTAL KNOWLEDGE, ATTITUDES, AND BEHAVIOURS: A SCOPING REVIEW

Oliva J.*, Imray K., Thomas M.

James Cook University ~ Townsville ~ Australia

Biodiversity loss, a largely anthropogenically driven phenomenon, represents a monumental challenge for both the natural and human world that has serious repercussions. Animal Ambassadors are used by zoological parks and similar institutions to provide close encounter experiences to visitors designed to enhance pro-conservation sentiments. A scoping review was undertaken to assess the animal ambassador effect on human pro-environmental knowledge, attitudes and behaviours, following the PRISMA-ScR guidelines. A search was conducted using the databases Medline, PsycInfo, Scopus and Web of Science, and a grey literature search was undertaken using the ProQuest Dissertation and Theses Global Database, along with the search engine Google (advanced search) and Google Scholar (advanced search). The results demonstrate some acute gains in pro-environmental sentiments; however, longitudinal studies indicate these are largely lost overtime. The importance of the animal in animal ambassador programs is also questioned, with other alternative educational experiences discussed.

Division 4: Environmental Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 918

CLIMATE FATIGUE AND YOUTH AGENCY: INTEGRATING QUANTITATIVE PATHWAYS AND QUALITATIVE NARRATIVES IN THE GLOBAL SOUTH

Gayatri R.*, Phogat S.

Gurugram University ~ Gurugram, Haryana ~ India

Introduction:
Climate change is a universal challenge, but its psychological impacts vary across cultural and socio-economic contexts. In rapidly urbanizing India, young people face climate stressors alongside a constant flow of information through digital media. This dual exposure heightens eco-fatigue: a state of exhaustion and disengagement- yet also positions youth as pivotal actors in sustainability transitions. While eco-anxiety has been widely examined in Western contexts, little is known about eco-fatigue in the Global South or how it can be redirected into eco-agency, defined as proactive environmental engagement.
Purpose:
The study investigates whether eco-fatigue can be reframed as eco-agency through the mediating roles of psychological ownership and collective efficacy, while also considering how contextual factors such as collectivist cultural values, and social support may strengthen or weaken this transformation.
Method:
A mixed-method design will be employed. In Phase 1, a cross-sectional survey of 400 university students and early-career professionals in metropolitan India will measure eco-fatigue, ownership, efficacy, and pro-environmental behaviour. Structural equation modelling will test hypothesized pathways. In Phase 2, narrative interviews and focus groups, guided by a phenomenological framework, will explore how youth experience fatigue, make meaning of overload, and identify turning points where concern shifts into action. Thematic analysis will integrate qualitative insights with survey findings, emphasizing cultural dynamics of resilience and agency.
Results:
Eco-fatigue alone is expected to reduce sustainable behaviour, but when mediated by ownership and efficacy and supported by cultural and institutional resources it is anticipated to foster eco-agency.
Conclusions:
By combining quantitative modelling with qualitative meaning-making, the study situates eco-fatigue as a dynamic, culturally contingent condition. Findings will guide youth-focused policies, campus interventions, and community programs that transform climate overload into resilience, responsibility, and collective action.

Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 1414

GREEN BUT CHALLENGING? UNIVERSALISM-NATURE AND STIMULATION IN STARTING GRIDS FOR AUTONOMOUS SHUTTLES' ACCEPTANCE.

Thevenet O.*[1], Wilhelm A.[2], Marmoiton F.[3], Bernardin F.[4], Izaute M.[1], Motak L.[1]

[1]Université Clermont Auvergne, CNRS, LAPSCO ~ Clermont-Ferrand ~ France, [2]Université Clermont Auvergne, Clermont Auvergne INP, Institut Pascal ~ Clermont-Ferrand ~ France, [3]Université Clermont Auvergne, CNRS, Clermont Auvergne INP, Institut Pascal ~ Clermont-Ferrand ~ France, [4]CEREMA, Département Laboratoire de Clermont-Ferrand ~ Clermont-Ferrand ~ France

Introduction. Over the last few years, autonomous shuttles (AS) have emerged as a promising form of eco-friendly transportation, offering a variety of environmental benefits. Their integration into urban environments is increasingly being explored and recent meta-analyses and reviews tend to support the diversification of explanatory variables, including psychological factors. While evidence suggests that values – according to Schwartz's model – shape human behavior in several domains, their inclusion is virtually missing within the field of autonomous shuttles' acceptance.
Purpose. We hypothesized that universalism - one's involvement in protecting human kind as well as natural environment and its beauty - would show out as the best predictor of attitudes, but also intentions and behavioral interest in AS.
Method. Almost 200 undergraduate students filled a series of questionnaires including Portrait Value Questionnaire (PVQ-10 in Study 1, n = 100; PVQ-RR in Study 2, n = 97), and met, as if by chance, a real AS in a controlled environment. Within real-life settings, adult and older adult participants who had just experienced an AS (Study 3, n = 50), completed an alternative measure of PVQ, the Portrait Values Dictionnary.
Results. Only the nuanced PVQ-RR value of universalism-nature – but not universalism-concern nor universalism-tolerance – confirmed our hypothesis and predicted the participants' behavior. Stimulation, a value characterized by excitement and challenge-seeking, predicted their behavior on its own. These results were replicated with the alternative value measure, where universalism and stimulation emerged as the main predictors of the participants' intentions to re-use an AS.
Conclusions. This suggest that the acceptance of AS is not only a matter of technological performance but also of motivational orientations. Communication stategies should highlight the novelty, excitement and environmental potential of AS – based on openness-to-change and self-transcendence values – to promote public engagement and support their integration into urban mobility.

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 13: Climate Action

Abstract 2698

RISK PERCEPTION, PSYCHOLOGICAL ADAPTATION AND PRO-ENVIRONMENTAL BEHAVIOR: EXAMINING ANTECEDENTS IN ACUTE- AND SLOW-ONSET CLIMATE REGIONS.

Akter F.*, Haque S., Khan S.

Monash University ~ Sunway ~ Malaysia

Introduction: Climate change poses profound existential threats to millions of people, particularly in the Global South, with impacts differing markedly by the nature of climatic events. Slow-onset processes, such as salinization, rising temperatures, and sea-level rise, unfold gradually and disproportionately burden affected communities, while acute events, including floods, cyclones, and droughts, occur suddenly and can trigger severe mental health consequences. Although prior research has extensively documented the mental health impacts of climate adversity, far less is known about how individuals psychologically adapt to these changes, despite the importance of such knowledge for informing psychosocial and behavioral interventions.
Purpose: This study examined the psychological, cognitive, and social determinants of psychological adaptation to climate change and pro-environmental behavior (PEB) among individuals living in slow- and acute-onset climate-affected regions.
Method: Using a large-scale cross-sectional online survey, we recruited 652 adults from Bangladesh, including participants from acute-onset regions (n = 541) and slow-onset regions (n = 111). Standardized measures assessed climate-related knowledge, belief certainty, perceived residential vulnerability, social norms, incentives, authority support, self-efficacy, psychological adaptation, and public and private PEB.
Results: Structural equation modeling revealed that, across both regions, perceived social norms and perceived residential vulnerability were the strongest predictors of climate risk perception. Risk perception robustly predicted self-efficacy, which facilitated psychological adaptation to climate change and subsequently predicted both public and private PEB. Notably, in acute-onset regions, perceived vulnerability and self-efficacy directly predicted private PEB, indicating a more immediate translation of risk appraisal into individual action; by contrast, in slow-onset regions, authority support both directly and indirectly predicted private PEB.
Conclusion: These findings highlight the need for context-sensitive interventions. Community-based, norm-driven programs may be particularly effective in acute-onset regions, whereas interventions that combine institutional support and incentives with adaptive capacity building may yield greater benefits in slow-onset contexts.

04 - Division 4: Environmental Psychology

UNDER PRESSURE: HUMAN EXPERIENCE AND CARE IN GREEN AND BLUE SPACES IN TIMES OF ENVIRONMENTAL CHANGE

Friday 24 July 2026 from 17:00 to 18:30

(I-Spadolini)

Oriana Mosca (University of Cagliari ~ Cagliari ~ Ital), Chair and Presenter

Across Europe, environmental change is reshaping both landscapes and everyday life. From coastal deltas facing increasing flood and salinization risks to cities experimenting with nature-based urban regeneration, adaptation and co-evolution is not only a technical challenge but also a deeply social, cultural, and psychological process. This symposium brings together interdisciplinary research that explores how people experience, interpret, and engage with green and blue spaces shaped by climate adaptation and urban transformation. Integrating perspectives from social and environmental psychology, geography, sociology and urban planning, the symposium foregrounds people-centered approaches to environmental design and governance. The five contributions share a common focus on identity, emotions, values, and lived experience as key drivers of acceptance, use, and care of adaptive infrastructures and nature-based solutions. Methodologically, the papers showcase innovative tools, from mixed qualitative–quantitative approaches and walk-based digital platforms to psycho-physiological and cartographic mapping, that capture how people relate to changing environments in situ.

Mosca and coll. introduced CitySense, a web app designed to capture users' psycho-social experiences in regenerated urban spaces before and after interventions.

Boffi and coll. assessed the psychological effects of an NBS-based redesign of a Milan public square through pre- and post-occupancy evaluations using emotional, physiological, and georeferenced data.

Ariccio and coll. explore how flood-related identity in Zeeland influences risk perception, trust, and acceptance of traditional and nature-based adaptation measures.

Mishra and coll. examine how participatory arts-based practices and digital tools in the COEVOLVERS Living Labs support transformative, co-evolutionary learning in the co-creation of Nature-Based Solutions across Europe.

Hiedanpää explores metamodern planning theory as a response to persistent urban challenges such as biodiversity loss, climate change, and gentrification, bridging modern and postmodern approaches through multispecies and eco-social principles.

Abstract 4510

ADAPTATION-RELATED PLACE CHANGE IN ZEELAND: APPLIED SOCIAL PSYCHOLOGY AND INTERDISCIPLINARY COLLABORATIONS

Ariccio S.*, Roberts F., Winnubst M.

University of Utrecht ~ Utrecht ~ Netherlands

The history of the Netherlands is marked by its constant life with and against water and the need to constantly adapt to it. If flood adaptation is part of local identity, how does it affect people's acceptance of traditional (e.g., dikes) and innovative (nature-based solutions) adaptation infrastructures and trust in the related responsible actors? What are people's social norms and personal values towards adaptation practices? Moreover, climate change is increasing flood risk, but also bringing new risks, such as salinization. How is people's attitude towards climate change affecting their risk perception and acceptance of adaptation measures? This study in the coastal area of Zeeland, in the delta of the Scheldt, will address these research questions combining applied social psychology, anthropology and history and employing both quantitative and qualitative data.

Abstract 4511

MAPPING RESTORATION AND EMOTION IN URBAN NATURE-BASED INTERVENTIONS: A PRE/POST OCCUPANCY STUDY

Boffi M.*[1], Rainisio N.[1], Piga B.[2], Stancato G.[2], Maninetti C.[2], Laureanti R.[2], Mainardi L.[2], Barbieri R.[2]

[1]University of Milan ~ Milan ~ Italy, [2]Politecnico of Milan ~ Milan ~ Italy

Urban transformations involving Nature-Based Solutions (NBS) are increasingly framed not only in terms of ecological performance, but also for their impact on the human experience of space. While robust literature exists on constructs for evaluating the positive effects of nature in laboratory settings, assessing these effects in complex real-world environments requires methods tailored to applied urban contexts. This study presents the pre- and post-occupancy psychological evaluation of a public square in Milan, redesigned through an NBS intervention. The pre-intervention phase employed a mixed-method protocol collecting both physiological and psychological data along an in-situ exploration path, with a particular focus on emotional states and perceived restoration. Following the redesign, a second round of data collection was carried out along the same path to assess post-occupancy responses. Participants' emotional and restorative experiences at specific points of view (POVs) were measured using physiological sensors and an app grounded in Russell's circumplex model and Attention Restoration Theory, integrated with georeferenced data. The results show a general increase in perceived restoration after the intervention. However, the distribution of restorative responses was spatially heterogeneous: while certain POVs elicited notably higher restoration scores, others showed only marginal improvements. Cartographic visualizations of the data were developed to represent the psychological landscape of the site. These maps function as both diagnostic tools and communication instruments: they highlight areas of subjective place experience and offer valuable feedback to urban designers, local stakeholders, and administrators. This visual feedback can support future decisions regarding spatial interventions, maintenance priorities, and community engagement. Overall, this research underscores the value of evidence-based, people-centered methodologies for urban design, including NBS projects. It demonstrates how psychological mapping can inform adaptive design processes and long-term monitoring of spatial transformation outcomes.

Abstract 4512

DIGITAL WALKS AND URBAN EXPERIENCE: EVALUATING REGENERATED SPACES THROUGH CITYSENSE

Mosca O.*[1], Fornara F.[1], Mura A.L.[2], Pirina D.[1], Marilotti C.[1], Giliberto G.[1], Blecic I.[1]

[1]University of Cagliari ~ Cagliari ~ Italy, [2]Università degli Studi di Enna "Kore" ~ Enna ~ Italy

The TERSICORE project develops innovative models and protocols to investigate the psycho-social dimensions of urban regeneration. Central to the project is CitySense, a web-based application designed to capture users' experiences and interactions within regenerated urban spaces. The tool supports both the design phase, by exploring users' needs, expectations, social practices, and relationships with place, and the evaluation phase, by assessing satisfaction, perceptual changes, and patterns of use after interventions. The project proposes a methodological framework for cultural urban planners and digital designers to create participatory digital tools that enhance regeneration processes. This framework emphasizes key psycho-environmental factors, including place attachment, memory, emotional involvement, and perceived restorativeness, as drivers of meaningful engagement with urban environments. The methodology was tested through guided urban walks involving around 30 participants, combining pre- and post-walk questionnaires with in-situ digital interaction and focus groups after every walk. Results provide insights into how digital tools can foster engagement, support co-creation, and contribute to more walkable, inclusive, and people-centered urban regeneration strategies.

Abstract 4513

FOSTERING TRANSFORMATIVE HUMAN-NATURE RELATIONSHIPS IN NATURE-BASED SOLUTIONS THROUGH ARTS-BASED AND DIGITAL TOOLS AND METHODS

Mishra H.S.*[1], Soini K.[1], Mosca O.[2], Fornara F.[2], Kull M.[1], Ojala A.[1], Hiedanpää J.[1]

[1]Natural Resources Institute Finland (Luke) ~ Helsinki ~ Finland, [2]University of Cagliari ~ Cagliari ~ Italy

Urban transformations involving Nature-Based Solutions (NBS) are increasingly framed not only in terms of ecological performance, but also for their impact on the human experience of space. While robust literature exists on constructs for evaluating the positive effects of nature in laboratory settings, assessing these effects in complex real-world environments requires methods tailored to applied urban contexts. This study presents the pre- and post-occupancy psychological evaluation of a public square in Milan, redesigned through an NBS intervention. The pre-intervention phase employed a mixed-method protocol collecting both physiological and psychological data along an in-situ exploration path, with a particular focus on emotional states and perceived restoration. Following the redesign, a second round of data collection was carried out along the same path to assess post-occupancy responses. Participants' emotional and restorative experiences at specific points of view (POVs) were measured using physiological sensors and an app grounded in Russell's circumplex model and Attention Restoration Theory, integrated with georeferenced data. The results show a general increase in perceived restoration after the intervention. However, the distribution of restorative responses was spatially heterogeneous: while certain POVs elicited notably higher restoration scores, others showed only marginal improvements. Cartographic visualizations of the data were developed to represent the psychological landscape of the site. These maps function as both diagnostic tools and communication instruments: they highlight areas of subjective place experience and offer valuable feedback to urban designers, local stakeholders, and administrators. This visual feedback can support future decisions regarding spatial interventions, maintenance priorities, and community engagement. Overall, this research underscores the value of evidence-based, people-centered methodologies for urban design, including NBS projects. It demonstrates how psychological mapping can inform adaptive design processes and long-term monitoring of spatial transformation outcomes.

Abstract 4514

METAMODERN URBAN PLANNING FOR ECOSOCIAL RECOVERY

Hiedanpää J.*

Natural Resources Institute Finland (Luke) ~ Turku ~ Finland

While the participatory and discursive planning approaches have been a companion to the rational, science-informed planning approach for decades, the decisions have not adequately addressed the most critical issues in urban development: the loss of urban biodiversity, ecological fragmentation, the impacts of climate change, and the expansion of gentrification. The emergence of metamodern planning theory may offer a potential way forward. It bridges modernism and postmodernism with situated material semiotics, nature cultural niche construction, and organic multispecies design principles. In my presentation, I explicate the theory's requirements for urban land use planning and discuss its implications for pursuing urban eco-social recovery. The metamodern approach aims to overcome many old dichotomies and binaries. I conclude by examining whether the conceptual and empirical aspects of a meta-modernism for planning are robust enough to be considered a theory, and especially a practically relevant urban planning theory.

04 - Division 4: Environmental Psychology

Sustainable Consumption 1

Saturday 25 July 2026 from 08:00 to 08:45

(Q-Arsenale)

Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 17: Partnership for the goals SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 845

OVERHAULING THE INFLUENCER APPROACH TO PERSUASION FOR SUSTAINABLE FASHION CONSUMPTION

Hundgen Q.*

Claremont Graduate University ~ Claremont ~ United States of America

Background. Social media has transformed the fashion industry, helping to popularize cheap and stylish “fast fashion” items. But fast fashion has led to significant environmental harm and social inequity worldwide, which highlights the need for consumers to adopt sustainable fashion brands. Social media influencers helped make fast fashion so dominant, but they also hold underrealized potential to serve as effective messengers for sustainable clothing. This study defines and then applies the contemporary influencer approach to persuasion to shift attitudes towards sustainable clothing and consumption behavior. The study tests the effectiveness of this “messenger-forward” influencer approach against a “message-forward” persuasion approach rooted in extensive social psychological research – the EQUIP model of persuasion (Crano et al., 2018).

Methods. This pre-registered study uses a between-subjects design, with participants recruited from the online platform Prolific*. Participants will view one of three video appeals or a control message, which emphasize either the durability or stylishness of a real sustainable clothing brand. Online “influencers” will deliver the video appeals, and the impact of messenger-based characteristics on attitude and behavior change will be assessed. After receiving the persuasive appeal, general and brand-specific attitudes towards sustainable clothing (in terms of durability and stylishness), purchase intention and actual consumption choice will be assessed.

Results and Implications. The results will demonstrate which type of online influencer persuasion is more effective in encouraging positive attitudes towards sustainable clothing and the associated clothing consumption behaviors. It is expected that the “message-forward” EQUIP persuasion approach will result in greater positive change in attitudes, intentions and behaviors than the “messenger-forward” contemporary influencer approach. However, both are expected to outperform the written appeal condition. The findings will deliver effective online influencer communication strategies for sustainability and social justice causes.

*data will be collected early Winter 2026

Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 588

THINKING OUTSIDE THE BOX: PREDICTING THE USE OF REPURPOSED SECONDARY PACKAGING USING AN EXTENDED THEORY OF PLANNED BEHAVIOR MODEL

Del Rosario A.T., Estrada M.A.G., Go R.E., Paladin Q.B., Relucio R.V., Valentin A.P.*

Ateneo de Manila University ~ Quezon City ~ Philippines

The Philippines is one of the leading contributors of plastic waste. Repurposed secondary packaging holds great potential in reducing waste in the country as it extends the life of packaging meant to be thrown out already by giving it another purpose. This study aims to determine the factors that influence the consumption of repurposed secondary packaging among grocery shoppers in Metro Manila. The study utilized regression analyses to determine the effects of attitude, subjective norms, personal norms, and perceived behavior control on predicting intention, and the relationship of intention and habit strength on predicting behavior. Findings revealed that attitude, subjective norms, personal norms, and perceived behavioral control are significant predictors of intention. Additionally, both intention and habit strength both significantly predict behavior. The results provide empirical support for the extended theory of planned behavior model. The findings of this study are significant for governments and the private sector so that the consumption of repurposed secondary packaging among grocery shoppers could be promoted to reduce the environmental footprint of packaging.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 291

WETSUITS REIMAGINED: EXAMINING CONSUMER READINESS FOR RECYCLED NEOPRENE

Wyles K.*, Kotze S.

University of Plymouth ~ Plymouth ~ United Kingdom

Background: Neoprene, widely used in wetsuits and watersports equipment, presents significant environmental challenges, with over 380 tonnes of waste annually landfilled or incinerated in the UK. Addressing this issue requires a shift towards circular economy practices, particularly through the adoption of recycled neoprene products.

Method: This study explores the social science dimension of consumer perceptions, via an online survey of a representative sample of 1,000 members of the UK general public and semi-structured interviews with 14 consumers of watersports brands. The research assesses consumer awareness of the environmental impacts of fashion and fashion accessories, attitudes towards recycled products, and the factors influencing purchasing decisions, with a specific focus on recycled neoprene.

Results: Whilst analysis in currently underway (to be completed in June 2025), the findings are expected to provide valuable insights into consumer willingness to adopt products made from recycled neoprene, as well as the perceived barriers to uptake, such as concerns about quality, durability, and hygiene.

Conclusions: By identifying key drivers of consumer acceptance and the role of sustainability credentials and industry endorsements, this research will offer evidence-based recommendations to inform brands, policymakers, and manufacturers. These insights can help drive innovation and support a transition towards more sustainable material use in the watersports industry.

04 - Division 4: Environmental Psychology

Sustainable Consumption 2

Saturday 25 July 2026 from 08:45 to 09:30

(Q-Arsenale)

Division 4: Environmental Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 2: Zero Hunger SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1758

CONFLICTING BELIEFS AND FEELINGS: AMBIVALENCE TOWARDS CULTURED MEAT DIFFERS FROM OTHER PROTEIN ALTERNATIVES AND AFFECTS ACCEPTANCE ACROSS CONSUMER GROUPS

Dwyer L.[1], Reinders M.[2], Fischer A.*[1], Onwezen M.[1]

[1]Wageningen University & Research ~ Wageningen ~ Netherlands, [2]Wageningen Social & Economic Research ~ Wageningen ~ Netherlands

In light of the global climate crisis, food systems must transition from animal-based food production to healthier and more sustainable alternatives. Yet, consumer acceptance has remained limited. Cultured meat from cellular agriculture represents a promising pathway, as it replicates conventional meat rather than substituting for it, potentially overcoming the barriers faced by plant-based alternatives. However, consumers express both positive and negative beliefs and feelings about cultured meat, manifesting as ambivalence.

This study examines whether cultured meat elicits distinct ambivalence patterns compared to other protein alternatives and across different consumer groups with varying dietary identities. By doing so, we extend the theory on ambivalence to the acceptance of cultured meat. We hypothesise that cultured meat generates higher levels of ambivalence than other protein alternatives. Additionally, we expected dietary patterns to moderate these effects, with vegetarians/vegans showing greater ambivalence towards cultured meat compared to omnivores.

A between-subjects experimental survey is planned for October 2025 to be conducted with Dutch consumers (N = 2,500), who will be randomly assigned to evaluate one of five product categories: conventional meat, cultured meat, hybrid meat, plant-based analogues, and legumes. Participants will complete measures of subjective ambivalence, objective ambivalence (from ratings of beliefs and feelings), product acceptance, dietary self-identity (meat-eaters, flexitarians, vegetarians/vegans), food neophobia, and familiarity.

We will present key insights into how ambivalence towards cultured meat differs from that towards other protein alternatives and affects acceptance across different consumer groups. This study will also gain insight into the underlying beliefs and feelings that shape ambivalent responses. We expect that cultured meat will elicit the highest levels of ambivalence compared to other protein alternatives, with vegetarians and vegans experiencing stronger conflicting responses.

This research provides insights into the psychological mechanisms underlying consumer responses to cultured meat, informing strategies for more effective communication and market introduction of sustainable protein innovations.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 2: Zero Hunger SDG 12: Responsible consumption and production

Abstract 2381

DISGUST, NATURALNESS, AND THE BOUNDARIES OF EDIBILITY: UNDERSTANDING RESPONSES TO CULTURED FOODS

Herziger A.*

Technion - Israel Institute of Technology ~ Haifa ~ Israel

Efforts to promote sustainable food systems rely on individuals' willingness to engage with biotechnological innovations. Cultured foods—grown from animal or plant cells without conventional farming—offer a compelling test case for understanding why sustainable technologies can evoke ambivalence. This collection of preregistered studies examines how the biological source of cultured foods uniquely elicits affective and cognitive responses linked to acceptance, focusing on perceived unnaturalness, disgust, and the symbolic meaning of human–animal relations.

Across three empirical investigations (total N = 1,355), cultured foods were consistently evaluated as less natural and more disgusting than conventional counterparts, yet the strength of these reactions depended on biological origin. In one study (N = 601), identical foods described as cultured rather than conventional were judged more unnatural and disgusting, with lower willingness to try—showing that biotechnological production transforms how familiar foods are appraised. Another study (N = 302) used sixteen real cultured products currently in research and development and found that participants categorized them primarily by cell origin—animal versus non-animal. These categories predicted distinct affective profiles, indicating that perceived "animal closeness" organizes the way people think and feel about cultured foods. A third study (N = 452) revealed a consistent gradient: the closer the product's origin was to an animal, the stronger the feelings of disgust and unnaturalness, and the lower the willingness to try.

Together, the findings identify animal closeness as a symbolic boundary that shapes affective and cognitive responses to sustainable food technologies. Cultured foods occupy a unique psychological space, evoking unease precisely because they blur boundaries between what is natural, animal, and human-made—when sustainability itself feels unnatural.

Division 4: Environmental Psychology Division 9: Economic Psychology SDG 3: Good Health and Well-being

Abstract 2313

SUBSTITUTING MEAT WITH PLANT-BASED ALTERNATIVES: LINKAGE OF BEHAVIORAL BELIEFS AND FOOD CHOICE

Hofmann E.*[1], Nagel M.[2]

[1]University of Vienna, Faculty of Psychology ~ Vienna ~ Austria, [2]NONE ~ Graz ~ Austria

According to existing research, a plant-based diet would reduce CO2 in the atmosphere by 14.5 % (Gerber et al., 2013). Therefore, the current research addresses the question, which behavioral beliefs are related to food choices on meat vs. plant-based alternatives using the theory of planned behavior (Ajzen, 1985) as theoretical basis. The theory of planned behavior (Ajzen, 1985) specifically proposes that different beliefs (e.g., health, environmental protection, animal welfare, sensory perception) trigger specific attitudes, and these again lead to behavioral intention and in the end to a certain behavior. After the preregistered study (https://doi.org/10.17605/OSF.IO/U6CWY) was approved by an university ethics committee, 276 meat-eating participants from German speaking countries (66% female, 33 male, 1% divers; Mage = 36.6 years, SD = 15.4) filled in an online questionnaire in Spring 2023. The questionnaire comprised the scales belief on environmental protection, belief on animal welfare, belief on health, believe on sensory perception, attitudes, subjective norms, perceived behavioral control, intention and choice behavior (selection of a prize of either a meat or plant-based food product). The main question how the beliefs are related to the attitudes towards plant-based alternatives is analysed. Results reveal that beliefs on environmental protection, on animal welfare, on health, and on sensory perception are related to attitudes towards plant-based alternatives. Thus, suggesting that beliefs have an impact on attitudes when consumers decide whether to consume meat or plant-based alternatives. These results show that beliefs such as on environmental protection, on animal welfare, on health, and on sensory perception regarding the choice of plant-based alternatives should have an impact on food choice. From a practical point of view, putting specific beliefs in the focus of the promotion of plant-based alternatives could not only support a diet change but also account for the reduction of CO2.

04 - Division 4: Environmental Psychology

Sustainable Consumptionand Behaviours

Saturday 25 July 2026 from 09:30 to 10:15

(Q-Arsenale)

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 883

THE CONNECTION BETWEEN PARENTAL AND CHILD FOOD NEOPHOBIA - CROSS CULTURAL STUDY AMONG EUROPEAN FAMILIES

Bargiel--Matusiewicz K.*[1], Ziolkowska N.[1], Lys A.[1], Baranda A.[2], Katrine E.[1], Da Quinta N.[2], Santa Cruz E.[2], Ríos Y.[2], Rioja P.[2], Erkkola M.[3], Meinilä J.[3], Lee M.[1], Wilkoszewski K.[1]

[1]University of Warsaw ~ Warsaw ~ Poland, [2]AZTI Food Research Division-New Food Department, Basque Research and Technological Alliance (BRTA) ~ Derio ~ Spain, [3]Department of Food and Nutrition, University of Helsinki , Finland ~ Helsinki ~ Finland

The presented study investigates parental and child food neophobia and healthy eating behaviors among European families. The purpose was to analyze the relationship between parental and child neophobia, taking into account the importance of parental gender and family country of origin. The research is a part of the TITAN Project*, which aims to find solutions related to challenges of European families during transition to healthier and more sustainable eating behaviors. The study involved 720 parents from three European countries Spain, Finland and Poland (240 families from each country) with children aged between 6 to 12 years. The average age of adult participants was 41.2 in Spain, 35.9 in Poland and 39.4 years in Finland. The gender distribution was 48.8 % women in Spain, 74.6% in Poland and 62.9% in Finland. Data were collected using questionnaires, including the Food Neophobia Scale, developed by Pliner and Hobden (1992) for adults and a version adapted for children by Proserpio et al. (2020). The moderate positive correlation between parental and child neophobia has been shown. Taking into account parental gender and family country of origin, only parental food neophobia has significantly predicted child food neophobia. There was a significant interaction between the country and food neophobia among parents in the context of the strength of the relationship between parental and children's food neophobia. These results are partly consistent with psychological theoretical perspectives of transgenerational transmission such as attachment theory and social learning theory. A certain limitation of the study is the number of people studied in each country. It is worth continuing this study on a larger population of families.

* 2022–2026 Project Horizon Europe Research and Innovation Action RIA, acronym TITAN ‘Transparency solutions for transforming the food system’ http://titanproject.eu/

Division 4: Environmental Psychology Division 9: Economic Psychology Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 7: Affordable and clean energy SDG 13: Climate Action

Abstract 1765

SUSTAINABLE FUEL FOR SHIP-TRAVEL: WHAT PREDICTS THEIR ACCEPTANCE?

Corcoran K.*, Sühs J., Held J.

University of Graz ~ Graz ~ Austria

Establishing a carbon-neutral mobility is a major challenge of our time. Whereas e-mobility is important to substitute cars with combustion engines, this technology is less suitable for heavy duty mobility like trucks and ships. One sustainable alternative would be carbon-neutral liquified gas (GreenLNG) – i.e., liquified gas synthesized from renewable carbon material like waste from wood industry and produced with green energy. In our research, we wanted to predict people's acceptance of such a fuel for ship-travel and explore their willingness to pay more relative to conventional ship-travel. In two surveys in Austria (N = 725 & N = 738), we assessed several psychological variables like problem awareness, perceived outcome efficacy, social norms, and trust to predict acceptance. Even though the data did not fit the preregistered model well, results indicated that acceptance predicts willingness to pay and that the psychological variables (besides knowledge about GreenLNG) are substantially intercorrelate. After revising the hypothesized model, we collected new data in Germany (N = 415) to validate the revised model. Indices confirmed good model fit and this model indicates a central role of perceived outcome efficacy, which together with problem awareness and social norms predict acceptance. Based on these three studies, we conclude that it might be crucial to strengthen people's understanding of the beneficial consequences for the environment of carbon-neutral liquified gas as fuel in the shipping industry to increase acceptance and willingness to pay slightly higher prices for eco-friendly ship-travel.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 2: Zero Hunger SDG 12: Responsible consumption and production

Abstract 134

MIND THE GAP: ENABLING YOUNG SUSTAINABILITY MINDSETS TO PAVE THE WAY FROM AWARENESS TO ENGAGEMENT WITH FOOD

Eg R.*[1], Saga R.S.[2], Varela P.[1], Berget I.[1]

[1]Nofima ~ Aas ~ Norway, [2]Telemark Research Institute ~ Boe ~ Norway

Food systems affect our diets and health, as well as the planet, yet the inter-connections between food production and consumption and the states of the climate and natural environment are both complex and obscure. While few understand the structure and impact of food systems, some may not even be aware of these connections. Even among those who are aware, there are several barriers to changing how and what we eat.

This research investigates the way adolescents think about food, and what makes certain individuals more engaged in the sustainability of what they consume. We seek knowledge on the constituents of a sustainability mindset, to support the planning of interventions aimed at encouraging sustainable food choices. Young consumers are targeted specifically due to their potential for driving change.

Based on a systematic literature review, we developed a theoretical sustainability mindset model, covering three domains (knowledge, values, competence) and five underlying facets (systems thinking, ecological worldview, contextual values, self-efficacy, growth mindset). This model informed the design of a survey, distributed to high school students (15-19 years) in Norway. Analyses of data from 438 students revealed three segments: One segment (N=179) stood out with low scores on systems thinking, ecological worldview, and self-efficacy, a second segment (N=84) had particularly high scores on self-efficacy, whereas the third segment (N=175) scored high on both systems thinking and ecological worldview, with lower self-efficacy than the second. Growth mindset scores were comparable across segments, and food values mirrored earlier findings on the importance of taste and price, along with food safety. Results highlight that systems thinking and ecological worldview are prominent components in a sustainability mindset, and raising self-efficacy may be key to unlocking young people's potential for driving the shift towards more sustainable food choices.

04 - Division 4: Environmental Psychology

AI - Technology & Sustainable Development

Saturday 25 July 2026 from 10:15 to 11:45

(Q-Arsenale)

Division 4: Environmental Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 995

FOSTERING COOPERATION IN ONLINE SOCIAL DILEMMA GAME THROUGH COMMUNICATION WITH ARTIFICIAL INTELLIGENCE

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Amidst the escalating climate crisis and pressing environmental issues, fostering cooperative human behavior is indispensable for the realization of a sustainable society. While findings in environmental psychology have demonstrated that interpersonal communication can promote such cooperation, this study investigates the efficacy of communication with artificial intelligence (AI) as a practical application of this principle. To investigate this, both humans and AIs played the "Online waste management game," which we developed by adapting the iterative public goods game.

An online experiment was conducted with a total of 330 three-person groups under four conditions: three humans, two humans and one AI, one human and two AIs, or three AIs. In the game, participants decided how much of their allocated 20kg of waste to recycle. Recycling incurred point costs, but the total recycled amount was doubled and redistributed. The study included a control condition and a chat condition where participants could communicate anonymously after the fifth round.

Following the communication intervention, the rate of cooperation in all-human groups increased by an average of 10%. In contrast, groups with both humans and AIs saw an average increase of 20%. The analysis of chat showed that the percentage of groups that reached an agreement to cooperate was higher in human-AI mixed groups than in all-human groups.

These findings suggest that communication with AI may have a greater effect on promoting cooperative behavior than communication among humans. Whereas communication between humans is often constrained by logistical challenges such as scheduling, the use of AI can overcome these practical implementation costs. This opens up new possibilities for AI-driven interventions to promote pro-environmental behavior.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1275

GAMING GREEN: EXAMINING GLOBAL PLAYER PERSPECTIVES ON VIDEO GAMES FOR CLIMATE ENGAGEMENT AND RESEARCH

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In response to the global climate crisis, scalable and engaging methods to reach diverse citizens are urgently needed. Game-based approaches have become increasingly popular for promoting climate change engagement across cognitive, affective, and behavioural dimensions. However, they often face implementation challenges related to recruiting participants, long duration, and equipment. An underexplored avenue is the use of existing public or commercial video games with environmental or climate themes – so-called green games – to promote engagement. This study addresses this gap by exploring the prevalence of green gaming and its potential impact on climate change engagement to identify potential applications and avenues for game-based interventions. We conducted an exploratory online survey distributed in video gaming communities across the globe (n = ~15,000), combining quantitative items with an open-ended question analysed using qualitative content analysis. Preliminary results highlight key motivations, emotions, and behaviours linked to playing green games, with variations across geographic regions, sociodemographic groups, and game titles. Furthermore, early qualitative insights provide a deeper understanding of players' experiences with green games and how they relate to topics like climate change and biodiversity. Notably, themes of climate scepticism and distrust toward political and societal actors emerged as influential factors within gaming communities' engagement with these topics. These findings offer novel insights into the expanding gamer population's interaction with environmentally themed games and their potential role in promoting climate change awareness and action. The study also highlights limitations and barriers to using video games as tools for climate engagement. Additionally, this research positions video games as a viable tool for applied psychology, allowing to access diverse populations and opening promising avenues for interdisciplinary research and practical applications.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2185

GREENTOUCH: DEVELOPING DIGITAL SOLUTIONS FOR NATURE-BASED SELF-CARE

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Disconnection from nature is increasingly associated with declining mental health among young people, including elevated stress, anxiety, and emotional imbalance. In contrast, exposure to natural environments has been consistently linked to greater psychological resilience, improved mood regulation, and enhanced cognitive functioning. To achieve lasting effects, however, individuals must integrate nature-based self-care practices into everyday life. Drawing on the Theory of Planned Behaviour, sustained engagement requires positive attitudes, supportive norms, and perceived behavioural control. Digital technologies offer new opportunities to strengthen these conditions, providing accessible and personalized interventions that can help transform intention into long-term self-care routines.

This study reports on the development of GreenTouch, a web-based application designed to promote nature-based self-care. The Intervention Mapping protocol was applied in combination with a participatory co-creation process. An expert panel (N = 12) with backgrounds in health psychology, ecopsychology, and nature-based practices, together with students and academic staff (N = 9), contributed to identifying drivers of nature disconnection and shaping the behavioural outcomes. Following formative and summative evaluations and partial piloting of the intervention, a set of semi-structured interviews was conducted with university students (N = 18).

The prototype consists of seven sessions delivered over 21 days. Each session combines a brief educational component with an experiential nature-based activity, such as mindful walking, sensory exploration, or creative engagement, paired with reflective journaling and progress tracking through a Nature Connectedness Tracker. Students' feedback was collected and will be taken into account in the next stage of development.

The co-creation process enabled the design of an intervention adapted to diverse users. The forthcoming stages will include continued pilot testing, empirical validation of the theoretical framework, and integration of student suggestions into the updated version of the app.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 6: Clean Water and Sanitation SDG 14: Life below water

Abstract 292

TECHNO-OPTIMISM: IS TECHNOLOGY THE ANSWER TO MARINE LITTER OR AN EXCUSE FOR INACTION?

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University of Plymouth ~ Plymouth ~ United Kingdom

Background: Common solutions for addressing plastic pollution include legislation, infrastructure improvements, and community- or contractor-led litter removal. One potential area of growth is the development of technologies designed to either prevent plastic entering the natural environment or facilitate its removal. Technologies may include waste collectors (e.g. seabins and 'waste sharks' that collect rubbish from the water that passes through them). While the impact of such technologies on marine environments remains unclear, so too does the potential impact of these technologies on human attitudes and behaviours around the use and disposal of plastic. Emerging research in the broader environmental literature suggest that an overly optimistic view of successful outcomes associated with technology (a term we call "techno-optimism") can lessen people's intentions to undertake pro-environmental behavioural adaptations.

Purpose: This research aims to explore the construct of techno-optimism further by developing and testing a techno-optimism scale focused on plastic pollution. We explored whether techno-optimism exists around the subject of plastic pollution, the extent to which it influences self-reported behaviours, and how it relates to other determinants of behaviour (expanding on the Value Belief Norm Theory)

Method: Using an online survey, we were able to examine techno-optimism in both a UK sample (n = 1006) and a French sample (n = 630).

Findings and conclusion: These findings are crucial, as they will inform practice, particularly with regard to message framing, e.g., in campaigns when introducing new technologies which aim to reduce plastic pollution, so as to not undermine efforts to effect behaviour change.

Division 4: Environmental Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1746

THOSE REPORTING SENSITIVITY TO RF-EMF FROM 5G TECHNOLOGY OVERESTIMATE THE PREVALENCE OF THEIR CONDITION: EVIDENCE FROM 11 COUNTRIES

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Introduction. Electromagnetic hypersensitivity is characterized by individuals attributing a range of non-specific symptoms, such as headaches or fatigue, to exposure to electromagnetic fields (EMFs) from sources including radio frequency (RF) EMF from 5G technologies. Despite the lack of credible evidence supporting causal relationship between EMF exposure and these symptoms, concerns about technologies can nevertheless result in tangible negative health outcomes.
Purpose. This study examines the self-reported prevalence of sensitivity to EMFs from 5G technology, and general population beliefs about such sensitivity. Specifically, we investigated whether individuals over- or underestimate its prevalence, whether misperceptions differ between those reporting sensitivity and those not, and the role of media and discursive engagement in shaping these perceptions.
Methods. As part of the GOLIAT project (https://projectgoliat.eu/), an online survey (2023) with over 11,000 participants was conducted across 11 countries. Respondents reported whether they considered themselves particularly sensitive to RF-EMFs from 5G technologies and provided estimates of the percentage of the population they believe to be affected. Misperception scores were calculated as the difference between estimated and actual self-reported prevalence within each country.
Results. Overall, 18.9% of participants reported being particularly sensitive to 5G-related EMFs. Average estimated prevalence in the general population by those who did report no such sensitivity was fairly accurate (20.7%), while those who considered themselves sensitive reported a much higher estimated prevalence (52.1%). Multi-level analyses confirmed systematic group differences and additional cross-country variability (e.g. overestimation was most pronounced in Poland, Spain, and Austria, while Slovenia showed underestimation). Both media use and discursive engagement were positively associated with higher prevalence estimates.
Conclusions. Findings provide evidence that individuals reporting sensitivity to EMFs from 5G technology considerably overestimate the prevalence of such condition in the general population, underscoring the role of social and cognitive heuristics in shaping perceptions of emerging technologies.

Division 4: Environmental Psychology Division 9: Economic Psychology Division 1: Work and Organizational Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 303

THE NEGATIVE EFFECT OF DISCLOSING GENERATIVE ARTIFICIAL INTELLIGENCE USAGE ON PRO-ENVIRONMENTAL BEHAVIOR: THE MEDIATING ROLE OF AWE

Wu T.*, Si J., Hao X.

University of International Business and Economics ~ Beijing ~ China

Artificial intelligence (AI) technology can efficiently produce media content, including highly realistic images of natural scenery, which holds significant implications for advertising and marketing, particularly in the realm of environmental appeals. However, the uncritical use of AI-generated images may also elicit unintended negative consequences. This study aims to examine the psychological mechanisms explaining consumer responses to the disclosure of AI-generated content in environmental marketing. Specifically, we propose that when consumers identify a natural scene as AI-generated, their willingness to engage in pro-environmental behavior diminishes, and this effect is mediated by a diminished sense of awe. Furthermore, this negative impact is moderated by the level of inclusion of nature in the self (INS) and familiarity with generative AI technology of consumers. Three experiments (total N = 670) were conducted to examine proposed hypotheses. The experimental design manipulated AI disclosure by altering whether the natural landscape images were labeled as "generated by AI". Consumers' sense of awe, pro-environmental behavior intentions, INS, and familiarity with generative AI were measured with established psychological scales. The results of ANOVA and bootstrapping analyses support our hypotheses. The findings reveal that disclosing AI usage can decrease consumers' sense of awe, reducing their intention to engage in pro-environmental behavior. However, consumers with higher levels of INS or greater familiarity with generative AI technology are less susceptible to these negative outcomes. For marketing practitioners, these findings underscore the importance of carefully considering consumers' psychological traits, such as their connection to nature and familiarity with AI, to enhance the effectiveness of AI-generated imagery in campaigns.

04 - Division 4: Environmental Psychology

Policy & Governance 4

Saturday 25 July 2026 from 11:45 to 13:15

(Q-Arsenale)

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 734

ROLE-PLAY GAMES TO ENHANCE PERSPECTIVE-TAKING IN UNDERLYING COMMON GOOD VALUES: CASE OF REMOVED SOIL FROM THE FUKUSHIMA NUCLEAR ACCIDENT

Ehkirch Q.*, Uemura M., Konda Y., Uehara R., Souma Y., Ohnuma S.

Hokkaido University ~ Sapporo ~ Japan

Sharing perspectives to understand the interests, values, and feelings of others is needed in deliberation to reach a compromise, particularly in the case of issues surrounding risks and negative goods burden-sharing. Using role-play games can allow participants to feel a real connection with the people most concerned, encouraging empathic consideration. This study aims to understand how perspective-taking through role-play games can encourage empathy in underlying common good values. Following the 2011 Fukushima nuclear accident, decontamination efforts led to the storage of removed soil around the plant. To reduce the burden of the affected area, final disposal of the soil outside of Fukushima prefecture by 2045 was mandated by law. To share possible narratives surrounding the issue, an experiment using role-play games was created, allowing participants to experience multiple roles and perspectives. It was separated into three stages: a negotiation among prefecture delegates responsible for policy decisions, a debate between residents and administrative staff in a local community, and a deliberation by a citizen panel unrestricted by interests and positions. The first stage created a condition where consensus was difficult to reach due to divergent interests, while the second stage showed the possible implications and local protests from residents. Lastly, having experienced different perspectives and how they created a conflictual situation, participants were asked to propose policies to improve the social acceptability of the removed soil in the third stage. The results of conducting the game indicated that the more a consensus couldn't be reached in stages 1 and 2, the more proposals reducing the burden were suggested in stage 3. The game facilitated perspective-taking and empathy, encouraging participants to propose more inclusive policies. This study shows an application of role-play games as a mediator for perspective-taking, fostering social acceptability of burden-sharing projects.

Division 4: Environmental Psychology Division 11: Political Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 777

INTEGRATING PUBLIC POLICY PREFERENCES INTO INTEGRATED ASSESSMENT MODELS

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Integrated Assessment Models (IAMs) simulate climate change scenarios and substantially contribute to influential reports by supra-governmental institutions (e.g., IPCC). Current models rely on hypothetical policy pathways that largely disregard public preferences, limiting the adequacy of IAM scenarios. Ambitious measures often lack public support and are therefore unlikely to be implemented, resulting in some modeled scenarios being unrealistically optimistic.

We address this shortcoming by linking insights from discrete choice experiments on demand-side policy acceptability with a U.S. focused IAM (GCAM-USA). We assessed acceptability of carbon tax schemes and nine policies across the food, transportation, and household energy domain. Policies were evaluated in isolation and in packages to capture policy bundling effects. Using a large-scale U.S. quota-sample (total N = 5,463 across all U.S. states), we further examined the role of individual- and context-level predictors, applying multilevel regression and poststratification to estimate acceptability at federal and state level.

Results reveal that acceptability declines with more coercive push measures and with less coercive pull measures. Consistent with bundling effects, the effect of policy attributes decreased for policy packages compared to isolated policies. Acceptability was generally low, with few policy packages surpassing 50% (food: 2 of 1,312; transportation: 18 of 1,968; household energy: 8 of 1,312). At the individual level, governmental trust, environmental attitudes, and political liberalism robustly predicted acceptability. At the contextual level, per-capita carbon emissions were negatively and GDP positively associated with acceptability across domains.

Finally, we integrated publicly accepted policy packages into GCAM-USA and demonstrate that realistic scenarios fall short of emission reduction goals and diverge from standard IPCC pathways. While our federal and state-specific scenarios yield similar national emissions, impacts on state-level emissions differ substantially, showing the importance of high-resolution acceptability data. These findings highlight how incorporating behavioral evidence into IAMs can generate more realistic pathways and inform potential levers for policy-makers.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 9: Industry, innovation and infrastructure SDG 7: Affordable and clean energy SDG 12: Responsible consumption and production

Abstract 189

"NOT IN MY BACKYARD" OR "NOT IN OUR BACKYARD"? SPATIAL PROXIMITY AND SOCIAL IDENTITY PREDICT PUBLIC OPINION ON NUCLEAR WASTE

Kaiser J.*

Federal Offfice for the Safety of Nuclear Waste Management ~ Berlin ~ Germany

Little is known about public opinion on where to host a long-term repository for high-level radioactive waste. This study tests first whether spatial proximity – i.e., the distance in kilometers of a person's place of residence to the location of a repository – affects three dependent variables: whether proximity a) increases personal relevance of the hosting decision, b) decreases acceptance of this decision, and c) increases the likelihood for opinion expression. Second, it examines whether the effect of proximity weakens when the site selected is located in a region relevant to a person's social identity, so that acceptance for the site selected decreases not only for geographically close but also for geographically distant locations.

Results come from two representative CATI-CAWI survey experiments exposing different participants to different vignettes concerning the hypothetical selection of a site for a nuclear waste repository (n = 3,015).

The first 5x1-experiment only manipulated spatial proximity of the site selected to respondent's place of residence (5/30/50/100/200 km). Results confirm that spatial proximity increases personal relevance of the hosting decision. The second 3x2-experiment tested whether the effect of spatial proximity (5/30/50 km) changes when telling respondents that the site selected is located in their own (vs. another) region. Results reveal a significant interaction between both factors: While spatial distance significantly decreases personal relevance when located in another region, personal relevance does not decrease by spatial distance when still located in respondent's own region (H2). Further mediation analysis shows that personal relevance subsequently influences acceptance and opinion expression about the hosting decision.

This study provides evidence for in-group favoritism for geographically distant communities considered to host a nuclear waste repository. Thus, future research should go beyond the simple idea of "not-in-my-backyard" but should consider public opinion on environmentally relevant infrastructure projects as a result of a "not-in-our-backyard" mentality.

Division 4: Environmental Psychology Division 11: Political Psychology Division 10: Psychology, Law, and Ethics SDG 6: Clean Water and Sanitation SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 541

PUBLIC RESISTANCE IN CRISIS GOVERNANCE: THE ROLE OF ZERO-SUM THINKING IN FUKUSHIMA'S DECOMMISSION PROCESS

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Introduction: Despite extensive technical transparency and international oversight, Japan's release of ALPS-treated water from the Fukushima Daiichi nuclear plant continues to face domestic and international opposition. This persistent skepticism highlights the limits of procedural fairness alone in fostering public acceptance of controversial policies, particularly in high-risk and emotionally charged contexts. Trust in scientific evidence and institutional transparency, while essential, may be insufficient when cognitive biases and perceptions of injustice are at play. Objective:bThis study examines the psychological mechanisms underlying public (un)support for crisis policies. Specifically, it investigates the role of Zero-sum Thinking—the belief that government actions disproportionately benefit elites at the expense of ordinary citizens—and procedural justice in shaping policy legitimacy. By integrating these perspectives, the study seeks to illuminate why resistance endures even when procedural safeguards are upheld. Method: A cross-sectional survey was conducted using a stratified sample of Japanese residents, balanced by age and gender. Respondents evaluated procedural dimensions (e.g., transparency, participatory voice), risk perceptions, and cognitive biases in relation to policy acceptance. Conditional process analysis was employed to test mediation and moderation pathways, clarifying how procedural fairness interacts with zero-sum beliefs and risk perception to influence public support. Discussion: The findings aim to advance theoretical models of crisis communication by incorporating cognitive bias into frameworks of legitimacy and trust. This approach extends beyond institutional integrity to explain why policies backed by scientific consensus still encounter resistance. By demonstrating the interplay between fairness perceptions and zero-sum thinking, the study contributes a new lens for understanding public skepticism toward scientifically sound but socially contested policies. Ultimately, these insights may inform more effective strategies for communicating risk and fostering legitimacy in contexts of crisis governance.

Division 4: Environmental Psychology SDG 6: Clean Water and Sanitation SDG 13: Climate Action

Abstract 318

ADDRESSING WATER SCARCITY IN SOUTHWEST EUROPE: BRIDGING MENTAL MODELS ON NON-CONVENTIONAL WATER

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Universidad Complutense de Madrid ~ Madrid ~ Spain

Southwest Europe (Spain, France, and Portugal) faces increasing human pressure on its freshwater resources, leading to scarcity, quality issues, usage conflicts, and environmental risks. The TARGET project aims to counter this by promoting territorial planning strategies that incorporate Non-Conventional Water (NCW) sources. This research delves into public and expert perceptions of NCW through a series of in-depth interviews. The study conducted 40 semi-structured interviews with experts and 60 with laypeople across the three countries. Each interview lasted approximately 25 minutes. Questions covered various aspects of NCW, including definitions, known types, their "lifecycle" and potential for reuse, typical uses and functions, and perceived differences between NCW sources. A key finding is the significant knowledge gap between experts and laypeople regarding NCW. This disparity highlights a critical need for improved communication strategies. The research suggests several recommendations for developing effective communication plans. These strategies should focus on providing general information about the use and implications of reused water, especially in the context of climate change adaptation. Bridging this knowledge gap is crucial for successful integration of NCW into regional water management, ultimately contributing to more sustainable water resource planning in Southwest Europe.

05 - Division 5: Education and School Psychology

GROWTH MINDSET IN EDUCATION: LEVERAGING CONTEXTS AND INTERVENTIONS FOR STUDENT SUCCESS

Wednesday 22 July 2026 from 08:00 to 09:30

(H-Spadolini)

Junlin YU (University of Helsinki ~ Helsinki ~ Finl), Chair and Presenter

This symposium presents the latest advances in growth mindset research by integrating classroom-based studies, experimental evidence, and interventions. The first study examines the role of teacher mindset in students' growth orientations across elementary and high schools. The second study delves deeper into the classroom ecology to identify specific instructional practices linked to primary school students' growth mindset. The third study presents experimental evidence on the impact of teacher mindset on student motivation. The fourth study explores the effectiveness of a digital intervention in fostering students' growth mindset in STEM. The last study investigates the effectiveness of a growth mindset intervention in enhancing the efficacy of dyslexia treatment. This symposium will provide valuable insights for educators, researchers, and policymakers on how to cultivate growth mindset in diverse educational contexts.

Abstract 3939

STUDENTS' GROWTH ORIENTATION IN ELEMENTARY SCHOOL AND HIGH SCHOOL: WHAT IS THE ROLE OF TEACHERS' GROWTH MINDSET AND WHAT ARE THE IMPLICATIONS FOR ACADEMIC OUTCOMES?

Martin A.*

University of New South Wales ~ Sydney ~ Australia

Students' growth orientation comprises growth mindset, personal best goal setting, and mastery goal setting. The bulk of prior research has focused on individual differences in students' growth orientation and mostly conducted among high school students. There is a need for research to broaden empirical and conceptual knowledge of growth orientation with particular focus on better understanding the function of growth orientation across classrooms, across diverse developmental stages—and the role of the teacher in student- and classroom-level growth orientation. This presentation shares recent findings from growth orientation data collected among elementary (primary) school students (n = 500) and high school students (n = 800). Employing confirmatory factor analysis (including multilevel CFA where appropriate), it first examines the psychometric properties of the hypothesized growth orientation construct (growth mindset, personal best goal setting, mastery goal setting) among elementary and high school samples. Across these samples, it then conducts structural equation modelling (including multilevel SEM where appropriate) to explore the role of teachers' growth mindset in student-level and classroom-level growth orientation—and the association between student, classroom, and teacher growth-related attributes and student and classroom engagement and achievement. Through these analyses, the presentation identifies approaches to instruction and classroom characteristics that foster elementary and high school students' growth orientation and the academic implications of this. Practical responses relevant to these findings are also discussed, with particular focus on what teachers can do cultivate growth-orientation at both individual and classroom levels.

Abstract 3940

TEACHER MINDSETS AND PRACTICES SHAPING STUDENT PERCEPTIONS AND MINDSETS: EVIDENCE FROM A NATIONAL COHORT STUDY

Yu J.*

University of Helsinki ~ Helsinki ~ Finland

The 2018 PISA results revealed that students with a growth mindset tend to perform better academically in 72 out of 74 participating countries. Given the potential benefits of fostering a growth mindset among learners, interventions have been developed to change students' mindset beliefs from fixed to growth. However, sustained changes in students' mindset necessitate an understanding of the broader classroom ecology in which mindset beliefs are formed.

This study focuses on the role of teachers as key socializers of primary school students' mindset beliefs. Specifically, it examines how teachers' own mindset and three instructional practices—mastery- versus performance-oriented practices, autonomy support, and differential treatment based on ability—relate to students' growth mindset.

Participants were a nationally representative sample of fourth graders (N = 2137, aged 10) and their teachers Ireland. Both students and teachers rated their own mindset and the three dimensions of instructional practices. Multilevel structural equation modeling was used to investigate the relationships between teacher mindset, teaching practices (self-reported and student-perceived), and student mindset.

Findings showed that teachers with a growth mindset were more likely to have students who, on average, also endorsed a growth mindset. These teachers were less inclined to use performance-oriented practices. Importantly, when teachers reported greater use of performance-oriented practices and ability-based grouping, students perceived a stronger emphasis on performance and lower autonomy support. In turn, lower perceived autonomy support was associated with a weaker student growth mindset.These results highlight the significance of teacher beliefs and practices in shaping students' mindset development and suggest promising targets for teacher-focused interventions

Abstract 3941

DO TEACHERS' MINDSETS MATTER? EXPERIMENTAL EVIDENCE FROM SELF-REPORTS, TEXT ANALYSES, AND STUDENT PERCEPTIONS

Heyder A.*

Ruhr University Bochum ~ Bochum ~ Germany

Several correlative findings support the idea that having a growth mindset instructor benefits students' motivation and emotions. However, experimental evidence is rare. Therefore, we tested the effects of teachers' mindsets on students through an experiment involving 306 preservice teachers and 298 seventh graders from Germany. Specifically, we explored how fostering growth mindsets in preservice teachers affects their self-reported instructional practices, their written school career counseling of a low-performing fictitious student, and students' perceptions of the counseling and the preservice teacher.

After participating in a brief teacher-targeted growth mindset intervention (Heyder et al., 2023), preservice teachers anticipated to use more practices that stimulate autonomy and cognitive activation than those in the control group. Qualitative and computer-based quantitative analyses of the counseling texts revealed that the intervention group teachers offered significantly more personal help, wrote longer texts, and used a more diverse vocabulary in their counseling than the control group teachers.

We then randomly assigned the counseling texts to 298 students (average age 12) without providing any information about the preservice teacher who wrote the text. Students rated the quality of the counseling, the teacher's mindset, and the social support expected from the teacher based solely on the counseling text. We found that students' perceptions of teachers' mindsets, the quality of the counseling, and the anticipated social support were significantly correlated with the teachers' self-reported mindset. The more teachers believed in fixed student ability, the more students perceived them to do so, the lower they rated the quality of the counseling, and the less social support they anticipated from the teacher.

Ongoing text analyses aim to explore which text characteristics influenced students' ratings. Overall, the experimental results support the idea that teachers' mindsets matter for students and suggest that (written) school career counseling is a way of transmission

Abstract 3942

DIGITAL MINDSET INTERVENTION TO BOOST STUDENTS' STEM MINDSETS

Karlen Y.*

University of Zurich ~ Zurich ~ Switzerland

Students hold self-beliefs about the malleability or stability of their abilities. Recent work has shown how self-beliefs about intelligence (i.e., whether they believe intelligence is fixed or malleable) support students' development and academic outcomes (Bostwick et al., 2019, Costa & Faria, 2022). Furthermore, intervention studies can shift students' mindsets from a more fixed to a growth mindset (e.g. Yeager et al., 2019). Most studies have focused on domain-general mindsets, such as intelligence. However, it is crucial to examine domain-specific mindsets to understand students' domain-specific development better. Students' science, technology, engineering and mathematics (STEM) mindsets have not yet been the subject of much research.

In the present study, we investigate students' STEM mindsets and the effectiveness of a digital mindset intervention (three 45-minute digital modules). We expect the intervention to support (female) students' positive STEM mindsets and significantly change career prospects towards greater openness toward STEM careers.

The study follows a class-based randomised control group design. N = 866 students from 51 classes (8th grade; n = 29 intervention group classes; n = 22 control group classes) in a Western country participated in the study. The control group received similarly designed but content-neutral digital modules. Data collection occurred immediately before and after the intervention (t1, t5) and during the intervention (t2-t4). Data collection is ongoing at the time of submission (t5).

Data from the first time point can be presented as part of this abstract. Male students rated STEM skills as significantly more helpful for their future careers and enjoyed math and computing significantly more than female students. Finally, they showed a stronger tendency to stereotype STEM fields than female students. However, no significant differences were found between male and female students regarding growth mindset in STEM. The results of the intervention will be presented at the conference

Abstract 3943

FIRST MINDSET, THEN TREATMENT: A GROWTH MINDSET INTERVENTION TO ENHANCE THE EFFECTIVENESS OF DYSLEXIA TREATMENT

Janssen T.*

Vrije Universiteit Amsterdam ~ Amsterdam ~ Netherlands

Reading and writing are skills fundamental to growing up in our current society. However, many children with developmental dyslexia struggle with mastering these skills. This not only has consequences for their academic development, but negative experiences (i.e., falling behind compared to peers) also impact their motivation, self-beliefs, and well-being. In the Netherlands, these children can receive treatment aimed to increase phonemic processing and awareness, as well as spelling skills. However, much less time is dedicated to stimulating psycho-social factors that might indirectly promote treatment efficacy. Recent studies in educational and clinical contexts have highlighted the beneficial role of fostering a growth mindset in increasing motivation and mental well-being. In a pilot study conducted by our research group, we found a tentative link between mindset and dyslexia treatment success. Children with stronger negative effort beliefs - which are associated with a fixed mindset - improved less during dyslexia treatment. This was also evident at a behavioral level, where the percentage of completed homework was correlated with negative effort beliefs and fixed reading mindset. Furthermore, parents' spelling mindset about their children was a predictor of their child's spelling improvement during treatment, emphasizing the importance of contextual factors. In our current study, we hypothesize that by offering a growth mindset intervention adapted to children with dyslexia, their motivation for and efficacy of the dyslexia treatment will increase. We aim to investigate this by conducting a randomized controlled trial, following 240 children, 8 to 11 years old, throughout their dyslexia treatment. Prior to this dyslexia treatment, children will receive either the growth mindset intervention or an active control intervention. In this symposium presentation, the pilot results, development process of the tailored growth mindset intervention, and preliminary results will be further discussed.

05 - Division 5: Education and School Psychology

Student Wellbeing, Mental Health and Resilience 1

Wednesday 22 July 2026 from 08:00 to 09:30

(J-Spadolini)

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 257

PLANTS IN THE CLASSROM TO PROMOTE WELL-BEING

Crepaldi M.*[1], Caivano G.[1], Donadoni F.[2], Campori M.[2], Micheli E.[3], Persico L.[4], Alberti F.[4], Piccoli E.[4], Cortinovis S.[4], Greco A.[1]

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Introduction: The place where we live must meet the practical needs of the individual and promote well-being, particularly in a classroom. The presence of plants promotes better air quality, creativity, curiosity, and social interaction and supports attention to others. Plant care has historically been used in the rehabilitation of people who have mental illnesses. Little has yet been investigated about the impact on self-efficacy and well-being at school. Purpose: This project aimed to investigate whether the presence and care of plants in classrooms promote emotional and psychological well-being in students. Method: 92 students (45 W; Mage= 12.18; DSage= 0.39) from the second grade of the secondary school IC Talpino di Nembro (BG) participated in the study. The students completed a battery of pre- and post-intervention self-report questionnaires: 'Questionnaire for the evaluation of School Well-being' (Questionario per la valutazione del benessere scolastico e identificazione dei fattori di rischio-QBS 8-13); 'Perceived empathic self-efficacy'; Ad hoc questionnaire to evaluate the physical space's quality and for a qualitative evaluation of the intervention. Results: Quantitative analyses (repeated-measures ANOVA) were conducted, showing a significant improvement in the post-intervention subscales of school well-being (emotional attitude). Qualitative analysis reveals 14 themes (e.g., collaboration, interest, discovery) to describe the project with a significant difference between males and females (i.e., in the theme of collaboration and take care). Conclusion: In the post-intervention evaluation questionnaire, the students reported feeling better and that the classroom was organised to facilitate attention and concentration. The perception of the physical space in which we live improves with the presence of plants, even unconsciously. Caring for the plants fostered social relationships and self-efficacy, even under challenging conditions, promoting well-being and learning.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1442

ARE SOCIAL SUPPORT, MATTERING TO THE INSTITUTION AND TIME PRESSURE REALLY CONNECTED TO STUDENTS' WELL-BEING AT UNIVERSITY? A QUALITATIVE CONTENT ANALYSIS

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Introduction - During their university years, students experience a decisive phase in their personal and professional development. The academic environment, interactions with peers and faculty, individual skills and abilities, previous experiences, and relationships define a foundational framework for well-being and create the basis for well-being in adulthood (Figueira et al. 2017; Morales et al. 2020; Soto et al. 2023).

Purpose – The qualitative study, promoted by the University of Venice, emerged from the need to shed light on students' experiences and contextualize their well-being with the aim of identifying key areas for intervention and implementing evidence-based strategies to enhance overall well-being.

Method – The research design was based on semi-structured interviews with 17 key observers from the student community (59% female, age μ = 24.58), including undergraduate, master, and doctoral students holding representative or tutoring roles. The interview guide addressed themes including perceptions of society, time perception, relationships, university, life purpose, and soft-skills. The data were subjected to content analysis within a constructivist perspective utilizing Nvivo 15.2.

Results – Based on the interviews, participants were categorized into three main groups ('good', neutral', 'bad') according to their evaluation of overall student wellbeing. The analysis yielded four overarching categories: University, Relationships, Individual, and Time. The findings reveal differences between the groups in terms of perceived social support, mattering to the institution, experiences of time pressure, and levels of anxiety. A sort of specularity is noticed between the 'good' and the 'bad' group.

Conclusions - Students appear to have a general need to be in a community that, through a continuous dialogue with them, both at an institutional level and relational level with peers and faculty, actively fosters well-being. The findings should provide policy makers and university institutions with concrete tools to develop and implement targeted interventions to strengthen student wellbeing within the academic community.

Division 5: Education and School Psychology Division 4: Environmental Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 823

UNDERSTANDING COLLEGE STUDENT WELL-BEING: THE INTERPLAY OF PSYCHOLOGICAL CAPITAL AND LONELINESS

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Psychological capital and its sub-components—hope, efficacy, resilience, and optimism (Luthans et al., 2004)—have been proven to enhance student well-being and decrease their sense of loneliness. The World Health Organization identifies social well-being as a fundamental health aspect because it measures how well people connect with their social communities and perform their social roles. Students commonly experience loneliness, which researchers consider equivalent to social isolation (Caciopo & Hawkley, 2010). Research has investigated PsyCap and social well-being separately, but no studies have examined whether loneliness mediates between psychological capital and social well-being. Our research investigates how loneliness functions as a mediator between psychological capital and social well-being among undergraduate students at a residential institution in northern India. We approached about N≥245 sophomores schematically in a stratified manner and distributed the Psychological Capital Scale–Student Version (PsyCap-S), the UCLA Loneliness Scale, and five social well-being items (items 4–8) from the Mental Health Continuum-Short Form (MHC-SF) to acquire data. We used a structural equation modeling (SEM) approach to evaluate the connections between our study variables. We predicted that psychological capital would have a negative relationship with loneliness but a positive one with social well-being. College students who have higher levels of positive psychological capital tend to feel less lonely, thereby enhancing their social well-being. We ultimately propose interventions that focus on alleviating loneliness through PsyCap-based programs that may presumably impact their campus life in a positive manner.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1582

THE RECIPROCAL RELATIONSHIP BETWEEN CREATIVITY AND SCHOOL WELL-BEING IN COLLEGE STUDENTS: THE MEDIATING ROLE OF ACADEMIC ENGAGEMENT

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Introduction:
Fostering creativity and promoting school well-being are essential for the holistic development of students. However, the relationship between these two factors and the underlying mechanisms remains insufficiently explored, particularly within the context of higher education.
Purpose:
The present study aims to investigate the bidirectional influence of creativity and well-being among college students, focusing on the mediating role of academic engagement.
Method:
This study consists of two phases: a cross-sectional study (Study 1) and a longitudinal study (Study 2). In Study 1, 665 college students participated in an online survey. Structural equation modeling was employed to examine the bidirectional relationship between self-reported creativity and school well-being, with academic engagement as a mediator. Study 2 involved 302 college students who completed weekly surveys over seven weeks. A cross-lagged model was used to investigate the predictive relationship between weekly creative behaviors and school well-being, again considering academic engagement as a mediating variable.
Results:
Study 1 found a significant reciprocal relationship between creativity and school well-being, with academic engagement fully mediating this relationship. Study 2 further supported these findings, showing that weekly creative behaviors and school well-being were mutually predictive, with academic engagement playing a significant role in this dynamic over time.
Conclusions:
This study provides new empirical evidence that creativity and school well-being are reciprocally linked, with academic engagement serving as a critical mediator in this relationship. The findings underscore the importance of fostering creativity and engagement in college settings to enhance students' overall well-being, offering valuable insights for interventions aimed at improving student development in higher education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 577

WHY DOES SCHOOL MATTER?: THE LINK BETWEEN ECONOMIC FACTORS AND CHILDREN'S SELF-ESTEEM IN JAPAN

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Introduction
With the widening economic divide in the Japanese society, child poverty has drawn increasing public and academic attention. Economic hardship influences not only children's access to material necessities, but also their psychological well-being, including self-esteem. Although the link between economic factors and children's self-esteem has been widely discussed, the mechanisms underlying this relationship remain poorly understood.
Purpose
This study examined whether school life mediates the relationship between economic factors and self-esteem in Japanese children. In particular, the roles of school adjustment and parent–child relationships were compared across developmental stages.
Method
Data were obtained from the 2018 Survey of Children, Youth, and Parenting Families' Awareness and Living Conditions conducted in Nagoya. The analysis focused on 1,210 households with children in elementary, junior high, and high school. The children completed questionnaires to assess their perceptions of economic hardship, academic achievement, learning motivation, school adjustment, and self-esteem. Parents provided information on household income, shortage of essential goods, perceptions of economic hardship, and their relationship with their children. Path analysis was conducted to test the mediating effects of school adjustment and parent–child relationships.
Results
The findings showed that children's perceptions of economic hardship were negatively associated with school adjustment across all age groups, which in turn lowered their self-esteem. For elementary school children, perceptions of hardship were strongly influenced by shortage of essential goods, whereas junior high and high school students were more strongly affected by their parents' perceptions of hardship. The indirect effect of economic factors on self-esteem through parent–child relationships was observed only among elementary school children.
Conclusions
These results highlight the central role of school adjustment as a mediator between economic hardship and self-esteem among Japanese children. Therefore, interventions to support children living in poverty should prioritize fostering positive school experiences as a means of protecting and enhancing self-esteem.

Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 4772

Predicting Non-Suicidal Self-Injury Risk in Junior High School Students: A Machine Learning Approach Integrating Psychological and Familial Factors

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Non-suicidal self-injury (NSSI) is becoming increasingly prevalent and harmful among adolescents, yet its intrinsic mechanism and early identification remain to be further explored. To investigate the influencing factors of NSSI in junior high school students and develop an early identification tool, a questionnaire survey was conducted on 1160 junior high school students in Shandong Province (49.9% female; mean age = 14.05 years, SD = 0.833). This study examined the mechanism of action of parental psychological control, future self-continuity and cognitive reappraisal on NSSI, and based on the above analysis, a machine learning-based NSSI risk prediction model (NSSI-XGBoost) was constructed using eXtreme Gradient Boosting (XGBoost). The results showed that the Prevalence of NSSI was 52.50%; future self-continuity played a partial mediation effect between paternal guilt induction, maternal love withdrawal and NSSI; cognitive reappraisal moderated the direct path of paternal love withdrawal, paternal authoritarianism, maternal love withdrawal to NSSI, as well as the indirect path of paternal guilt induction, maternal love withdrawal to NSSI via future self-continuity. The NSSI-XGBoost model exhibited good discriminative performance (AUC = 0.816 in the test set), with the main predictive variables being cognitive reappraisal, maternal love withdrawal and paternal guilt induction. This study revealed the key roles of future self-continuity and cognitive reappraisal in the relationship between parental psychological control and NSSI, and constructed a prediction model with high accuracy, providing a practical tool for the early identification of NSSI in junior high school students.

05 - Division 5: Education and School Psychology

INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP): FOUNDATIONAL COMPETENCE MODEL DEVELOPMENT AND IMPACT

Wednesday 22 July 2026 from 09:30 to 11:00

(H-Spadolini)

Jacquelyn Cranney (University of New South Wales ~ Sydney), Chair and Presenter

As the number and diversity of undergraduate psychology programs increase globally, there is growing recognition of the need for a shared yet adaptable framework of foundational psychology competences. While an international competence model exists for professional psychology, previously there has been no such global model for foundational competences at the undergraduate level, despite the critical role undergraduate programs play in preparing students for diverse pathways including further education, employment, and societal impact. This symposium introduces the International Competences for Undergraduate Psychology (ICUP), developed through the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project, comprising 120 psychology educators from 47 countries. The ICUPO project comprises a core committee and an International Reference Group for Undergraduate Psychology Outcomes (IRGUPO). The symposium will include five presentations. The first outlines the aims, rationale, and background of the ICUPO project. The second presentation details the relevance of psychological literacy, global citizenship, inclusive leadership and especially cultural responsiveness to the project processes and outcomes. The third presentation outlines the inclusive and iterative processes and methods used to develop the ICUP Model. The fourth presentation details the ICUP Model, which includes 24 competences organized into seven categories: two core categories (Psychological Knowledge and Research Methods), and five Psychology-relevant categories (Values & Ethics; Cultural Responsiveness & Diversity; Critical Thinking & Problem Solving; Communication & Interpersonal Interaction; and Personal & Professional Development). The fifth presentation outlines the processes and outcomes of engagement, dissemination and educational resource sharing strategies, whereby the aims include increased global input to and adoption of the ICUP Model, leading to discernable impact on the quality of foundational psychology education and outcomes. “ICAP Relevance Statement: The ICUP competences constitute a unique international Model designed to guide foundational undergraduate psychology curricula globally, while remaining adaptable across diverse national and institutional environments. The competences include emphasis on application of psychological knowledge, skills and values/attitudes to personal, work and community/societal contexts.”

Abstract 4072

BACKGROUND TO THE DEVELOPMENT OF THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL

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The aims of the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project are to: (1) produce the International Competences for Undergraduate Psychology (ICUP) Model to guide curriculum development and renewal; (2) encourage and support adaptation of the Model to different local, national, and regional contexts; and (3) seek support for the Model by international and national psychology organizations and education leaders. The reasons for developing the Model include: (a) the growing numbers of psychology programs worldwide; (b) international professional, but not foundational, psychology competences exist; and (c) the high potential for graduates (regardless of career destination) with these competences to contribute to meeting challenges in personal, work, and community/societal contexts. The presenters then provide an overview of several competence models that guided the work of the ICUPO, including international education qualifications frameworks and other relevant frameworks (e.g., OECD's Future of Education and Skills 2030). The presenters outline how these and other resources led both to the germination of this project and to the ongoing processes of the development of foundational competences.

Abstract 4073

CULTURAL RESPONSIVENESS AND OTHER CONCEPTUAL FRAMEWORKS UNDERLYING THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL

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In this presentation, the centrality of psychological literacy, global citizenship, inclusive leadership and especially cultural responsiveness to the development and content of the ICUP Model are described. Psychological literacy is the intentional application of psychology knowledge, skills and values to achieve personal, work and community (local to global) goals; the integration and application of foundational psychology competences within an undergraduate program should lead to psychologically literate graduates. Cultural responsiveness involves adopting an ongoing reflexive approach to understanding and addressing the psychological needs and well-being of diverse peoples, including by actively seeking knowledge about a cultural group's histories, traditions, customs, belief systems, languages, connection to land and geographies, determinants of health, systemic influences, and unique lived experiences, strengths and challenges. Global citizenship involves the understanding of global interrelatedness, and the capacity to live, work and contribute positively as a member of global communities. Inclusive leadership is a "set of positive leader behaviors that facilitate group members perceiving belongingness in the work group while maintaining their uniqueness within the group as they fully contribute to group processes and outcomes" (Randel et al., 2018). By way of illustration, we detail how cultural responsiveness: (a) was integrated into the processes of the ICUPO project, (b) became a critical focus of development for the ICUPO Committee members, and (c) became a core part of the ICUP Model itself. We give recommendations for educational leaders contemplating similar projects.

Abstract 4074

METHODS IN THE DEVELOPMENT OF THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL

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We provide an overview of the processes and methods of the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project. Planning was initiated in approximately August 2022, with a core principle being stakeholder diversity. The ICUPO Committee and the larger advisory group, the Reference Group for Undergraduate Psychology Outcomes (IRGUPO), consist of 120 psychology educators from 47 countries, granting representation from all continents.The ICUPO project was launched in October 2022 with the first ICUPO Committee virtual meeting. ICUPO meetings are approximately monthly, and there are several additional monthly meetings of working groups (WGs), for example, the Process WG, Terminology WG, Outcomes WG, and Integration WG. The inclusive methods for developing the Model are briefly described, including: monthly online committee meetings with pre-tasks, procedures to give voice to all participants; rapid post-meeting communication; regular consideration of the literature and of national and regional developments; working groups with expanded leadership and inclusive membership; frequent consultations with the advisory group (IRGUPO) and with psychology organisations. Over 40 educational frameworks, including 27 national psychology frameworks were analysed. Committee members engaged in bottom-up processes, for example, deriving themes from 27 national undergraduate psychology sets of outcomes. Members also engaged in top down processes that gleaned commonalities from several existing international education and qualifications frameworks (e.g., OECD's Future of Education and Skills 2030). We purposefully engaged in 'forward-thinking', for example, considering what is 'missing' in terms of the current and future needs of all stakeholders: students, educators, graduates, employers, society. We describe the contributions of the IRGUPO members, who continue to provide crucial input. We then outline the iterative feedback seeking and consensus-seeking among the ICUPO Committee, IRGUPO, and colleagues at conferences and from international and national psychology organizations and education leaders, regarding the developing draft ICUP Model versions. The planned processes for progressing the project are then outlined.

Abstract 4075

THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL

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We present a detailed overview of the Gamma.R3 Version of the ICUP Model developed by the International Collaboration on Undergraduate Psychology Outcomes (ICUPO). It consists of 24 competence statements grouped into seven competence categories: two core, (1) Psychological Knowledge and (2) Psychological Research Methodologies and Methods, and five Psychology-relevant: (3) Values and Ethics; (4) Cultural Responsiveness and Diversity; (5) Critical Thinking and Problem Solving; (6) Communication and Interpersonal Skills; and (7) Personal and Professional Development. We describe the principles that guided the drafting of these competences, and we present the competences for each category. Examples of competence-aligned teaching and assessment strategies and related educational resources are provided. Finally, the presenters will elicit feedback from the attendees, particularly regarding the competence model, the potential adaptation to local context, and processes to share resources to support such adaptation.

Abstract 4076

THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL: ENGAGEMENT, DISSEMINATION, AND IMPLEMENTATION.

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In this presentation, we describe the processes and outcomes relevant to the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project's ongoing stakeholder engagement and dissemination activities. These include conference presentations, meetings with psychology organizations and education leaders, social media outreach, a dedicated website, and scholarly publications. These multifaceted strategies are critical for promoting widespread awareness and informed adoption of the ICUP Model across diverse educational settings. We also preview findings from ongoing international survey research exploring students' and educators' perceptions of the ICUP Model and the extent to which undergraduate psychology currently address the ICUP competences. Further, we provide an overview of educational resources developed to support curriculum renewal in both local and national contexts. These resources should assist institutions to develop ICUP competences in a practical and contextually relevant manner. We illustrate how the model has been adapted and applied across various national and institutional settings, highlighting its flexibility and relevance. Finally, we outline the next steps in the ICUPO project, focusing on expanding adoption of the ICUP Model, enhancing the quality and consistency of foundational psychology education, and building global capacity through competence based teaching. Our goal is to develop globally informed, culturally responsive and psychologically literate graduates who are well equipped to meet contemporary challenges.

05 - Division 5: Education and School Psychology

Student Wellbeing, Mental Health and Resilience 2

Wednesday 22 July 2026 from 09:30 to 11:00

(J-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1964

EMOTION REGULATION AND PERCEIVED STRESS AS PREDICTORS OF FLOURISHING IN ACADEMIC STUDENTS: IMPLICATIONS FOR AI-DRIVEN MENTAL HEALTH SYSTEMS

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Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

Mental health assessment in academic environments has become increasingly critical as institutions worldwide face rising student stress levels. This study examines the predictive role of emotion regulation strategies and perceived stress on academic flourishing among students, with implications for future AI-driven mental health monitoring systems. Our cross-sectional study of 200 academic students (aged 18-30) demonstrates that cognitive reappraisal strategies show a strong positive correlation with flourishing ($r=.643$, $p<.01$), while perceived stress exhibits significant negative associations ($r=-.435$, $p<.01$). Regression analysis revealed that cognitive reappraisal serves as the strongest predictor of flourishing ($\beta=.591$, $p<.001$), followed by perceived helplessness ($\beta=-.189$, $p=.001$). These findings provide a foundation for developing intelligent educational systems that can automatically assess student mental health indicators and predict academic outcomes. The identified psychological predictors offer valuable features for machine learning algorithms in future educational technology applications, contributing to the emerging field of AI in education and student wellbeing analytics.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 678

LINKING SOCIO-ECONOMIC STATUS TO SUBJECTIVE WELL-BEING: INSIGHTS FROM PARENT-CHILD RELATIONSHIP AND ADAPTIVE COGNITIVE EMOTION REGULATION

Chen L.L.*[1], Liang Q.[2], Pan Q.[3], Tao S.[4], Lan M.[5], Tan C.Y.[1], Law N.[1]

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Prior research has consistently demonstrated that socio-economic status (SES) predicts subjective well-being (SWB), and that adaptive cognitive emotion regulation (ACER) is known to serve a protective role in maintaining SWB. However, the mechanism through which SES influences SWB remain underexplored among children, particularly regarding the role of family processes and their interaction with individual regulation capacities across developmental stages. Emerging evidence suggests that the parent-child relationship (PCR) may serve as a critical intermediary, shaping children's emotional development and their ability to engage in ACER strategies. Building on this framework, the present study investigated whether SES indirectly affects children's SWB through PCR and ACER, and whether these pathways differ between primary and secondary school students. Data were collected from a regional sample of 2,315 parent-child dyads (78.3% mothers and 56.1% girls), with parents reporting on PCR and students self-rating their family SES, ACER, and SWB. Path analysis revealed a significant chain effect: SES shaped SWB indirectly through PCR and ACER. Notably, developmental differences were observed in the indirect pathway, with the link from SES to PCR varying between primary and secondary school cohorts. These findings suggest that as children grow older, their SWB becomes increasingly sensitive to the social environment, highlighting the importance of age-specific approaches in family-based interventions.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 417

A SERIAL MULTIPLE MEDIATOR MODEL OF GRIT, EMOTION REGULATION, OPTIMISM, AND DEPRESSIVE SYMPTOMS AMONG A SAMPLE OF CHINESE UNIVERSITY STUDENTS

Lam K.K.L.*

University of Macau ~ Macao ~ Macao

This cross-sectional study explores the role of grit and positive psychological resources (emotion regulation and optimism) and the processes between them that explain depressive symptoms. Understanding how grit and positive psychological resources can work independently and through each other to influence depressive symptoms can prove beneficial for higher education institutions in understanding why gritty students are less depressed, and the supported paths can be used to design mental health programs that enhance the appropriate psychological resources, which may assist with preventing students from the risk of depression. A sample of 165 participants (67.7% females and 88.4% undergraduates), with a mean age of 20.52 years (range 18–39), completed a structured self-reporting questionnaire. A serial multiple mediator model was analyzed to explain sequential relations among emotion regulation and optimism and to investigate the direct and indirect effects in SPSS 30, Amos 30, and PROCESS macro program (Model 6; bootstrapping with 5,000 resamplings and 95% confidence interval). Results supported that grit, two types of emotion regulation (cognitive appraisal and expressive suppression), and optimism were significantly associated with depressive symptoms. Moreover, a serial mediation (β = –0.02, 95% CI [–0.059, –0.002]) was found among the variables: gritty students tended to report higher cognitive appraisal, which further increased their positive outlook towards life and the future, and subsequently weakened perceived depressive symptoms. The total effect of grit on depressive symptoms was significant, and the proposed model accounted for 35.4% of the explained variance in depressive symptoms. Practically, in order to reduce the risk of depression, researchers and educators can help students identify their achievable life goals and/or academic goals, incorporate strategies to primarily foster cognitive appraisal of the stressors or stressful events and of their emotional reactions to these stressors and events, and prompt positive expectations and hope for goal attainment and the future.

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 364

IDENTIFYING GRIT PROFILES IN A CHINESE UNIVERSITY STUDENT SAMPLE USING LATENT PROFILE ANALYSIS: RELATIONS TO DEPRESSIVE SYMPTOMS THROUGH GRATITUDE

Lam K.K.L.*, Liang K., Chi P.

University of Macau ~ Macau ~ Macao

Although a burgeoning body of research has illustrated the association of students' grit with psychosocial functioning, little is known about how different grit profiles may diverge in this association. We took a person-centered approach to identify distinctive students' profiles based on two grit facets (passion and perseverance) and evaluate the mediating effect of gratitude in the grit–depressive symptoms link across the estimated profiles. A total of 326 students (aged from 18–25 years; 68.1% female) completed self-report questionnaires. A latent profile analysis revealed four grit profiles (entropy = .86 ≥ 0.80; smallest group% = 10% ≥ 5%; BLRT = 0.01 < 0.05) based on grit items: Low Grit (9.8%; low passion–low perseverance), High Grit (17.8%; high passion–high perseverance), Insufficient Perseverance (33.1%; high passion–low perseverance), and Insufficient Passion (39.3%; low passion–high perseverance). The path model analysis—controlling for gender and age—showed that a significant mediation model was only observed in Insufficient Passion group, but not in the other three grit profiles. We found that the effect of grit on depressive symptoms is only completely explained by gratitude in those students with insufficient passion for long-term goal striving. Our results also highlight the importance of person-centered grit intervention development. Gratitude, as a positive emotion, is not effective in alleviating depression symptoms for those students with insufficient perseverance for long-term goal striving.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1286

THE EARLIER TITLE WAS "ROLE OF SELF-COMPASSION IN MITIGATING ACADEMIC BURNOUT AND ENHANCING RESILIENCE AMONG COLLEGE STUDENTS."; THE UPDATED TITLE IS "SELF-COMPASSION, RESILIENCE, AND ACADEMIC BURNOUT AMONG COLLEGE STUDENTS: A COMPARATIVE STUDY."

Kaur H.[1], Sharma M.*[1], Kaur S.A.[2]

[1]Punjabi University ~ Patiala ~ India, [2]Birla Institute of Technology & Science ~ Pilani ~ India

Academic burnout has become a widespread issue among college students, stemming from excessive workload and performance pressure. High levels of burnout have significant consequences in learning engagement, well-being, and academic performance among students. Self-compassion and resilience are key attributes, as they contribute to positive adaptation and overall well-being by adopting a constructive self-attitude. The purpose of this research is to identify the role of self-compassion in burnout and fostering resilience among the college population, as a more comprehensive understanding is needed at work with self-compassion to support students in bouncing back more effectively in the face of adversity and burnout.

A cross-sectional survey design was used, collecting data from 100 university students using the standardized self-report scales Self-Compassion Scale Short Form (Raes et al., 2011), Brief Resilience Scale (Smith et al., 2008), and Burnout Assessment Tool for Students (Popescu et al., 2023). Statistical analysis was performed employing a regression model and utilizing inferential statistics (t-test, correlation). The results will be discussed in the presentation.The current study hypothesizes that higher self-compassion translates to lower academic burnout and greater resilience. It is expected that self-compassion will alleviate burnout and emotional disengagement and simultaneously promote adaptive resilience by buffering the negative effect of academic stress and burnout. The study's anticipated outcomes have practical implications where interventions and self-compassion trainings can be provided to protect students against academic burnout and enhance mental well-being, academic persistence, achievement, and resilience.

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 151

HARMONIOUS AND OBSESSIVE PASSION AS MEDIATORS BETWEEN PERFECTIONISM AND ACADEMIC BURNOUT: A CROSS-CULTURAL COMPARISON OF CHINESE AND SINO-FOREIGN UNIVERSITIES

Wang T.*, Li Q., Liu X., Feng Y.

Wenzhou-Kean University ~ Wenzhou ~ China

Academic burnout among university students has become a growing concern, due to its high prevalence and negative effects on students' academic performance and overall well-being. Previous studies have revealed a complex association between perfectionism and burnout, as perfectionism could both contribute to and buffer against academic burnout. Given the inconsistent findings, the study aims to explore the underlying psychological mechanisms and cultural settings that influence the perfectionism-burnout link. Specifically, the present study collected 333 university students' responses and examined (1) the direct association between perfectionism and academic burnout, (2) the mediating role of harmonious and obsessive passion, and (3) the moderating effect of cultural contexts (i.e., traditional Chinese and Sino-foreign joint universities).

Mediation analysis indicated that perfectionism had a significant positive effect on burnout ($\beta = 0.48$, $p < .001$), but also an indirect negative effect through harmonious passion ($\beta = -0.16$, 95% CI [-0.25, -0.09]), accounting for 51.7% of the total effect. Similarly, obsessive passion partially mediated the relationship (indirect $\beta = -0.04$; total mediated effect = 13.7%), reflecting a suppression effect whereby both forms of passion attenuated the impact of perfectionism on burnout.

Moderated mediation analysis revealed that the indirect effect of perfectionism on academic burnout through obsessive passion was significantly moderated by cultural context: obsessive passion had a significant protective effect in Sino-foreign universities (effect = -0.06), but not in traditional Chinese universities (effect = 0.02).

These findings indicate a stable protective effect of harmonious passion across different cultural settings, while challenging the previous view that obsessive passion is consistently maladaptive. Instead, within autonomy-supportive environments such as Sino-foreign universities, obsessive passion may function as a motivational resource promoting persistence under academic pressures. These findings highlight the crucial role of cultural and educational context in shaping students' psychological outcomes.

05 - Division 5: Education and School Psychology

FINANCIAL EDUCATION IN A LIFE-SPAN PERSPECTIVE: PROGRAMS, TOOLS, AND BEHAVIORAL OUTCOMES

Wednesday 22 July 2026 from 11:00 to 12:30

(H-Spadolini)

Antonella Marchetti (Research Center on Theory of Mind and So), Chair
Annalisa Valle (Research Center on Theory of Mind and So), Co-Chair
Antonio Iannaccone (Institut de Psychologie et éducation, Un), Discussant

Financial literacy is increasingly recognized as a cornerstone of citizenship education, equipping individuals with the competences needed to navigate the growing complexity of economic life. From the dematerialization of payments to the digitization of financial transactions, young generations face unprecedented challenges in understanding value, planning resources, and making responsible decisions. Schools are therefore called to play a pivotal role in fostering financial literacy from the earliest years of education through adolescence and into adulthood. This symposium brings together international contributions that examine financial education across the life span, with a particular focus on the school context.

The symposium opens with presenting how financial education has become a national policy priority in Italy, following international assessments such as PISA. This contribution highlights the integration of financial education into curricula, the monitoring of student outcomes, and the training of teachers as critical levers for long-term impact. The second presentation shifts to practice-oriented innovation, illustrating how experiential programs—such as peer education and interdisciplinary teaching units—can effectively bring financial topics into everyday school life and strengthen autonomy, empowerment, and decision-making among students.

The third contribution discusses how financial education can be introduced in primary school through teacher-oriented tools (Learning Unit) and child-centered training (financial education training), highlighting both opportunities and challenges for everyday teaching practice. Complementing this developmental focus, the fourth presentation introduces the design and evaluation of serious games for adolescents and young adults. By combining behavioral finance insights with digital learning environments, this work shows how motivation and conceptual understanding can be enhanced through gameplay, with direct applicability in secondary and vocational schools.

The symposium concludes with a discussant's reflection on the cultural and psychological transformations associated with financial education and digitization. This perspective emphasizes the need for new models capable of addressing how children and adolescents perceive financial value in rapidly changing contexts.

Abstract 3414

PROMOTING FINANCIAL EDUCATION IN ITALY: POLICIES, STRATEGIES, AND MONITORING BETWEEN PISA AND NATIONAL GUIDELINES

Di Chiaccio C.*

Istituto Nazionale per la Valutazione del Sistema d'Istruzione – INVALSI ~ Roma ~ Italy

Financial education has become a policy priority in Italy, following the disappointing results of the 2012 PISA assessment, which revealed low levels of financial literacy among 15-year-old students. This paper traces the evolution of financial education initiatives in Italy, critically examining institutional responses, regulatory frameworks, and the monitoring strategies developed over the past fifteen years.

Initially marked by fragmented approaches and local projects, Italy gradually established a national strategy, formalized in 2016 through the coordination of the Ministry of Education and with the involvement of institutional actors such as the Bank of Italy, CONSOB, and the Committee for the Planning and Coordination of Financial Education Activities. The current strategic framework is inspired by OECD principles and aims to provide citizens of all ages with the knowledge and skills needed to make informed financial decisions.

The presentation highlights the crucial role of monitoring and impact evaluation in ensuring the effectiveness of financial education programs. In this regard, ONEEF—the National Observatory on Economic and Financial Education—promotes the use of standardized indicators to improve program design and ensure transparency. Particular attention is paid to the integration of financial education into school curricula, especially with the 2024 update of the Civic Education Guidelines, which include specific learning objectives across all educational levels, following a vertical and cross-curricular approach.

Finally, the main ongoing challenges are discussed: teacher training, systematic assessment of student learning outcomes, coordination among stakeholders, and the complexity of financial literacy in a rapidly evolving socio-economic context.

Abstract 3415

GROWING AWARE: THE VALUE OF FINANCIAL EDUCATION

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Fondazione per l'Educazione Finanziaria e al Risparmio ~ Roma ~ Italy

The Financial Education Foundation, established in 2014 by the Italian Banking Association, has been playing a fundamental role for 10 years in informing and raising awareness among young generations about the management of financial resources, with the aim of promoting a more responsible and conscious financial culture. This activity is not limited to the mere transmission of economic knowledge but intertwines with the citizenship skills that are now indispensable, as well as psychological principles concerning learning and the cognitive and behavioral development of individuals. Among these, we can highlight:

• The transmission of information "close" to students' daily experiences, such as the concepts of saving, managing expenses, and financial planning, according to a progressive approach based on the students' age.

• The connection between money management and the perspectives of autonomy and empowerment.

• The ability to solve practical problems and make well-considered decisions in economic contexts, which are essential skills in everyday life.

• The development of emotional awareness regarding one's inclinations and reactions towards money.

• The use of active learning techniques such as practical simulations, role-playing, or real-life stories.

The Foundation, which played a pioneering role prior to the introduction of financial education in civic education, which became law in Italy in 2024, also continually innovates its methods of dissemination in schools. Among the most recent initiatives, we recall the development of interdisciplinary teaching units linked to traditional curriculum subjects and the establishment of a network of young peer educators who bring the topic of financial education closer to thousands of children, boys, and girls in many Italian schools

Abstract 3416

ECONOMIC EDUCATION IN PRIMARY SCHOOL. TEACHERS' TOOLS AND PUPILS' TRAINING FOR FINANCIAL LITERACY

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Early financial education plays a crucial role in shaping children's understanding of economic concepts and decision-making. Research has shown that even at a young age, children develop naïve economic conceptions, which can serve as a starting point for structured educational interventions. Addressing these early representations in primary school offers an opportunity to foster financial awareness and decision-making skills that may have long-lasting benefits for personal and social development.

In recent years, the Italian school system has increasingly recognized the importance of integrating financial education into the curriculum. However, there is still a need for specific and structured pathways that can be effectively embedded within daily teaching practices. This contribution will explore possible ways to implement financial education in primary schools, focusing on two main approaches: (1) the design of Unità di Apprendimento (Learning Units), used by teachers; and (2) the creation of targeted training programs for pupils.

The first study analyzes Learning Units constructed in collaboration with 13 primary school teachers, highlighting both the potential and the challenges encountered when integrating economic and financial education into everyday didactic planning. This process underlines the importance of providing teachers with accessible, context-sensitive tools that can be adapted to different classroom realities.

The second study presents a financial education training tested with 78 children aged 8 to 10 years, aimed at strengthening specific competencies, such as decision-making, with a direct application to economic contexts. These training are conceived to be developmentally appropriate, engaging, and effective in promoting critical thinking and financial awareness.

Overall, the contribution will provide reflections supported by empirical evidence on how financial education can be meaningfully introduced in primary school by combining teacher-oriented tools with child-centered training, thus advancing both the theoretical and practical discussion on financial literacy at school.

Abstract 3417

INTEGRATIVE DESIGN, DEVELOPMENT AND EVALUATION OF A DIGITAL GAME AND GAME-BASED LEARNING SETTING IN FINANCIAL EDUCATION

Aprea C.*

University of Mannheim & Mannheim Institute for Financial Education (MIFE) ~ Mannheim ~ Germany

In light of ongoing societal and economic changes—such as demographic change, digitalization, and the retrenchment of public welfare—financial literacy has become a vital competence, particularly for adolescents and young adults. Despite the implementation of numerous financial education programs worldwide, research suggests that traditional approaches have limited success in influencing long-term financial behaviour. These programs often emphasize declarative knowledge while neglecting decision-making processes and learners' motivational and emotional needs. Serious games offer an innovative alternative, capable of fostering engagement and simulating real-life financial decisions. However, their effectiveness depends on the integration of several key dimensions.

This paper presents a research project aimed at developing and evaluating an educational serious game for financial literacy. The project addressed three integrative aspects: (1) aligning game design with learners' cognitive and motivational processes; (2) adapting the game to diverse educational contexts and stakeholder needs; and (3) bridging procedural knowledge gained through gameplay with formal conceptual understanding. These aspects were investigated through three interconnected studies: a developmental study, a series of case studies, and an experimental study.

The developmental study led to the creation of FinanceMission Heroes, digital serious game rooted in behavioural finance and learning psychology. The case studies, conducted in general and vocational schools and colleges in Switzerland and Germany, provided practical guidelines for implementation, emphasizing teacher training and stakeholder communication. The experimental study demonstrated that conceptual scaffolds significantly enhance students' understanding of budgeting and support the transfer of knowledge.

Collectively, the findings suggest that serious games, when thoughtfully designed and implemented, can enhance both motivation and learning in financial education. Moreover, providing scaffolds that connect gameplay to abstract concepts appears to amplify these effects. This research contributes to the growing body of evidence supporting serious games as effective tools for addressing complex educational challenges.

05 - Division 5: Education and School Psychology

Student Wellbeing, Mental Health and Resilience 3

Wednesday 22 July 2026 from 11:00 to 12:30

(J-Spadolini)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2300

WORKING WHILE STUDYING: A REVIEW OF THE PSYCHOLOGICAL LITERATURE

Giusino D.*, Di Biase G.

University of Foggia ~ Foggia ~ Italy

Introduction: The increasing number of university students engaged in paid employment while studying represents a major social and psychological trend. Working students embody the convergence of educational, occupational, and personal demands, an intersection that remains underexplored in applied psychology. This group faces unique challenges and opportunities that directly relate to mental health, well-being, and academic success.
Purpose: This scoping review aimed to map and synthesize the existing psychological literature on working students, identifying dominant theoretical perspectives, methodological patterns, and key gaps in current knowledge.
Method: A systematic search was conducted across EBSCOhost, Scopus, and Web of Science using combinations of terms such as “working students”, “employed students”, and “working undergraduates”. Out of 147 initial records, 27 empirical studies met inclusion criteria. Studies were thematically analyzed to identify recurrent constructs, theoretical models, methodological trends, and psychological outcomes.
Results: The literature reveals the dual nature of the working student experience. While employment can enhance self-efficacy, identity development, and career optimism, it is also associated with stress, burnout, and work-study conflict. Theoretical approaches draw primarily on the Job Demands-Resources and role conflict models. Most research originates from the Global North and relies on quantitative, cross-sectional designs, limiting understanding of dynamic and contextual influences.
Conclusions: Working students constitute a growing yet under-researched population in occupational health psychology. The findings highlight the need for more qualitative, longitudinal, and cross-cultural research to capture the complexity of their experiences. Advancing this field will contribute to promoting well-being, sustainable work-study integration, and educational equity, which are key priorities for applied psychology in addressing global challenges.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 21

COLLEGE STUDENTS' LANGUAGE MINDSETS AND ENGLISH ABILITY HAVE INFLUENCES ON THE EYE MOVEMENTS OF L2 ACADEMIC TEXT READING

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Recent research has confirmed that growth mindsets (GMs) have a positive effect on reading performance and attitudes towards engagement. However, due to the scarce use of second language (L2) texts as reading materials, if mindsets are relevant to L2 reading processes remain unclear. This study used an eye tracker, questionnaires, and a reading comprehension test to explore the relationship between readers' language mindsets and levels of concentration and willingness to read L2 academic texts, reading processes, and comprehension performance. Data were collected from 107 college students with English as a second language. Participants filled out the Language Mindsets Inventory, read an academic English text with their eye movements recorded, and completed comprehension post-tests. Pearson's correlation analysis revealed that students who considered language intelligence malleable also thought their English learning ability was changeable, had higher levels of concentration and willingness to read academic articles, and had better general English reading ability than those whose language intelligence level was fixed. Moreover, multiple regression analysis revealed that students approaching the growth mindset end had a shorter single-mean fixation duration (i.e., faster decoding) when reading the academic text, and this eye-movement measure could further predict their academic English reading comprehension outcomes, with general English ability providing mediating effects. Overall, the findings suggest that students' language mindsets are directly relevant to L2 academic text reading processes, concentration, and willingness levels and indirectly relevant to reading comprehension performance.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 941

WHEN FEELING GOOD FUELS LEARNING: LIFE SATISFACTION AMPLIFIES THE WELL-BEING–ENGAGEMENT NEXUS IN HEI STUDENTS

Kamboj K.P.*, Surana P.

O. P. Jindal Global University ~ Sonipat ~ India

Purpose: This study endeavours to investigate the reciprocal association between HEI student's psychological wellbeing and their academic engagement, informed by an amalgamation of Self-Determination Theory (SDT), Study Demands–Resources (SD-R) model, and elements of the Broaden-and-Build Theory of Positive Emotions. It also examines the extent to which life satisfaction of HEI students contributes to the association between their wellbeing and engagement in academics.
Methods: A cross-sectional study of 350 HEI students in India conducted using validated scales for psychological well-being, academic engagement, and life satisfaction uses hierarchical linear regression to access the reciprocal associations and PROCESS macro moderation analysis.
Findings: Results revealed a bidirectional association in the HEI students' psychological wellbeing and academic engagement. Also, life satisfaction significantly moderated the impact of HEI students' wellbeing on their academic engagement, while it was not applicable to the reverse path.
Implications: These findings suggest that students with greater life satisfaction experience enhanced intrinsic motivation and amplify the effect of wellbeing on engagement. It further explains how well-being broadens thought–action repertoires, facilitating sustained academic engagement and life satisfaction acts as an additional resource that buffers or amplifies this effect.
Originality: The novelty of this work lies in the demonstration of the reciprocal association between HEI students' wellbeing and academic engagement, having major implications for the educational administrators, policy makers, and educational leaders, providing a nuanced understanding of student success mechanisms in HEIs.

Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1032

UNIVERSITY FOR WELL-BEING: THE PRISMA 2.0 PROJECT - PROMOTING INDIVIDUAL AND SOCIAL RESOURCES IN THE ACADEMIC WORLD

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University of Sassari ~ Sassari ~ Italy

The PRISMA 2.0 project aims to promote and encourage psychological, emotional, and relational well-being throughout the academic community (students, professors and non-teaching staff), including through measures to prevent and combat risky behaviors (e.g., addictions). The project aims to promote a culture of prevention and support, strengthening psychosocial skills and enhancing the resources available in different contexts of life. To this end, the objectives are: 1) a qualitative and quantitative survey of students' well-being and lifestyles. In the first year, 778 students aged between 19 and 69 (M=27.9; SD=9.9), of whom 71.7% were women and 28.3% were men, mainly of Italian nationality (97.2%). Some of the preliminary results showed that, in terms of psychological well-being, 47.2% of students are in a state of flourishing and show high levels of perceived academic satisfaction (M=72.23; SD=13.88); 2) psychological support from university counselling service, as well as training and supervision for the professionals involved. During the first year, out of 165 requests, 143 students were taken on. Of these, 124 are women and 41 are men, with an average age of 25. The main reasons for accessing the service were difficulties in studying, managing emotions (e.g., combating anxiety, panic, etc.), and increasing psychosocial resources, for example, by improving self-esteem or the quality of relationships; 3) Focus groups and circles among students to discuss university life and how to improve its quality, as well as to promote a sense of academic community; 4) Sports activities to promote physical and mental well-being through physical activity.
The results of the first year of activities and the project actions that have emerged for the second year of the project will be presented.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 830

A TWO-WAVE STUDY OF COLLEGE ADJUSTMENT AND WELL-BEING: ROLES OF SELF-EFFICACY, FAMILY/FRIEND SUPPORT, AND PERSONALITY TRAITS

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Mersin University ~ Mersin ~ Turkey

The transition to university is a critical young-adult milestone that demands academic, social, and personal adaptation. Challenges in this process may undermine both academic performance and psychological well-being. This study examines associations between first-year students' adjustment and well-being with self-efficacy, perceived social support from family and friends, and personality traits of extraversion and openness to experience. The study is approved by Mersin University Social Sciences Ethics Committee. The study's hypotheses are as follows: H1. T1 self-efficacy will positively predict T2 university adjustment and life satisfaction, controlling for T1. H2a. T1 perceived family support will positively predict T2 adjustment and life satisfaction, controlling for T1. H2b. T1 perceived friend support will positively predict T2 adjustment and life satisfaction, controlling for T1. H3a. Extraversion will positively predict T2 adjustment and life satisfaction, controlling for T1. H3b. Openness to experience will positively predict T2 adjustment and life satisfaction, controlling for T1. The sample will consist of first-year students at a public university in Mersin. Based on comparable studies, analyses will target about 200 participants, with at least 300 recruited at T1 to allow for attrition. Participation will be voluntary; data will be collected via paper-pencil surveys. Instruments include the Self-Efficacy Scale, Multidimensional Scale of Perceived Social Support, extraversion and openness subscales of the Big Five Inventory, the University Life Adjustment Scale, and the Satisfaction with Life Scale. Data will be gathered in two waves: (T1) the first week of the academic year (September 2025) and (T2) about two months later (November 2025). Analyses will begin with repeated-measures ANOVAs to assess changes in adjustment and well-being from T1 to T2. Correlational analyses at both waves will further explore associations among variables. Findings are expected to provide longitudinal evidence on early adaptation processes and inform development of orientation and psychosocial support programs for first-year students.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 966

STUDENTS' SAFETY NET: ACADEMIC SELF-HANDICAPPING

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Middle East Technical University ~ Ankara ~ Turkey

Individuals sometimes purposefully engage in strategies that reduces their chances of success, and they attribute the reason for their failure to these. For instance, students procrastinate until the final hours before an exam, and sometimes do not put the complete effort even though they are able to do so. In other words, they self-handicapp. Often strategies like these are employed when people want to avoid the pain of failure, or don't want their abilities to be questioned by others. Even though excuses are made and pain is avoided through these, negative outcomes including anxiety, low self-esteem, and perfectionism can happen as a result of self-handicapping as well.
As a period filled with assignments and exams, it is college years that these strategies, academic self-handicapping in this context, come to the fore. However, there is a lack of body of knowledge on why and how these manifest during this period remains less investigated compared to academic self-handicapping during k-12 education. Thus, to fill this gap, this ongoing study aims to investigate academic self-handicapping strategies of university students. It employs a qualitative phenomenological design. Data will be collected through semi-structured interviews from 20 university students. The results will shed light on students' behaviors, thoughts and emotions regarding their academic life, as well as when and how they do academic self-handicapping. It is expected that conclusions of this research will also help college counselors in designing interventions to help students overcome these destructive strategies, improving their academic well-being.

05 - Division 5: Education and School Psychology

Learning processes 1

Wednesday 22 July 2026 from 12:30 to 14:00

(J-Spadolini)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 452

HOW DO PARENTAL EXPECTATION AND INVOLVEMENT PREDICT CHILDREN'S ACADEMIC PERFORMANCE? – A PROPENSITY MATCHING SCORE APPROACH

Wei S.*

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Previous studies have reported mixed results on the relationships between parental beliefs, parental involvement, and student academic achievement. Yet less is known of the heterogeneity factors in these connections based on the propensity for a parent to hold certain expectations and to provide support in various contexts. By using a propensity score matching method, this study investigates the relationship between parents' beliefs, behaviors, and child's academic performance with a nationally representative dataset from the National Household Education Survey in 2019. Results indicate that advanced family socioeconomic status such as parents' high education level and high household income are associated with a high propensity for parents to aspire for a graduate level education for their children. In contrary, advanced socioeconomic status leads to a low propensity to provide homework help and to have family dinner together. Evidence shows that Asian parents and immigrant parents have both high expectations and high involvement. Male parents are more likely to hold high expectations, but female parents are more likely to give direct help in homework. Children higher in school year tend to have parents with lower education expectations and engagement. Overall, parents' expectations for graduate school education are positively associated with children's academic performance between age 5-20. However, parents' direct involvement with homework help is negatively associated with child's performance. Indirect involvement with family dinner is not significantly associated with academic performance. These patterns suggest that 1) both child-level and family-level characteristics induce parents' beliefs and behaviors, 2) it is important to further understand how parents can better communicate their expectations to children and interact with them outside of school hours.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1273

THE EFFECTS OF PROFICIENCY-BASED PEER REVIEW GROUPS ON EFL WRITING DEVELOPMENT

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This study examined how writing proficiency and grouping methods influence the effectiveness of trained peer feedback. Employing a 2×2 between-groups design, 80 EFL learners from a Chinese university were systematically categorized into four groups (20 per group) based on writing proficiency (high/low) and grouping method (homogeneous/heterogeneous). During the initial semester, students received training in implementing peer feedback within their writing classes. In the second semester, each experimental group received peer feedback across multiple assignments. Standardized assessments of writing proficiency, writing self-efficacy, and writing self-regulated learning were conducted at the beginning and end of the second semester, while classroom experience was evaluated only post-intervention. For students with high writing proficiency, peer feedback proved most effective in homogeneous groups, resulting in significantly enhanced writing development, self-efficacy, and autonomous motivation. Conversely, students with low writing proficiency benefited most from peer feedback in heterogeneous groups, leading to notable improvements in writing development and self-efficacy. The study advises against using groups of two and suggests using AI assistance for lower-ability students in peer reviews, although further clarification on these recommendations may be warranted.

Abstract 4899

FROM FEEDBACK TO RUMINATION: COGNITIVE MECHANISM UNDERLYING FEEDBACK EFFECTS ON PERFORMANCE

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Grounded in Feedback Intervention Theory (Kluger & DeNisi, 1996), the present study explored the circumstances under which feedback shifts attention away from task execution toward self-referential processing, and the implications of such shifts for performance. The study focused on three key characteristics of feedback: its consistency with prior expectations (consistent vs. inconsistent), its type (comparative vs. absolute), and its valence, examining their influence on rumination and subsequent task performance. A sample of 239 students first completed an initial set of ten Raven's Progressive Matrices items. Participants then received experimentally manipulated feedback aligned with their assigned condition, followed by a second performance task. The results indicated that neither feedback valence nor feedback type significantly shaped ruminative responses. Instead, expectancy-discrepant feedback emerged as the primary predictor, leading to heightened rumination and a decline in subsequent performance. Further analysis revealed that rumination served as a key explanatory mechanism, mediating the relationship between discrepant feedback and reduced performance. These findings highlight the critical role of expectancy violation in shaping cognitive responses to feedback and demonstrate how such responses can undermine performance.

Keywords: Feedback; Rumination; Performance

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1326

WHAT DO CHILDREN UNDERSTAND ABOUT SKEPTICISM? CHILDREN'S DETECTION OF DISBELIEF AND EVALUATION OF OTHERS' CREDIBILITY

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Introduction. People often rely on subtle prosodic cues (e.g., changes in vocal pitch or tone) to infer a speaker's mental state. While much research has examined children's ability to identify emotions via prosody (e.g., anger, sadness), disbelief states have received little attention. Disbelief is especially important for development because, when justified, it can serve as a credibility cue to guide learning (e.g., disbelieving implausible information makes you a wise skeptic). Purpose. To determine what children understand about these mental state concepts and whether they can use vocal cues alone to detect them.

Methods & Results. Across two experiments, English-speaking children ages 6-8 years (Experiment 1 N = 56; Experiment 2 N = 60) were introduced to characters who differed in their disbelief toward implausible information (gullible believer vs. justified disbeliever). We tested whether (1) children can detect disbelief through prosodic cues, and (2) use a speaker's justified disbelief to guide their learning decisions and impressions of that speaker's credibility. Participants were randomly assigned to Control (explicit statements, e.g. "I believe that") versus Experimental conditions (prosodic cues only). We then asked questions examining children's ability to a) detect disbelief from prosody versus explicit statements and b) use that information to guide their impressions of the speaker's credibility (e.g., "Who's smarter?" "Who would be the most help with your homework?"). Results suggest that children this age understand that justified disbelief can signal credibility. However, their ability to detect justified disbelief using prosodic cues alone may be tenuous, especially earlier in development.

Conclusions. Children are remarkably savvy learners and use even subtle cues to determine the credibility of others. These results are discussed in terms of their implications for social cognition, the development of critical thinking, and the practical applications for information consumption and education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 707

PERCEIVED STRESS IN EARLY CHILDHOOD: THE PROTECTIVE ROLE OF EXECUTIVE FUNCTIONS ACROSS SOCIO-ECONOMIC CONTEXTS

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Previous studies show that stress negatively affects executive functions (He & Yin, 2016; Finegood et al., 2017). Nonetheless, most existing research relies on reports from parents or caregivers neglecting vital subjective component and the potential of executive functions as a protective factor.

This study investigates the association between subjectively perceived stress and executive functions in preschool children from different sicio-economic environments. The sample comprised 1,241 children aged 6–7 years (50.5% – boys, M = 80.6 months, SD = 4.75 months) across four regions of the Russian Federation. Executive functions were assessed using NEPSY-II subtests. Perceived stress was measured with a self-report test for children PSS-C. The socio-economic environment was defined by the family's place of residence: a large city, a town, or a rural area.

Analyses revealed significant negative associations between perceived stress and all core executive functions components, including working memory, inhibitory control, cognitive flexibility, and processing speed. Notably, children with high executive functions level reported lower perceived stress in low socio-economic settings (rural areas), suggesting a protective role of executive functions. However, in urban environments, children with high executive functions still reported elevated stress, highlighting that socio-environmental factors may override cognitive resources. This indicates that executive functions should not be considered as distinct cognitive processes. Instead, it can be seen as a system indicator of the voluntary nature of higher mental functions in the line with the cultural-historical approach (Vygotsky, 2004).

These findings underscore the reciprocal relationship between executive functions and perceived stress in early childhood. The current study suggests that a high level of executive functions could counteract the negative effect of a low socio-economic environment on a child's stress and enhance resilience. The results highlight the importance of fostering executive functions as part of educational and preventive practices, while also addressing contextual stressors in children's everyday environments.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education

Abstract 2323

PSYCHOLOGICAL MISCONCEPTIONS AMONG PSYCHOLOGY STUDENTS: THE ROLES OF EDUCATION, UNSUBSTANTIATED BELIEFS, AND PERCEIVING PSYCHOLOGY AS A SCIENCE

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Psychological misconceptions are unsubstantiated yet persistent beliefs that hinder the education and practice of psychology. Understanding their prevalence and relation to psychological knowledge is essential. We expected that as students' class level increased, endorsement of misconceptions and other unsubstantiated beliefs (i.e., paranormal and conspiracy beliefs) would decrease, whereas perceiving psychology as a science would increase.

A total of 1,584 Turkish psychology undergraduates (1,343 women, 233 men, 8 unidentified; M = 21.85, SD = 6.51) from various universities completed measures of psychological misconceptions, paranormal beliefs, conspiracy beliefs (generic and wellbeing–related), and perception of psychology as a science. Correlations showed that class level was negatively, albeit weakly, related to psychological misconceptions, paranormal beliefs, and wellbeing–related conspiracies. ANOVAs revealed that freshmen endorsed misconceptions and wellbeing–related conspiracies more strongly than higher-grade students, whereas seniors endorsed paranormal beliefs less strongly ($Fs > 7.81$, $ps < .001$, $\eta^2 > .015$). However, class level was unrelated to the three most strongly endorsed misconceptions: that the tongue has distinct taste regions, that matching instruction to learning styles improves achievement, and that subliminal messages drive product purchases.

In hierarchical regression, religiosity and interest in astrology explained 9% of the variance in misconceptions. Adding paranormal and conspiracy beliefs increased the explained variance to 28%, and adding psychology as a science in the last step raised it to 29%. All predictors except religiosity were significant, with perception of psychology as a science being the only negative predictor.

Overall, psychology education in Türkiye made only a modest contribution to reducing unsubstantiated beliefs. Viewing psychology as a science emerged as the key factor in reducing misconceptions beyond the influence of paranormal and conspiracy beliefs. The implications for education and the application of psychology were discussed.

05 - Division 5: Education and School Psychology

Vitor Coelho,Universidade Lusíada Porto, Portugal

Wednesday 22 July 2026 from 13:00 to 13:30

(H-Spadolini)

Abstract 4616

Presidential Address

Coelho V.A.*

05 - Division 5: Education and School Psychology

Lucia Mason University Padova, Italy

Wednesday 22 July 2026 from 13:30 to 14:00

(H-Spadolini)

Abstract 4637

Reading Comprehension on Screen and Paper: The Role of Medium, Individual, and Contextual Factors

Mason L.*

05 - Division 5: Education and School Psychology

PERSONAL AND CONTEXTUAL VARIABLES THAT INFLUENCE THE WELL-BEING OF TEACHERS AND PUPILS IN THE SCHOOL CONTEXT

Wednesday 22 July 2026 from 14:00 to 15:30

(H-Spadolini)

Enrica Ciucci (Department of Education, Languages, Inte), Chair
Antonella Marchetti (Dipartimento di Psicologia, Università C), Discussant

Teachers' and students' well-being in the school context have received growing attention, particularly in the aftermath of the COVID-19 pandemic. Studies have identified many individual, relational, and organizational level factors that influence teachers' and students' well-being.
The goal of the present symposium is to explore factors that influence teachers' and students' wellbeing and how to enhance it. Specifically, two contributions are presented as part of the same large international research project on teachers' well-being and mental health following the COVID-19 Pandemic: using a qualitative approach, Matteucci et al., highlighted the crucial role of socio-relational factors in supporting teachers' well-being in the Italian context. The quantitative study by Palikara et al., involving teachers across a broad age range, showed that subjective well-being and job satisfaction mutually influence each other, and that both were negatively affected by dissatisfaction with school workplace conditions. Using a mixed-methods approach, Crescentini et al. reported the results of interventions aimed at promoting teachers' Psychological Capital (PsyCap) that is demonstrably linked to enhanced personal well-being and improved work performance. Two contributions directly concern student well-being. The one by Baroncelli and colleagues evidenced that students who enjoy higher levels of personal well-being benefit more from a positive and supportive school atmosphere in the development of their social-emotional competences. The contribution by Colomeischi et al. underscores the predictive role of grit, hope, and resilience in promoting students' well-being and proposes individual and environmental strategies that can be effectively employed to foster these psychological resources.
The present symposium permits a deeper understanding of how supporting teachers' and students' well-being means not only strengthening healthy psychological states in both groups but also enhancing school environments in terms of relational climate.

Abstract 3890

FACTORS AFFECTING TEACHERS' WELLBEING IN ENGLAND FOLLOWING COVID-19 PANDEMIC: THE ROLE OF JOB SATIFACTION AND WORKPLACE CONDITIONS

Palikara O.*[1], Jones C.[1], Katsapi E.[2], Nastasi B.K.[4], Varjas K.[3]

[1]Department of Education Studies, University of Warwick ~ Coventry ~ United Kingdom, [2]Department of Psychology and Human Development, University College London ~ London ~ United Kingdom, [3]Department of Counseling and Psychological Services, Georgia State University ~ Atlanta, GA ~ United States of America, [4]Department of Psychology, Tulane University ~ New Orleans, LA ~ United States of America

Rationale: This study, conducted in England as part of the Global Perspectives on Teachers' Well-being and Mental Health Following the COVID-19 Pandemic project, aimed to develop a comprehensive understanding of teachers' subjective well-being and job satisfaction in the context of the post-COVID period.
Methodology: All 1819 responders who completed the survey were qualified school teachers currently working in England. Participants' ranged from 21-70 years old (M = 42.5, SD = 10.4) and they had between 0-42 years' teaching experience (M = 16.6, SD = 9.56). All participants completed a teacher self-report online survey administered through Qualtrics, which included demographic questions, the School Workplace Conditions Survey (Ansley, 2019), the Teacher Subjective Wellbeing Questionnaire (Renshaw et al., 2015) and the Job satisfaction survey (Spector, 1994).
Key findings: The findings indicated a bidirectional relationship between subjective well-being and job satisfaction, both of which were negatively influenced by dissatisfaction with school workplace conditions. Teaching experience emerged as a significant predictor of well-being, but not of job satisfaction.
Implications: These results will be discussed in relation to the implications paused for enhancing school environments, school communities and supporting teachers' wellbeing and mental health following the COVID-19 pandemic and in the light of any future global future emergency.

Abstract 3891

THE IMPACT OF INDIVIDUAL VERSUS GROUP WORK IN TEACHER PSYCHOLOGICAL CAPITAL TRAINING

Crescentini A.*[1], Pettignano M.[1], D'amato A.[2]

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In the field of education, it is widely recognised that positive psychology interventions have significant positive effects on both educators and students (Allen et al., 2022). Specifically for teachers, these interventions target the development of key psychological resources, including hope (Snyder, 2000), optimism (Seligman, 2011), self-efficacy (Bandura, 1997), and resilience (Masten, 2001). These four constructs were conceptually integrated by Luthans (2007) under the framework of Psychological Capital (PsyCap), a higher-order core construct characterised as being state-like. This means PsyCap is not a fixed personality trait but is instead measurable, open to development within a limited time, and demonstrably linked to enhanced personal well-being and improved work performance. For teachers, investing in this personal potential has been directly correlated with higher teaching quality and a greater capacity to motivate students (Vink et al., 2011).

Building on this evidence, a series of PsyCap training interventions have been implemented within initial and continuing teacher training programs in the Canton of Ticino, Switzerland. This particular contribution will present a study focused on comparing the efficacy of different training formats. The primary variable distinguishing the courses is the deliberate balance between individual reflection time and collaborative group work. To evaluate the impact, a standardized questionnaire assessing the four PsyCap constructs will be administered in a pre-test/post-test design. The subsequent quantitative analysis of these results will be systematically supplemented by qualitative data gathered from participant feedback. This mixed-methods approach aims to provide a comprehensive understanding of both the outcomes and the experiential process of the training, offering valuable insights for optimizing future professional development initiatives for educators.

Abstract 3892

THE UNIQUE AND INTERACTIVE ASSOCIATIONS OF SCHOOL CLIMATE AND INDIVIDUAL WELL-BEING IN STUDENTS' AND TEACHERS' SOCIAL AND EMOTIONAL COMPETENCES

Baroncelli A.*[1], Ciucci E.[2], Grazzani I.[3], Parrello S.[4], Capperucci D.[2], Capurso M.[1], Cigala A.[5], Corsano P.[5], Del Vecchio E.[1], Mazzeschi C.[1], Molinari L.M.E.E.[5], Sica L.S.[4], Veronese G.[3], Berti S.[5], Carillo F.[1], Ceci B.[5], Paoli M.[1], Grazia V.[5]

[1]Department of Philosophy, Social Sciences and Education, University of Perugia ~ Perugia ~ Italy, [2]Department of Education, Languages, Interculture, Literatures and Psychology, University of Florence ~ Florence ~ Italy, [3]Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca ~ Milano ~ Italy, [4]Dipartimento di Studi Umanistici, Universita' degli Studi di Napoli Federico II ~ Napoli ~ Italy, [5]Dipartimento di Discipline Umanistiche, Sociali e delle Imprese Culturali, Università di Parma ~ Parma ~ Italy

Introduction
Social and emotional competences (SECs) manifested by students and teachers within school contexts are fundamental for an adaptive development (Cavioni et al., 2023; Grazzani et al., 2024).
Research objectives
The study examined the role of the school climate (in the two dimensions of classroom practices – factors related to everyday choices and behaviors during classroom activities - and school atmosphere - the quality of the general experience in school internalized over time; Grazia & Molinari, 2021; Molinari & Grazia, 2022) in the SECs of students and teachers, also testing the moderation of individual well-being.
Methodology
3685 students (49.63% females; mean age = 11.95 years, SD = .92) and 569 teachers (82.95% females; mean professional seniority = 13.49 years, SD = 9.85), from lower secondary schools in Italy completed self-report questionnaires within the PRIN PNRR 2022 project "Mapping social emotional learning and school climate in Italian lower secondary schools: Advancing understanding and participation to inform intervention" (CUP J53D23016840001). A linear regression approach was adopted.
Results
In both groups, the association of the school atmosphere with the SECs was positive, and it was strengthened at higher levels of good classroom practices; a conditioned effect occurs in teachers: the effect became statistically significant only from average levels of good classroom practices. In both groups, the individual well-being added unique variance, and, in students, it interacted with the school atmosphere: the positive association between school atmosphere and SECs was stronger in students who reported greater individual well-being.
Conclusions
The results highlight the importance of school climate in the association with the SECs of students and teachers, although with differences between these two groups - also with reference to the role played by their individual well-being.

Abstract 3893

FOSTERING A SENSE OF GRIT, HOPE AND RESILIENCE IN STUDENTS: STRATEGIES TO PROMOTE WELL-BEING IN SCHOOLS. IMPLICATIONS FROM EMPIRICAL RESEARCH

Colomeischi A.A.*, Rusu P.P.

Stefan cel Mare University of Suceava ~ SUCEAVA ~ Romania

In the educational landscape, promoting student well-being extends beyond academic achievement to encompass holistic development, including the cultivation of grit, hope and resilience. We intend to explore strategies aimed at nurturing these vital psychological assets in students and, consequently, promoting their overall well-being in school settings. This research highlights the role of grit, hope and resilience in promoting well-being and their interrelationship with student well-being.

This research underscores the predictive role of grit, hope and resilience for well-being and highlights the significant implications of cultivating grit, hope and resilience for students' well-being and academic outcomes. The sample consists of 501 students aged 9 to 18 years (mean age 12.3 years, SD=1.51), 251 from urban areas, 249 from rural areas, 215 boys, 285 girls). The instruments used were Grit Scale (Duckworth), (Cronbach's Alpha = 0.949), CYRM-R (Ungar) (Cronbach's Alpha = 0.956), Sterling Childrens Wellbeing Scale (Cronbach's Alpha =0.951), Childrens Hope Scale (Snyder, 1997) (Cronbach's Alpha = 0.930). Analyses were carried out using SPSS 27.

The findings indicate high correlations between variables and a strong explanation of wellbeing in terms of students' grit, hope and resilience. Based on the findings of the empirical study, we try to identify a number of evidence-based strategies for promoting grit, hope and resilience in students. These strategies include both individual-level interventions, such as goal-setting exercises, growth mindset interventions, and mindfulness practices, and environmental factors, such as supportive teacher-student relationships, a culture of high expectations, and opportunities for meaningful engagement and autonomy.

In conclusion, the empirical evidence presented highlights the importance of intentional efforts to foster grit, hope, and resilience in students within the school context. By implementing evidence-based strategies aimed at cultivating these psychological assets, educators can play a pivotal role in promoting student well-being and creating supportive learning environments conducive to academic and personal growth.

05 - Division 5: Education and School Psychology

Learning processes 2

Wednesday 22 July 2026 from 14:00 to 14:45

(J-Spadolini)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2207

IMPACT OF A KINDERGARTEN MULTICOMPONENT INTERVENTION ON GRADE 1 SPELLING

Ramirez G.*

Thompson Rivers University ~ Kamloops ~ Canada

This study examined the effects of two kindergarten literacy interventions on Grade 1 spelling outcomes among monolingual Spanish-speaking kindergarteners in low socioeconomic schools in Argentina. One intervention targeted phonological awareness (PA) and basic phonics, while the other was a multicomponent intervention integrating PA, morphological awareness (MA), and vocabulary instruction. A control group followed the standard kindergarten curriculum without explicit literacy instruction. The interventions were delivered over three months by classroom teachers. Repeated measures ANOVAs showed that both intervention groups outperformed the control group on spelling at posttest, with large effect sizes. Vocabulary outcomes were significantly higher in the multicomponent group compared to both the control and PA-only groups. No between-group differences were observed in phonological awareness gains, although all groups improved over time. The results suggest that both PA-focused and multicomponent instruction can enhance early spelling skills in transparent orthographies such as Spanish, with the multicomponent approach offering additional benefits for vocabulary development. These findings support the integration of MA and vocabulary into early literacy curricula and underscore the potential of teacher-delivered interventions to promote foundational literacy skills in under-resourced settings.

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 635

ECONEUROBIOLOGY IN EDUCATION: LEVERAGING ENVIRONMENTAL AND NEUROLOGICAL INSIGHTS TO ENHANCE CHILD DEVELOPMENT AND LEARNING OUTCOMES

Mualem R.*[2], Hussein Farraj R.[1]

[1]Dr Rania Hussein Farraj ~ Econeurobiology Research Group, Research Authority, Oranim Academic College ~ Israel, [2]Dr raed Mualem ~ Econeurobiology Research Group, Research Authority, Oranim Academic College ~ Israel

Introduction:
Econeurobiology explains how environmental factors shape brain development and learning. It highlights love and positive emotions, movement, sleep, nutrition, music, and STEAM-based learning in attention, memory, and executive function.
Purpose:
This project examined how modifiable inputs affect children's cognitive, emotional, and academic outcomes, aiming to identify strategies that build resilience, equity, and critical thinking.

Method:
Studies with children aged 5–12 used within-subjects and quasi-experimental designs. Standardized tasks measured attention, memory, and problem-solving; observations and QEEG recordings provided behavioral and neural data.
Results:
• Love and positive emotions: Stress-inducing games (e.g., Fortnite) impaired memory (–41.8%), concentration (–30.3%), and math efficiency (–41.5%). Calming tasks (e.g., Solitaire) enhanced these functions, showing love and safety act as neurocognitive enhancers.
• Movement: Ten minutes of effortless walking improved concentration by 255%, recall by 54.3%, understanding by 42%, application by 33%, and analysis by 66%, alongside increased alpha and gamma activity.
• Sleep: Children sleeping 8–10 hours outperformed those with 4–6 hours, with restriction causing declines of 20.4% in memory, 22.7% in concentration, and 35.9% in academic performance.
• Nutrition: A Mediterranean-style diet improved memory by 35.9%, concentration by 35.4%, and social behavior by 46.1%, while reducing negative behaviors by 48%. QEEG confirmed higher alpha and gamma activity.
• Music: Listening to music raised exam performance by 31.5%, with 29–34% gains across Bloom's taxonomy; CEEG showed increased alpha and gamma activity.
• STEAM: Projects boosted motivation, collaboration, and reasoning, emphasizing brain connectivity and shifting learning from memorization to inquiry.
Conclusions:
Econeurobiology shows that targeted environmental interventions can enhance learning, well-being, and equity. Above all, findings highlight the role of positive emotions and love in strengthening prefrontal regulation and growth. Embedding movement, sleep, nutrition, music, supportive contexts, and STEAM pedagogy can foster critical thinking and teach children not what to think, but how to think.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 709

EFFECTIVE PRACTICES FOR EARLY CHILDHOOD DEVELOPMENT: WHY SUPPORTING CHILDREN'S AGENCY MATTERS

Plotnikova V.*, Veraksa A.

Lomonosov Moscow State University ~ Moscow ~ Russian Federation

Designing effective educational practices that can support children's development is a pressing challenge for educators and policymakers. Within the cultural-historical approach, the social environment serves as a source of development for the child, but it becomes truly developmental only when the child actively engages with it (Vygotsky, 2004). This process is mediated by perezhivanie, understood as an emotional, lived-through experience that integrates cognitive, emotional, and cultural aspects of a child's activity, thereby linking external social conditions with internal development. In this regard, the present study examines how the support of children's agency in educational practices as an external social condition influences their development.

The study investigates play- and project-based practices that vary in the degree of children's agency. The sample included 215 children aged 5–6 years (50.2% boys). A pre-test/post-test design assessed self-regulation (NEPSY-II subtests), narrative competence (MAIN), and social outcomes (SCBE-30, TEC). Children were randomly assigned to five groups: (1) control group, (2) research project, (3) free play, (4) child–adult play, (5) creative projects. Each group participated in 22 sessions.

The results showed that the higher the degree of children's agency in an activity, the stronger its developmental effect. Free play supported gains in verbal working memory and narrative macrostructure. Child–adult play significantly enhanced working memory, inhibitory control, and narrative development. Creative project activity promoted narrative development and children initiative, reduced anxiety and aggression. In contrast, children in the control group showed an increase in aggressive behavior.

The findings suggest that supporting children's development requires organizing activities where they can act as active subjects, express their own ideas, and receive support for initiative. This study underlines the applied value of differentiating between play and project approaches in preschool education and offers evidence for balancing creativity, play, and guided interaction to foster holistic child development.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1075

CHILDREN'S VISUAL ATTENTION TO HUMOROUS IMAGES: AN EYE-TRACKING STUDY

Tsuji H.*

Osaka Shoin Women's University ~ Osaka ~ Japan

Humour is a powerful tool for social interaction and learning, however, how young children visually engage with humorous stimuli remains poorly understood. Developmental theories suggest that humour appreciation emerges in early childhood and may be reflected in distinct attention patterns. This study used eye-tracking to examine whether humour captures children's visual attention beyond mere novelty effects.

We tested whether 3- to 6-year-olds fixate longer on humorous images compared to perceptually matched non-humorous controls. Participants viewed five paired stimulus sets, each depicting a standard action, a colour-variant control, and a humorous incongruity that violated functional expectations. Children saw the standard image followed by either the humorous or control version in randomised order. Eye-tracking recorded dwell time to target objects, and the children also provided explicit humour judgements.

Children fixated significantly longer on humorous images ($M = 1.53$ s, $SD = 0.76$) than colour-variant controls ($M = 1.26$ s, $SD = 0.76$), $t(128) = 6.07$, $p < .001$, Cohen's $dz = 0.53$. Linear mixed-effects modelling confirmed this effect after controlling for individual and stimulus variability ($\beta = -0.29$, 95% CI [–0.37, –0.21], $p < .001$). However, effects varied by stimulus: clear differences were not observed for two of the five sets. Children's explicit judgements validated the humour manipulation, with 82% of choices favouring humorous images. Sets showing the strongest gaze differences were also rated as the funniest, demonstrating convergence between implicit attention and explicit judgement.

These findings demonstrate that humour captures early visual attention through incongruity processing. Stimulus-specific effects suggest that successful humour detection depends on children's conceptual knowledge and expectation violations. This work advances understanding of how incongruity, novelty, and meaning interact to guide children's perception and learning.

05 - Division 5: Education and School Psychology

Artificial Intelligence and learning

Wednesday 22 July 2026 from 14:45 to 16:15

(J-Spadolini)

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education

Abstract 381

DIVIDED BY AI: CHATGPT USERS AND NON-USERS IN HIGHER EDUCATION

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University of the Balearic Islands ~ Palma ~ Spain

Introduction
As artificial intelligence (AI) tools like ChatGPT become more prominent in academic settings, student attitudes toward their integration in higher education vary significantly.
Purpose
This study explores how prior experience with ChatGPT influences students' perspectives on the role of AI in teaching and learning.
Method
A quantitative study was conducted using an online survey completed by 737 undergraduate students at a Spanish university. Data were analyzed using descriptive statistics and non-parametric tests (Wilcoxon and Mann-Whitney U).
Results
Students who regularly use the tool generally support its integration into university, particularly in teaching methods, while non-users often oppose its integration, advocating for measures such as banning AI use within academic institutions.
Conclusions
These contrasting views highlight the complex psychological and pedagogical implications of AI in education. Understanding these differences is crucial for developing inclusive policies and interventions that reflect the diverse needs and values of the student population. Educational psychologists and institutions must address this divide by promoting informed, ethical, and equitable approaches to AI adoption that support both student development and educational quality.

Division 5: Education and School Psychology Division 8: Health Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2538

THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN MODULATING ANXIETY RELATED TO LEARNING AND PERFORMANCE IN UNIVERSITY STUDENTS: EVIDENCE FROM A SYSTEMATIC META-ANALYSIS

Di Segni F.*, Di Pomponio I.

University Uninettuno ~ roma ~ Italy

Introduction.
Academic anxiety is a widespread concern among university students, negatively affecting motivation, academic performance, and psychological well-being. Recent advances in Artificial Intelligence (AI) — including generative models such as ChatGPT, adaptive tutoring systems, and predictive algorithms — have opened new opportunities for emotional regulation and cognitive support in higher education. However, despite the growing number of empirical studies, no previous meta-analysis has quantitatively assessed the effectiveness of AI-based interventions in reducing academic anxiety and enhancing self-efficacy.
Purpose.
This meta-analysis aimed to evaluate the overall efficacy of AI-based interventions in improving emotional and cognitive outcomes among university students, with particular attention to the reduction of academic anxiety, the enhancement of motivation, and perceived self-efficacy.
Method.
Following PRISMA guidelines, 20 quantitative studies published between 2022 and 2025 were systematically identified and analyzed (total N ≈). A random-effects model (DerSimonian–Laird method) was applied, using Hedges' g as the standardized effect size. Heterogeneity was assessed through Cochran's Q and the I^2 index, and meta-regressions explored the moderating roles of AI type, study design, and intervention duration.
Results.
The overall effect size was g = 0.64 (95% CI [0.55, 0.74], $p < .001$), indicating a moderate-to-high positive effect of AI interventions on learning-related and emotional outcomes. Heterogeneity was moderate (I^2 = 61%), and publication bias appeared limited. Predictive machine learning models and integrated AI platforms yielded the strongest effects, while conversational AI tools showed smaller but consistent improvements.
Conclusions.
AI-based tools demonstrate significant potential to reduce academic anxiety and enhance students' motivation, engagement, and self-efficacy. These findings highlight the relevance of AI as a complementary instrument for promoting psychological well-being and adaptive learning in higher education settings. Future research should investigate longitudinal effects, differential impacts across disciplines, and ethical dimensions of AI use in psychological and educational interventions.

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2403

INTERACTIVE ROBOT-ASSISTED JOB INTERVIEW TRAINING: AN AI-DRIVEN INTERVENTION FOR YOUTH WITH SPECIAL EDUCATIONAL NEEDS

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The Education University of Hong Kong ~ Hong Kong ~ Hong Kong

Youth with Special Educational Needs (SEN) face challenges in the employment market. Job interview skills represent a barrier due to anxiety and communication difficulties. Traditional human-led training programs suffer from scalability limitations, inconsistent delivery, and anxiety induction. This study presents JoBot, a cat-shaped social robot designed to provide engaging, adaptive job interview training in a low-stakes environment. We conduct an empirical study with 28 youth with SEN (ages 19-26) randomly assigned to robot-led (n=14) or human-led (n=14) training sessions. This study employs a mixed-methods approach that incorporates performance assessments, questionnaires, and qualitative interviews. Training efficacy in four interview competence domains is evaluated. We also examine psychological outcomes using Self-determination Theory. In general, the experimental group shows greater improvement (mean: +17.06%) than the control group (mean: +8.23%). For performance assessment, participants' verbal competence exhibits statistically significant enhancement (robot-led: +30.19%, $p<.01$; human-led: +16.96%, $p=.13$). For psychological outcomes, robot-led training manifests a statistically significant improvement in intrinsic motivation (robot-led: +7.69%, $p<.05$, $d=.58$; human-led: +2.86%, $d=.33$). Qualitative analysis reveals that most participants demonstrate motivational readiness. Some participants report that they increase confidence but reduce stress through repeated robot-led practice. These findings suggest that robot-led training creates a stress-free environment and fosters a non-judgmental mastery-learning experience for youth with SEN. This work provides empirical evidence that social robots are effective and scalable alternatives for job interview training among SEN populations. The result implies the importance of inclusive and assistive technology development in the future.

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 633

GUIDING ETHICAL DECISION-MAKING AMONG UNIVERSITY STUDENTS IN THE DIGITAL ERA: A SCENARIO-BASED APPROACH

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[1]The Chinese University of Hong Kong ~ Hong Kong ~ Hong Kong, [2]The Education University of Hong Kong ~ Hong Kong ~ Hong Kong

The advancement of digital technology has transformed teaching and learning, offering unprecedented opportunities. When effectively utilised, digital transformation can enhance connectivity, efficiency, productivity, and creativity. However, it has also significantly impacted our approaches to education and work, leading to emerging ethical issues. Key concerns include digital privacy, the use of personal information, intellectual property rights in digital media, misinformation dissemination on social media, ownership of AI-generated content, and cyberbullying. There is a lack of research that guides decision-making in digital contexts based on ethical theories and moral principles. This study employs a scenario-based approach to explore how simulated scenarios can facilitate ethical decision-making among university students through a virtual learning platform. We developed 20 scenarios, each reflecting real-life situations involving critical incidents related to the digitalisation of teaching and learning. Each scenario is paired with response options designed to encourage exploration of major ethical theories and moral reasoning—such as Deontology, Egoism, Ethics of Care, Social Contract Theory, Virtue Ethics, and Utilitarianism. Student responses were collected and stored in database, which, allows them to view aggregated decisions for each scenario through an online platform, fostering a deeper understanding of diverse perspectives. This database also serves as a useful resource for teachers to track student responses and gather formative assessment data. This presentation will showcase how this platform enhances university students' abilities to discern incidents, consider multiple perspectives, and make judgments based on moral reasoning in various digital contexts. By integrating these scenarios into courses, teachers empower university students to apply, reflect on, and discuss moral principles that lead to ethical decisions in complex dilemmas. This approach not only fosters critical thinking but also enables students to evaluate the relative importance of different considerations in determining the appropriateness of various response options.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 749

THE ROLE OF EXPLANATION TYPE FROM DIGITAL VOICE ASSISTANT IN YOUNG CHILDREN'S EPISTEMIC TRUST AND BELIEF REVISION

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In the digital era, Digital Voice Assistants (DVAs) have become a significant channel for children to acquire knowledge. However, little is known about how the type of explanatory testimony influences children's epistemic trust in DVAs. This study employed a conflicting sources paradigm, manipulating both the type of explanatory testimony provided by DVAs (teleological explanations vs. mechanical explanations) and the conflict situations (non-conflict vs. low-conflict vs. high-conflict), to examine the epistemic trust and its developmental characteristics of 90 children aged 4-6 years in DVAs. Data were analyzed using Generalized Linear Mixed Models (GLMM). The results showed: (1) Children exhibited higher epistemic trust in DVAs providing teleological explanations. This trust preference showed significant age differences, compared to the 5-year-old and 6-year-old groups, the 4-year-olds demonstrated a stronger trust tendency towards teleological explanations. (2) In conflict situations, children's trust in the DVAs providing teleological explanations significantly decreased across all ages. Furthermore, the degree of conflict influenced children's epistemic trust, compared to high-conflict situations, in low-conflict situations, children were not only more willing to trust DVAs providing teleological explanations but also more inclined to revise their pre-existing beliefs. (3) Belief revision also exhibited significant age differences, 4-year-olds were more prone to revise their pre-existing beliefs, whereas 5- and 6-year-olds showed a stronger tendency to maintain their original beliefs. This study is the first to investigate the mechanisms and developmental patterns of children's epistemic trust in DVAs. It provides empirical evidence for evaluating the educational suitability of DVAs as informants for children and offers valuable insights for optimizing the effectiveness of children's interactive learning with DVAs.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1632

AI IN MENTAL HEALTH PROMOTION IN EDUCATIONAL SETTINGS: A SYSTEMATIC REVIEW AND META-SYNTHESIS OF USES, OUTCOMES, BENEFITS AND CHALLENGES

Simon P.*[1], Nalipay M.J.[2], Yema D.P.[3], Dela Cruz I.[4], Liu T.[5]

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Artificial intelligence (AI) integration into educational settings has opened new avenues for mental health promotion. Despite reviews and meta-analysis conducted on AI's effectiveness in addressing mental health issues, a comprehensive understanding of the uses, outcomes, benefits, and challenges of AI-driven mental health initiatives across all educational levels remains limited. This systematic review and meta-synthesis aim to critically examine the current landscape of AI applications in mental health promotion within educational environments, synthesizing evidence from qualitative studies on their uses, outcomes, benefits and barriers to implementation. We systematically searched six databases (WoS, Scopus, MEDLINE, Embase, PsycINFO, and Google Scholar) for peer-reviewed articles published between 2020-2025. Studies were included if they reported on AI-based interventions or tools aimed at promoting mental health among students across educational levels. Data were extracted and synthesized using thematic analysis and meta-synthesis techniques. Thirty-nine studies met inclusion criteria, encompassing a range of AI approaches such as chatbots, wearables, social robot, mobile agents, etc. We found that AI were used for assessment/diagnosis, adoption of therapist's role, enhancement of socio-emotional skills, facilitation of the therapeutic process, improvement of well-being and functioning, and management of mental health symptoms. Mental health outcomes addressed by AI were grouped into positive mental health, negative mental health, and physiological functioning. Reported benefits include positive user experience and engagement, adoption of therapist's positive characteristics, enhanced mental health and well-being of users, enhanced socio-emotional skills, enhanced therapeutic process, and privacy and confidentiality. Challenges identified were related to client factors, technology and design issues, negative attitude towards AI, lack of counsellor characteristics, and resource intensiveness. AI holds promise for mental health promotion, yet its implementation in educational settings is accompanied by notable practical and methodological challenges. Future research should prioritize transparent reporting, stakeholder involvement, and robust evaluation frameworks to maximize AI's potential while safeguarding student well-being.

05 - Division 5: Education and School Psychology

ARGUMENTATION AND LEARNING WITHIN A DIALOGICAL AND INTERACTIONAL PERSPECTIVE

Wednesday 22 July 2026 from 15:30 to 17:00

(H-Spadolini)

Antonio Iannaccone (Università Mercatorum ~ Rome ~ Italy), Chair and Presenter
Francesco Arcidiacono (University of Teacher Education BEJUNE ~), Co-Chair
Nathalie Muller Mirza, Discussant

By adopting a life-span development framework, this symposium addresses questions related to the role of argumentation in education, through the presentation of studies that examine the impact of argumentative activities in different learning contexts.
Contributors present qualitative data collected through systematic observations of various educational contexts (from preschool to secondary school). The presentations are characterized by a common dialogic and interactional perspective to illuminate how argumentation is built upon different characteristics depending not only from the explicit role assigned to it by the teacher, but also established by the socio-cognitive characteristics that define different modes of action and interaction in the human development. The adoption of an interactive and dialogical perspective (Arcidiacono & Bova, 2017; Muller Mirza & Buty, 2015; Muller Mirza & Perret-Clermont, 2009; Perret-Clermont et al., 2019; Schwarz & Baker, 2017) allows to define situations in which argumentation is developed through interpersonal dynamics characterizing learning activities.
In this sense, the five studies refer to argumentative situations as dialectical and intersubjective exchanges among people: it is the social and intersubjective matrix that makes argumentation suitable in various educational contexts, such as preschool settings (first contribution) or primary school (second paper) in which different semiotic resources contribute in promoting children's cognitive argumentation. Third and fourth studies consider argumentation, education and technology at secondary school level, to reflect on cultural dimensions necessary to build a genuinely cross-cultural theory of argumentative interaction in education. A final presentation presents a constructivist and dialogical approach to study argumentation, by highlighting insights of a lifelong learning perspective into how argumentation takes forms with social and cognitive skills that gradually emerge during ontogenesis.
All contributions support the idea of argumentation as an effective linguistic tool (in a Vygotskian sense) during social interactions, which can be then internalized to support individual cognitive activities (Iannaccone et al., 2019).

Abstract 3599

ARGUMENTATION AS EXPLORATORY DIALOGUE IN PRESCHOOL CHILDREN: AN EMPIRICAL AND THEORETICAL CHALLENGE

Iannaccone A.*[1], Perret--Clermont A.[2]

[1]Mercatorum Universitas ~ Roma ~ Italy, [2]Université de Neuchâtel ~ Neuchâtel ~ Switzerland

This contribution reports on a series of studies on reasoning in preschool children with an interactive-dialogic approach, which has empirically demonstrated the impact of interpersonal relationships on cognitive development (Perret-Clermont, 1976, 2022). This raised theoretical questions when trying to explain the processes of shifts in the logical levels (in Piagetian terms) of participants interacting around a common task (Perret-Clermont & Schubauer-Leoni,1981; Light & Perret-Clermont, 1989; Schubauer-Leoni & Grossen, 1993; Grossen, 1994; Iannaccone, 2010). This has led to a reliance on theoretical elements drawn from interlocutory, intersubjective, cultural, and narrative psychology, to conduct micro-genetic qualitative analyses of the meaning making and conceptual activity of children's dialogues (Perret-Clermont & Grossen 1994; Liengme et al.,1994; Schwarz et al., 2008; Arcidiacono & Perret-Clermont, 2010; Tartas et al., 2016). This highlighted the fundamental role played by children's contextualized and dynamic interpretation of situation, task and adults 'questions within the interaction.

Rather than individual socio-cognitive resources, arguments appear as the fruit of interpersonal processes in conversational moves: why do children indulge in argumentative activities? In our research, we faced the striking evidence that children often use argumentation not to defend a standpoint, but as a mean to explore the situation and its meaning, to examine their place and agentivity within the setting, and to discover the interlocutor's point of view (Iannaccone et al., 2019; Convertini et al., 2021). In such cases, their argumentation, if accepted by the interlocutor in spite of the fact that it might seem out of frame (Greco et al., 2017), gives rise to conversational adjustments that seem to be important in the process of understanding reality. It also reveals the agentivity of the child who explores the world of questions, standpoints and reasoning, just as s/he explores the material world of objects and usages (Iannaccone et al., 2024).

Abstract 3600

THE ROLE OF SEMIOTIC RESOURCES IN PROMOTING COGNITIVE ARGUMENTATION DURING PRACTICE-BASED SCIENCE EDUCATION IN CLASSROOM

Arcidiacono F.*

University of Teacher Education BEJUNE ~ Bienne ~ Switzerland

Science education is often presented at school by setting up practical-based activities to stimulate children's reasoning and learning, as research clearly recognizes the role of argumentation as an inquiry-based approach common to various learning experiences for the children's achievement of high-quality results (Erduran & Jiménez-Aleixandre, 2008). However, how teachers work on semiotic aspects of argumentation is still less explored (Convertini, Arcidiacono & Miserez-Caperos, 2024). For this reason, we decided to focus on teachers' interventions in science education and on the role of different semiotic resources that are mobilized during argumentative interactions with pupils. A collaboration between teachers and researchers has been set up, with the aim of designing a device enabling teachers to work with children so that the latter can learn to think argumentatively during problem-solving situations. The following questions were addressed: How practice-based science experiences settled up by teachers shape children's argumentation in classroom? How teachers' interventions mobilizing different semiotic resources support argumentation in science? Which are the main features of children's argumentation during these practices in science education?

In our investigation, we have involved 39 children (6-7 years old, grades 3-4) and 3 teachers, coming from two different classrooms recruited on a voluntary basis in the French speaking-part of Switzerland. Different practice-based tasks inviting children to discuss around science phenomena were video-recorded and then transcribed.

Through the lenses of the pragma-dialectical approach, we selected the argumentative discussions emerging during the observed experiences and we analyzed different semiotic resources (speech, gaze direction, deictic gestures, and position of physical objects) mobilized by the participants during their argumentative exchanges.

The findings show the crucial role of teachers in sustaining children's argumentation by the integration of different semiotic resources during the activities. This reveals the importance of mobilizing various communicative tools to favor children's learning in science education at primary school.

Abstract 3605

ARGUMENTATION, LEARNING AND CRISIS. A SOCIOCULTURAL AND DIALOGICAL APPROACH FOR THE ANALYSIS OF PERSONAL DIARIES

Muller Mirza N.*

University of Geneva ~ Geneva ~ Switzerland

While numerous studies on the relationship between argumentation and learning have been conducted in educational contexts with children, the sociocultural and dialogical perspective at the core of this symposium provides valuable theoretical and epistemological tools for examining argumentation and learning in everyday life across the lifespan with adults.
Drawing on a research project that investigates how societal crises are experienced in people's daily lives and narrated in diaries written over more than twenty years (Zittoun, Muller Mirza & Gillespie, 2022), our contribution offers a detailed analysis of two personal diaries. We adopt a dialogical approach to argumentation (Arcidiacono & Baucal, 2021; Grossen, 2015; Muller Mirza, 2024; Muller Mirza & Perret-Clermont, 2008) to highlight how two individuals, a man and a woman, through their writing, engage in argumentative dialogues with themselves (in a form of auto-dialogue) and with various other « voices » - including significant others in their family, friendship, or professional circles, political figures, the media of their time, and broader social "doxa".
For this analysis, we focus on the global societal crisis of COVID-19 in 2020, as well as on more personal crises that these individuals faced in their lives. We show that argumentative dynamics unfold across the life course in distinct ways, becoming intertwined with situations that carry particular meaning for the individuals, leading to decision-making, heightened awareness, and, in certain respects, forms of "learning".
This talk thus contributes to reflections on the role of argumentation in everyday life throughout the lifespan, within a sociocultural and dialogical perspective.

05 - Division 5: Education and School Psychology

Digital context and learning 1

Wednesday 22 July 2026 from 16:15 to 17:15

(J-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 1: No Poverty

Abstract 73

A STUDY OF ENHANCING STUDENT ENGAGEMENT IN ACCOUNTING EDUCATION THROUGH THE APPLICATION OF PADLET: A PEDAGOGICAL PERSPECTIVE

Chen Y.*, Mao C.

Chihlee University of Technology ~ New Taipei City ~ Taiwan

This study explores the application of Padlet, a digital collaborative platform, in accounting education to enhance student engagement. Accounting, often perceived as dry or difficult, presents unique challenges in sustaining student interest and motivation. The integration of interactive technologies like Padlet is increasingly relevant in today's digital learning environments. This paper examines the theoretical underpinnings of student engagement, the functionalities of Padlet, and how it can be effectively integrated into accounting curricula. Through a review of recent studies (2020–2025), a case study, and survey analysis, the research highlights the potential of Padlet to foster collaboration, active participation, and deeper learning in accounting classrooms.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 645

SMARTPHONE USAGE AND MIND WANDERING AMONG STUDENTS: MODERATING ROLE OF MINDFULNESS

Jain A.*, Sarkar S., Yadav A.

Banaras Hindu University ~ Varanasi ~ India

Excessive smartphone usage has been a cause of concern lately. It is linked with adverse health effects and cognitive impairments. In this view, the present study investigated the effect of smartphone usage on mind wandering with focus on moderating role of mindfulness. The sample consisted of 112 university students whose age ranged from 18 to 26 years. The responses of participants were obtained using Mindful Attention Awareness Scale (Brown & Ryan, 2003), Mind-Wandering Questionnaire (Mrazek et al., 2013) and Smartphone Use Scale (Mukherjee & Dasgupta, 2020). Finally obtained data (of 100 participants) was subjected to regression and moderation analyses that indicated significant positive association between smartphone usage and mind wandering and moderating role of mindfulness. The findings revealed that higher smartphone use was associated with increased occurrences of mind wandering and students with elevated mindfulness reported higher linkage between mind wandering and smartphone usage. These results showed that individuals high in mindfulness have either enhanced awareness or higher sensitivity to attentional disruptions caused by smartphone engagement. The results of this study suggested that intervention programs for smartphone addiction should focus on the mindfulness perspective to curb excessive usage of smartphone. In future, empirical researches may be conducted to further explore the smartphone addiction in the mindfulness aspect.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 154

EXAMINING THE EFFECT OF INSTRUCTOR VISIBILITY IN MULTIMEDIA INSTRUCTIONAL VIDEOS FOR LANGUAGE LEARNING

Lan Y.*, Manalo E.

Graduate School of Education, Kyoto University ~ Kyoto ~ Japan

Introduction:
In recent years, multimedia instructional videos have been widely used in both in-person and online education. However, there is debate about whether to incorporate instructor visuals in the instructional materials. This study examines the mechanisms of instructor videos, focusing on social presence and the additional information instructors can provide, using a Mandarin language learning context.
Purpose:
The present study aimed to examine the mechanisms of the instructor video, focusing on the social presence and additional information by examining different levels of the instructor's visibility (or invisibility).
Method:
91 Japanese university students with no prior experience learning Mandarin (the language setting used) were recruited and randomly assigned to one of three conditions: no instructor video (NT) condition, only mouth video (OM) condition, and whole instructor video (WT) condition. Learning performance was assessed with pre- and post-tests based on a beginner-level Mandarin speaking and listening lesson. Gaze allocation was measured during the lesson and a survey about their subjective perceptions of the instructional video was conducted afterward.
Results:
Findings revealed that instructor visibility significantly impacted performance, with participants in the WT condition outperforming those in the OM condition on the listen-and-choose task. The presence of the whole instructor provided additional visual cues, such as gestures and facial expressions, which enhanced learning outcomes. However, participants in the NT condition also outperformed those in the OM condition, suggesting that partial instructor visuals may negatively impact learning due to unfamiliarity and increased split attention. Gaze allocation data supported these findings, showing significant differences in fixation patterns across conditions.
Conclusions:
This study contributes to theoretical frameworks by clarifying how instructor visuals interact with learning processes. Practical implications include insights on the strategic use of teacher videos, avoiding partial and unfamiliar visuals, and integrating training to enhance learners' ability to process multimedia instruction effectively.

SDG 3: Good Health and Well-being

Abstract 4947

TAMING TABLETS, LEARNING LIMITS: A COMPARATIVE STUDY OF PARENTAL MEDIATION INFLUENCE ON RECREATIONAL SCREENTIME AMONG FILIPINO PRESCHOOL AND SCHOOL-AGE CHILDREN

Capulong A.*

University of the Phiippines ~ Quezon City ~ Philippines

With the ubiquity of digital technology in the daily lives of children, issues have been raised regarding its potential perils on children's development. Parental mediation may mitigate these potential negative effects. However, parental mediation and its impact on children's screentime have been hardly explored in the Philippine setting, highlighting the need to examine the said topic. Thus, this study aimed to investigate the impact of parental mediation strategies on the children's recreational screentime according to three age groups: preschoolers (4-6 years), younger (7-9 years) and older (10-12 years) elementary graders. 172 parents, with children ages 4-12 years, answered an online survey on their children's media practices and the mediation strategies they use. Results revealed that the mean screentime for preschoolers and younger elementary graders were significantly lower compared to older elementary graders but there was no significant difference between mean screentime of preschoolers and younger elementary graders. Regression analysis indicated that diversionary mediation was a statistically significant predictor of screentime (i.e., children whose parents use this strategy have significantly lower screentime compared to parents who do not use it). Results also showed that there was a statistically significant interaction between age group (older elementary graders versus preschoolers) and absence of co-use mediation, indicating that the decrease in screentime associated with non-practice of co-use was less pronounced for older elementary graders than for preschoolers, which in turn, may suggest that co-use mediation is more likely used with younger than older children. This study highlights the crucial role of parents and caregivers in regulating children's screen media use and the value of employing more than one parental mediation strategies, especially more contemporary ones such as diversionary mediation.

05 - Division 5: Education and School Psychology

LITERACY ACQUISITION IN THE THIRD MILLENNIUM: CHALLENGES AND OPPORTUNITIES

Wednesday 22 July 2026 from 17:00 to 18:30

(H-Spadolini)

Chiara Pecini (University of Florence ~ Florence ~ Ital), Chair and Discussant

In an increasingly interconnected and digitally mediated world, the development of literacy skills remains a cornerstone of educational success and social inclusion.However, the pathways to literacy are shaped by a complex interplay of cognitive, cultural, linguistic,and technological factors that vary widely across individuals and regions.This symposium brings together diverse contributions that illuminate these pathways from multiple, complementary perspectives, highlighting the urgent need to adopt both a comparative cultural lens and digitally enriched methodologies.

A key theme emerging across the presentations is the recognition that literacy development is not a

uniform process. For example, one contribution investigates the early cognitive and environmental predictors of writing ability using longitudinal twin data. This research distinguishes between general developmental abilities and domain-specific precursors and leverages genetically sensitive designs to unravel the intricate influences on writing outcomes and Specific Learning Disorders. Such work underscores the necessity of early,individualized intervention informed by both biological and contextual data.

This need for contextualization is further echoed in a systematic review focused on Sub-Saharan Africa, a region marked by profound linguistic and cultural diversity. Despite global literacy initiatives, regional outcomes remain below average, emphasizing the importance of culturally and linguistically responsive approaches to literacy instruction and teacher training.

Simultaneously, the growing centrality of digital media in education introduces new opportunities and challenges.Some contributions explore how core executive abilities—particularly in students with ADHD—affect engagement and comprehension with digital vs print texts. Meanwhile, interventions like Legends of Hoa’manu and CRAB show how well-designed digital tools can strengthen foundational reading and cognitive skills, even across different languages.Other contributions explore how students can be equipped to critically engage with online content through gamified and scenario-based digital interventions such as VITO and EMILE.

Together, these studies argue for a paradigm shift: one that embraces comparative,culturally grounded frameworks and harnesses the potential of digital innovation to foster literacy for all learners—regardless of geography, background, or cognitive profile.This symposium aims to ignite dialogue and collaboration toward more inclusive,adaptive, and effective literacy research and practice.

Abstract 4458

EARLY CHILDHOOD PREDICTIVE INDICES OF WRITING SKILLS AT SCHOOL AGE: A PHENOTYPIC AND GENETIC ANALYSIS USING A TWIN DIFFERENCE DESIGN

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Writing ability is a fundamental educational skill that significantly influences academic achievement and broader life outcomes. Despite its crucial role, research investigating early predictors of writing development remains limited compared to other literacy domains, particularly regarding genetic and environmental contributions. Using the dataset from the Twins Early Development Study (TEDS), this study aims to investigate the longitudinal relationships between early predictors, including cognitive and non-cognitive abilities (e.g. language skills, motor skills, behavioural indices) assessed at ages 2, 3, 4, 4.5, and writing outcomes, and a diagnoses of Specific Learning Disorders (SLD), assessed at age 7, 9, 12. Specifically, we distinguish between developmentally distal predictors, such as broad cognitive and language skills assessed in infancy, and proximal predictors, more domain-specific skills such as phonological awareness or early numeracy, assessed closer to the time of formal literacy instruction. Using a twin-difference design, accounting the genetic similarity of monozygotic and dizygotic twins, we estimate the relative contribution of genetic, shared, and non-shared environmental influences on writing development and SLD. Our findings would contribute to understanding the developmental pathways leading to writing difficulties and SLD, offering insights into early identification and tailored intervention, informed by genetically sensitive methods.

Abstract 4459

DECODING DIVERSITY: LITERACY THROUGH A LINGUISTIC AND CULTURAK LENS IN SUB- SAHARAN AFRICA

Otieno--Leppänen S.*[1], Mekdes A.[2], Wafula W.C.[2], Samuel J.[3], Leppänen P.[3]

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Sub-Saharan Africa possess a remarkable linguistic and cultural diversity of more than 2000 spoken languages (excluding Arabic, Malagasy, Afrikaans, English, French, Spanish and Portuguese (Heine & Nurse 2000). Despite various interventions, research and related reports, literacy levels in the region remain below global averages with an average literacy rate of only 65% (Macrotrends, 2023; World Population Review, 2025). In this systematic review we explore empirical evidence on how linguistic and cultural contexts influence literacy outcomes across the region. In our analysis we also explore teacher preparedness in language of instruction

Abstract 4461

LEVERAGING GAME-BASED TECHNOLOGIES TO FACILITATE READING ACQUISITION

Pasqualotto A.*[1], Bochud M.[1], Damas J.[1], Menestrina Z.[1], Zesiger P.[1], Brem S.[2], Ziegler J.[3], Bavelier D.[1]

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Learning to read is a complex and multifaceted process, involving both language-specific abilities, such as phonological awareness, and domaingeneral cognitive skills, such as attentional control and working memory. Although the contribution of domain-general skills to reading development is increasingly recognized, few interventions have directly targeted these foundations. In this presentation, I will introduce Legends of Hoa'manu (LoH), a video game-based intervention designed to strengthen executive functions through action-based mechanics, adaptive difficulty, and an engaging narrative structure. I will present findings from the Edugame randomized controlled trial, in which 311 secondgrade children (Italian and French speakers) were assigned to either the LoH intervention or an active control condition. Reading and cognitive skills were assessed at pre-test, post-test, and six-month follow-up using our novel Computerized Reading-Related Assessment Battery (CRAB), a parallel-form, cross-linguistic tool developed to capture key linguistic (e.g., phonological awareness) and cognitive precursors of reading. Results showed that LoH significantly enhanced text reading fluency, with improvements sustained over time. Gains were observed consistently across languages with different orthographic transparency. These findings highlight the potential of game-based cognitive training to strengthen the foundations of reading acquisition and offer a scalable complement to traditional literacy education

Abstract 4462

VITO AND EMILE: DIGITAL INTERVENTIONS TO SUPPORT CRITICAL ONLINE READING

Tarchi C.*[1], Pecini C.[1], Incognito O.[2], Vettori G.[1], Fallaci A.P.[3], Della Rocca S.[1], Scrocco A.[1]

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In the present knowledge society, reading comprehension represents a key competence for lifelong learning and active citizenship. People need to critically identify, select, comprehend, evaluate and integrate information from multiple, often conflicting, sources. As our students are accessing the Internet at young ages, it is important for schools to empower them in becoming critical users of digital information. Critical online reading consists in evaluating source credibility, selecting relevant sources, and integrating content across sources. In this contribution we present two digital interventions validated through experimental studies in secondary school students: VITO, a scenario-based digital intervention to enhance sourcing and intertextual integration skills; and EMILE a project validating a gamified intervention to teach students to identify and process relevant sources

05 - Division 5: Education and School Psychology

Digital context and learning 2

Wednesday 22 July 2026 from 17:15 to 18:45

(J-Spadolini)

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2195

PRELIMINARY RESULTS OF ASP-BELONG IN PORTUGAL: A NOVEL INTERVENTION TO REDUCED SOCIAL ANXIETY AND PROMOTE SCHOOL BELONGING THROUGH AUGMENTED SOCIAL PLAY

Coelho V.A.*, Brás P., Marchante M., Primor A.C.

Académico de Torres Vedras ~ Torres Vedras ~ Portugal

The goal of the ASP-Belong project is to develop a digital mental health intervention format, Augmented Social Play (ASP). ASP is a serious game for smartphones based on augmented reality. It is meant to be Used for group psychotherapeutic interventions in educational settings, with the aim of creating supportive communities for adolescents. Additionally, the ASP app can be used as a digital high quality solution for prevention and promotion in the field of Mental Health.

The current presentation will detail the rationale that supports the evolution from the previous version of LINA into the current version, as well as the model of change employed. It will also reflect upon the rationale employed to assemble the current consortium. Furthermore, an additional focus of the presentation is the prevention of undesirable cognitive or emotional effect, because immersive Mental Health experiences can be associated with stress and stigma for vulnerable youth if not adequately managed. Therefore, the presentation will reflect upon the creative process employed to create the new intervention and focus upon identifying risks, and developing strategies to mitigate risks.

Finally, the presentation will feature the first results of the implementation of LINA in Portugal which will be collected from October to February and reflect upon the lessions that these preliminary results will bring to the development of the project.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 591

THE DIGITAL DIVIDE REVISITED: COMPETENCE, NOT USAGE, DRIVES LEARNING

Guo L.*

the university of macau ~ macao ~ Macao

Despite decades of investment in educational technology, much research on the digital divide has focused on the first level of inequality—physical access to devices and the frequency of use—while giving insufficient attention to the second and third levels, namely digital competence and learning outcomes. Using data from the Programme for International Student Assessment 2022, this study applied Multilevel Latent Profile Analyses to examine how patterns of ICT usage, competence, and academic achievement combine to shape learning outcomes across economies. Four ICT–achievement profiles were identified. The most successful group combined balanced ICT use with high competence and attained the strongest academic achievement. By contrast, students who reported heavy ICT use primarily for leisure performed below average, and students with poor competence and limited ICT engagement remained the most disadvantaged. Another group with high ICT engagement for both study and leisure achieved only average performance, suggesting that greater access and intensity of use do not automatically translate into better learning outcomes.

At the country level, economies differed systematically in the distribution of these profiles. High-performing systems such as Singapore, Japan, and Finland were characterized by a larger proportion of students in the balanced, high-competence group. In contrast, countries including Brazil and Indonesia showed higher proportions of students in low-competence or leisure-focused profiles, corresponding with weaker overall performance. Wealthy but uneven cases, such as Brunei, demonstrated that economic development does not guarantee strong educational digital capital, as high levels of access were not matched with high competence.

Anchored in Digital Capital Theory, the findings demonstrate that the decisive factor in bridging the digital divide lies not in expanding infrastructure or increasing usage, but in cultivating students' digital competence and ensuring its productive application to learning. Efforts to narrow educational inequalities in the digital era must therefore prioritize competence-building and meaningful engagement, particularly for disadvantaged groups.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1346

THE RELATIONSHIP BETWEEN INQUIRY- CONSTRUCTIVISM BASED TEACHING METHODS, AND DIGITAL LITERACY

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Since the COVID-19 pandemic, educational institutions have emphasized the employ of information technologies in academic processes. It is increasingly important to integrate these technologies into teaching strategies and practices, as well as in the digital literacy of students and teachers. The importance lies not only in having digital skills but in how to apply them in the teaching and learning process. This research explores the relationship between constructivism based teaching methods, and digital literacy from the perception of Mexican students. Two scales were applied online using Google Forms. The classroom was visited to seek the support of the students, with prior authorization from school authorities. 263 participants with an average age of 17 years. Informed consent was required from each subject. The voluntary participation of the students was appreciated. Confidentiality in their responses was guaranteed. One scale explores the constructivism based teaching method, composed of 46 items on a Likert-type scale with five response options ranging from never to always. A second scale explores digital literacy, composed of nine items with response options on a Likert scale, from no literacy to familiar. Both scales underwent exploratory factor analysis with orthogonal rotation, as well as a reliability analysis using Cronbach's alpha. Subsequently, a correlation analysis between both scales was conducted using SPSS v. 19. The constructivism based teaching scale, a second-order factor analysis with orthogonal rotation was performed, resulting in a factor composed of 44 items. The total variance explained is 76.1% with a Cronbach's Alpha coefficient of .971. The digital maturity scale consisted of two factors with 53.32% of explained variance, a Cronbach's alpha coefficient of .814. The correlations between both scales were statistically significant. The discussion will address the analysis of the relationship between constructivism based teaching methods and the digital literacy perceived by students.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education

Abstract 2400

EXAMINING THE EFFECTS OF FEEDBACK ON ONLINE CREATIVITY TRAINING FOR UNIVERSITY STUDENTS：EVIDENCE FROM A LONGITUDINAL STUDY

Shi J.*[2], Gao T.[1], Tong D.[1], Liu H.[2], Gu X.[3], Qi W.[4], Zhou Y.[5]

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Creativity, which is a critical skill for college students to meet the complex challenges of the technology-driven world, can be enhanced through online training. Feedback provides learners with assistance in improving their self-regulation, especially for online learning. However, few empirical studies have examined the impact of feedback on online creativity training. Therefore, the present study evaluated the longitudinal effectiveness of an online creativity training and examined the moderating role of feedback. A 12-day intervention (40 minutes per day) online training was delivered to college students via either the feedback training group or the non-feedback training group. College students' creativity was measured in terms of divergent thinking, convergent thinking, and creative self-efficacy. After exposure to the online creativity training, participants showed significant long-lasting improvements in divergent thinking compared to the control group. Notably, the feedback training group retained more training improvement benefits even after the training period and demonstrated significant short-term and long-lasting effects in creative self-efficacy than the non-feedback training group. Besides, regarding convergent thinking, the changes were not significantly different between groups. Overall, the results find evidence for the importance of feedback in such online training, with important implications for the promotion of creativity in higher education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2355

MINDFULNESS IN THE DIGITAL AGE: IMPACT OF A CLASSROOM INTEGRATED ONLINE INTERVENTION ON STUDENT MINDFULNESS AND STRESS

St Martin M.*, Vidic Z., Boatman A., Oxhandler R.

Western Michigan University ~ Kalamazoo ~ United States of America

Introduction: Since the COVID-19 pandemic, online teaching has reshaped how students engage and connect in academic settings. While offering flexibility and accessibility, it also presents challenges and opportunities related to stress and well-being. Mindfulness-based interventions show promise in addressing these issues, yet their effectiveness in virtual classrooms remains underexplored. This study examined whether participation in an online mindfulness intervention could enhance resilience, reduce stress, and increase mindfulness among college students compared to a control group.

Method: Participants (N= 234) in this multi-year study included undergraduate and graduate students ages 19-63 (M= 28.6, SD=8.58). The experimental group consisted of N=102 participants, and the control group consisted of N= 132 participants. The experimental group consisted of students enrolled in an asynchronous online holistic health course, whereas the control group comprised students from three asynchronous online sports studies courses that did not include a mindfulness component.

Results: An Independent-Samples t-test indicated statistically significant decreases in stress (Perceived Stress Scale, $t232 = -6.084$, $p < .001$) and increases in mindfulness (Mindful Attention Awareness Scale, $t231 = 7.720$, $p < .001$; Freiburg Mindfulness Inventory, $t231 = 7.673$, $p < .001$) for the experimental group compared to the control group. Resilience measures revealed non-statistically significant changes (The Brief Resiliency Scale, $t231 = 4.623$, $p = .193$).

Conclusion: This study suggests that online mindfulness interventions embedded in a higher education course may offer significant benefits for students. Findings showed that a classroom-based online mindfulness intervention reduced stress and increased resilience and mindfulness when compared to the control group. Given students' high stress levels, limited access to mental health resources, and the impact of stress on academic and health outcomes, these results could help guide future campus interventions. Integrating mindfulness into course curricula may provide a convenient, accessible method for stress relief. Implications and limitations will be discussed.

Division 5: Education and School Psychology SDG 4: Quality Education

Abstract 2463

PSYCHOLOGY OF ADVANCED USERS OF INFORMATION TECHNOLOGIES AS A NEW AVENUE OF APPLIED RESEARCH

Kononets M., Vynoslavska O.*

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" ~ Kyiv ~ Ukraine

Introduction. The unprecedented spread of information technologies (IT) into various spheres of human life has led to the emergence of many specialists who work online. Therefore, the current task of applied psychology is to study the impact of IT on the development of cognitive processes and behavior of advanced IT-users.
Purpose. To highlight the dynamics of Ukrainian IT-users' attitudes towards the advantages and disadvantages of working online.
Methods. The questionnaire "Advantages and disadvantages of using IT in the educational process" developed by author was used.
Results. The dynamics of the attitudes of technical university teachers and graduate students as advanced IT-users to advantages and disadvantages of working online are presented. It is shown that during period from 2013 to 2017 the users' euphoria of owning computers or having unlimited access to IT began to gradually decline due to understanding that not all desired tasks can be quickly solved with their help. Many users have experienced the harmful effects of online work on human health. Over the next four years (2018-2021), a large number of people with moderate or no experience using IT began working online due to COVID-19. Thanks to the opportunity to work and study remotely, the number of advantages mentioned by respondents has increased significantly. Under war conditions in Ukraine (2022-2025), the number of advantages of working online mentioned by respondents remains at the same high level, but the number of disadvantages has increased significantly: in addition to the harmful effects on human health, technical factors such as lack of or limited access to the network, lack of equipment, and power outages have been added.
Conclusions. Despite constant improvement of IT, the number of problems regarding its negative impact on human physical and mental health will not decrease, and the psychology of IT-users should study these problems.

05 - Division 5: Education and School Psychology

SCHOOL AS EMOTIONAL SYSTEM: BETWEEN BURNOUT AND POSITIVE ACCOMPLISHMENT

Thursday 23 July 2026 from 08:00 to 09:30

(H-Spadolini)

Maria Beatrice Ligorio (University of Bari ~ Bari ~ Italy), Chair and Presenter

With this symposium we want to look at school in an innovative way; not exclusively as a learning place but as an emotional system. Learning, indeed, is not just a cognitive act but implies feelings and ways to cope with them. The set of papers composing the symposium is considering different perspectives. First of all, the contributions come from four different countries: Italy, Spain, Switzerland, and Türkiye. These are countries that share some similarities – being in the same continent – but also many differences. This makes us caution in drawing generalization but it helps us in increasing our capacity to discuss the results also from a cultural point of view. Secondly, both students' (four papers) and teachers' perspective (Paper 5) has been considered. Students are recruited from high school (Paper 1), adult and professional training (Paper 4), and university (Paper 2 and 3).

Attention is also devoted to the role technology can play in terms of emotions. This is due not only to the centrality technology gained lately but also to its impact on educational contexts. Theattempt is to understand how technology interrelates with students' study strategies (Paper 2), how can be used to foster positive attitude toward sustainability (Paper 3) and how to create effective digital environments where to train professionals (Paper 4).

Different methods are adopted across the papers: from standardized questionnaires (Paper 1, 2, and 3), to focus group discussions (Paper 3, 4, and 5), and self-report (Paper 3 and 5). This is because all the authors involved believe that a multi-method approach in the educational field can offer an in-depth understanding of the phenomena studied. We trust that as a whole this symposium can offer useful inputs so to consider schools as cultural institutions able to take care also of the emotional side of theirparticipants.

Abstract 4398

"I HAVE TO PERFORM AT MY BEST!" SELF-ESTEEM, BURNOUT, AND COPING STRATEGIES IN HIGH SCHOOL STUDENTS ATTENDING TOP RANKED SCHOOLS

Ventrella A.*[1], Crescenzo P.[2], Ritella G.[3], Torre S.[1], Ligorio M.B.[1]

*[1]*University of Bari ~ Bari ~ Italy, [2]University Ecampus; ~ Bari ~ Italy, [3]Unicampania ~ Bari ~ Italy*

In this paper we consider students' attending top ranked schools. Their level of burnout is examined in relation to self-efficacy and coping strategies. Our sample is composed by 572 final-year high school students that filled a set of questionnaires, composed by the Burnout Assessment Tool Student Version, the Rosemberg Self Esteem Scale, the Coping Orientation to the Problems Experienced Brief Version and a short socio-bio questionnaire. Preliminary findings indicate that these students are at a high risk of burnout and this negatively impacts their self-esteem. Avoidance emerged as the main dysfunctional coping strategy, while social support surprisingly increased emotional exhaustion. Problem-oriented coping, however, showed to be correlated to students' emotional and cognitive control suggesting a practical indication for teachers and educators in general. The study highlights the importance of addressing students' burnout by promoting effective coping strategies to enhance students' well-being in high-demand school environments

Abstract 4399

TECHNOLOGY USAGE, EMOTIONAL STYLES, AND BURNOUT AMONG UNIVERSITY STUDENTS

Subasi M.*, Bulut S.

Ibn Haldun University ~ Istanbul ~ Turkey

Technology has been widely used and incorporated into teaching curriculum in every level of education. This includes computer technology, smartphone usage, flip-class, distance education, e-learning, and much more. The COVID-19 pandemic has furthered the role of technology in educational institutions. However, technology usage may not be suitable for students if not tailored to their needs and preferences as part of teaching. In particular, emotional styles and burnout levels of students are likely to play significant roles in technology usage in education. This study aims to investigate technology usage, emotional styles, and burnout levels of students in undergraduate level of education. 810 undergraduate students, from all of the departments and both private and public universities. This study has the potential to shed light on students' certain characteristics and preferences as learners in the context of technology usage. This study plans to enhance our understanding of technology usage in teaching among undergraduate students by addressing the roles of emotional styles and burnout and offering new avenues to improve them. Furthermore, demographic variables and differences in chosen majors and universities will be explored.

Abstract 4401

EMOTION REGULATION IN HEALTHCARE ASSISTANTS: A QUALITATIVE ANALYSIS OF CHALLENGING PROFESSIONAL SITUATIONS

Amenduni F.*, Cattaneo A.

Swiss Federal University for Vocational Education and Training (SFUVET) ~ Lugano ~ Switzerland

Healthcare assistants (HCA) are highly susceptible to burnout, particularly during their early career. Despite this, limited research has focused on identifying the situations that trigger negative emotional responses in novice HCAs or the strategies they and their more experienced colleagues use to regulate these emotions.
We will conduct eight focus group discussions involving 50 participants collapsed into four target groups: apprentice HCAs attending their internship, HCAs in their first five years of job after the diploma, intercompany trainers involved with HCA vocational courses, and expert HCAs with at least 10 years of experience (including people occupying the role of “company tutors”).
The contribution presents findings from a qualitative exploration of these triggering scenarios and the emotion regulation strategies adopted by both novice and experienced HCAs. The results present critical situations that will inform the design of learning scenarios including 360° immersive video (360°VR). 360°VR aims to recreate realistic professional contexts, evoke authentic emotional responses, and enhance emotion regulation skills.

05 - Division 5: Education and School Psychology

Self-regulated learning 1

Thursday 23 July 2026 from 08:00 to 09:30

(J-Spadolini)

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 1063

KNOWING, NOT KNOWING YOU KNOW, AND THINKING YOU KNOW WHEN YOU DON'T: CONFIDENCE, ACCURACY, AND CUE-BASED MONITORING

Florence A.*

University of North Carolina at Chapel Hill ~ Chapel Hill ~ United States of America

Students often misjudge their knowledge by relying on cues such as familiarity or ease, which can lead to misplaced confidence in wrong answers and unnecessary doubt in correct ones. These mismatches between confidence and accuracy, called calibration errors, disrupt effective learning by skewing how students manage study time, choose strategies, and seek help. Because these errors persist even when knowledge increases, interventions must focus instead on strengthening metacognitive monitoring, the ability to evaluate the reliability of one's own thinking, independent of content knowledge.

This study tests two psychoeducational modules designed to improve monitoring accuracy. Undergraduate participants complete pre- and post-tests of general knowledge questions with confidence ratings. In the post-test, students can revise their confidence after reflecting on cues such as effort or answer accessibility. Participants are randomly assigned to one of three conditions: (1) an experiential-information module, which trains students to evaluate the meaning of cues such as ease or doubt; (2) a combined module, which adds a motivational framing that treats errors as useful information; or (3) a control condition.

Effectiveness will be evaluated through improvements in calibration (the alignment of confidence with accuracy) and resolution (the ability to distinguish correct from incorrect answers). If successful, these modules offer a scalable way to embed metacognitive scaffolds into classroom practice, equipping students with transferable strategies for monitoring their own learning. In doing so, the project translates metacognition research into practical tools that help students recognize and act on what they do not know, an ability essential for learning across both familiar and novel contexts.

Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2166

PROFESSIONAL AGILITY AS A PSYCHOCOGNITIVE CONSTRUCT: INSIGHTS FROM CLT AND COR

Buttan D.*, Shukla T., Nirban V., Nadig R., Singh M.

BITS Pilani (Pilani campus) ~ Pilani, Rajasthan ~ India

The emerging demands of present-day industries require STEAM (Science, Technology, Engineering, Arts, and Mathematics) students to cultivate professional agility, emphasising resilience, adaptation, and flourishing across dynamic workspaces. This paper argues that agility can be re-theorised through Cognitive Load Theory (CLT) and Conservation of Resources (COR) theory, which together highlight how cognitive and psychological resource management determine career preparedness. CLT stresses that working memory is finite, and effective learning requires balancing intrinsic, extraneous, and germane cognitive load. In STEAM careers, complex tasks, digital demands, and interdisciplinary integration often cause cognitive overload. If education does not address these challenges, students face fatigue and impaired application of skills in professional settings. Thus, cognitive capacity is critical, and so COR theory extends this by treating cognition and cognitive capacity as part of a broader “resource caravan” (skills, motivation, social support, identity). Individuals strive to acquire and protect resources, with loss outweighing gain. For STEAM students, resources include not only time or technological tools, but also psychological aspects such as self-efficacy, adaptability, and identity. From a COR lens, professional agility is an integrated set of cognitive and psychological assets that buffer against loss spirals and sustain employability.

By synthesising CLT and COR, this paper proposes a model where optimising cognitive resources (reducing extraneous load, managing intrinsic load, fostering germane load) supports conserving psychological resources (resilience, motivation, adaptability), thereby equipping students to navigate career transitions with agility. This synthesis links cognitive and organisational psychology, showing how education sustains human potential and prepares students for uncertain careers. The argument repositions STEAM education towards resource sustainability and advances the idea that fostering agility is not about endlessly acquiring new resources, but about strategically conserving and reallocating cognitive and psychological ones. This resource-sensitive framework contributes to applied psychology by reimagining career readiness in a complex world.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 177

EXPLORING MINDSETS AND NEUROCOGNITIVE PROCESSES IN ELEMENTARY SCHOOL CHILDREN

Weißmann M.[1], Stern M.[1], Köllbichler L.[1], Wüstenberg T.[1], Adam M.[3], Karlen Y.[2], Hertel S.*[1]

[1]Heidelberg University ~ Heidelberg ~ Germany, [2]University of Zurich ~ Zurich ~ Switzerland, [3]Stanford Medicine ~ Palo Alto ~ United States of America

Prior research has shown that growth mindsets go along with higher resilience to failure experiences (e.g., Moser et al., 2011; Schroder et al., 2017). Neurophysiological findings advanced the understanding of failure processing, showing that endorsing a growth mindset is associated with a higher event-related potential (ERP) in response to errors (Schroder et al., 2017). While the original understanding of mindsets mainly referred to intelligence (e.g., Blackwell et al., 2007; Dweck & Leggett, 1988), the latest research applies the concept of growth mindsets to domain-specific abilities such as self-regulation (e.g., Hertel & Karlen, 2021; Hertel et al., 2024). Domain-specific mindsets have been shown to better predict specific behavior (e.g., Bråten & Strømsø, 2005; Hertel & Karlen, 2021).

Expanding the neurophysiological findings by Schroder et al. (2017) by including the domain-specific self-regulation mindset, our study examines correlations between self-reported mindsets and ERPs during a go-nogo-task (Grammer et al., 2014). We conducted analyses on data from 107 children (mean age 6.66 years, 42.9% females), who reported growth mindsets on a scale from 1 to 5 regarding both self-regulation (M = 4.24, SD = 1.02) and intelligence (M = 4.27, SD = 0.93).

Preliminary analyses show a mean accuracy during the go-nogo-task of about 88.8%, ensuring enough error trials for the ERP-analyses. For stimulus locked responses, we found a positive correlation between the self-regulation mindset and P300 amplitudes (tau = 0.241, p = 0.035). This association suggests that individuals with a growth mindset about self-regulation exhibit an increasing attentional focus on upcoming stimuli following an initial error. In contrast, a negative correlation between the intelligence mindset and ERN amplitude (tau = -0.283, p = 0.007) indicates stronger immediate error monitoring in children with a growth mindset about intelligence.

The findings emphasize the relevance of mindsets for neurophysiological processes, offering valuable insights for educational practices.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2733

"IT'S MY FAULT": HOW SECONDARY SCHOOL STUDENTS EXPLAIN ACADEMIC FAILURE

Wider W.*[1], Chua B.S.[2], Mutang J.A.[2], Hon K.Y.[2], Tan J.Y.[2], Wu H.[1], Wu C.[1]

[1]INTI International University ~ Nilai ~ Malaysia, [2]Universiti Malaysia Sabah ~ Kota Kinabalu ~ Malaysia

Experiences of academic failure are a routine part of secondary schooling, yet the ways in which students interpret these setbacks are pivotal in shaping their motivation, emotional adjustment, and capacity for resilience. Drawing on Seligman's attribution theory and explanatory style framework, this qualitative study explored how secondary school students explain academic failure, with a specific focus on the personalization dimension of attribution. Data were obtained from written responses to a single open-ended question embedded within a larger paper-based survey administered to 629 secondary school students in Sabah, Malaysia. A multilevel thematic analysis revealed five distinct patterns of personalization. The results showed a clear predominance of internal forms of personalization, particularly those emphasizing moralized effort failure and difficulties in self-regulation, suggesting that many students view academic outcomes as personally controllable and closely tied to individual responsibility. At the same time, a notable subset of students attributed failure to enduring self-deficits and diminished self-worth, indicating potential susceptibility to maladaptive self-blame and psychological vulnerability. Smaller groups of respondents demonstrated conditional personalization shaped by contextual considerations or adopted a largely neutral attributional stance. Overall, the findings suggest that personalization operates as a multidimensional construct, with divergent implications for resilience depending on whether responsibility is interpreted as changeable behavior or fixed personal inadequacy. By examining attributional processes within an underrepresented East Malaysian educational context, this study contributes to the attribution literature and offers practical implications for attribution-informed teaching practices, school-based counselling, and educational policy aimed at fostering adaptive coping and student well-being in secondary education.

05 - Division 5: Education and School Psychology

EXECUTIVE FUNCTION DEVELOPMENT: EXPLORING NEW DIRECTIONS

Thursday 23 July 2026 from 09:30 to 11:00

(H-Spadolini)

Laura Traverso (University of Genoa ~ Genoa ~ Italy), Chair and Presenter
Sabrina Panesi, Discussant

In last decades, numerous studies on executive functions (EF) in children have examined their development, influencing factors, and connections with other domains, particularly academic achievement.
Research has also explored strategies to enhance EF and the relationship between these cognitive abilities
and variables that support self-regulation. This symposium brings together diverse contributions that
address less-explored aspects of EF literature, presenting new challenges and opportunities to better
support children's EF development. It is well-established that EF undergo significant growth during the
preschool years, and many studies have focused on this critical stage, leveraging various assessment
tools. However, fewer resources are available for assessing EF in early childhood. Chiara Pecini's contribution addresses this gap by exploring EF assessment methods for children aged 12 to 36 months
and examining the role of variables that influence EF development in this age group. Sarah Bardack's research shifts the focus to the role of EF in a school competency training program in Malawi. This study
introduces novel elements, including conducting EF research in under-explored cultural contexts and
investigating how EF impacts the results of learning interventions. Ebru Gear's contribution examines
individual differences in EF task performance. While most studiesemphasizetheeffectsoftraining programs to promote EF, Gear investigates how children's ability to recognize their mistakes influences
their EF task performance. This approach highlights the importance of monitoring processes, which is an
under-studied factor in EF development. Lastly,Laura Traverso's study explores the impact of manipulating
specific variables, such as mental state, during EF tasks on children's performance. Although context
related variables have been extensively studied in other psychological domains, their role in EF research
remains less investigated. In summary, this symposium presents four distinct research contributions, each
addressing unconventional and under-examined aspects of EF literature. The discussant, Sabrina Panesi,
will provide an integrative commentary, highlighting these innovative approachesandfosteringadiscussion
on thechallengesandpotentialbenefitsthey bring tothefield.

Abstract 4012

EXECUTIVE FUNCTIONS IN EARLY INFANCY ACROSS TYPICAL AND ATYPICAL NEURODEVELOPMENTAL CONDITIONS. CAN BE MEASURED? DO THEY MATTER?

Pecini C., Berni M.*

University of Florence ~ FLORENCE ~ Italy

A broad body of literature supports the role of early Executive Functions (EF) in neurodevelopment, learning, and quality of life, and documents widespread and transdiagnostic alterations in cases of social or neurodevelopmental risk. However, it remains unclear what and how to measure EF during early childhood, between 12 and 36 months of age, when the neurofunctional foundations of EF have already begun to mature and, importantly, to connect with other cerebral networks. To contribute to this critical area, we have recently developed longitudinal studies of children at risk for neurodevelopmental disorders based on the analysis of EF profiles using the Bayley Scales of Infant and Toddler Development and new tools for the direct observation of emerging EF. The methods and results of such studies will be presented. The correct identification of EF and self-regulation profiles in early childhood can provide important insights for early interventions aimed at reducing hindering factors (e.g., parental stress, socioeconomic status) and promoting those that support EF development.

Abstract 4015

EXECUTIVE FUNCTION PERFORMANCE: INVESTIGATING THE SOURCE OF VARIATION

Traverso L.*

University of Genoa ~ Genoa ~ Italy

One of the main issues in studying executive function (EF) is the impurity problem. Performance on an EF task is only partially attributable to the executive function processes involved in the task. Typically, correlations among EF tasks are low, especially between direct and indirect measures. Another way to address this issue is by considering that exploring variations due to task specificity or contextual factors can provide valuable insights into executive functioning. In this regard, Doebel (2018) argues that EF may be better understood as the emergence of skills in applying control to achieve specific objectives, and that performance can be influenced by children's mental states while performing the task. This research explores this idea with a sample of preschool children. Their performance on various inhibitory tasks conducted under different conditions will be studied. The findings may provide valuable insights for educational practices aimed at supporting children's executive function development.

05 - Division 5: Education and School Psychology

Self-regulated learning 2

Thursday 23 July 2026 from 09:30 to 11:00

(J-Spadolini)

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1388

STUDENT–ENVIRONMENT FIT, PERSISTENCE AND PERFORMANCE: COMPARING THE VALIDITY OF THREE CONGRUENCE MEASURES

Bailey L.*[1], De Bruin D.[1], Morgan B.[2]

[1]Stellenbosch University ~ Stellenbosch ~ South Africa, [2]JVR ~ Johannesburg ~ South Africa

Introduction:
According to Holland's RIASEC model, greater congruence between an individual's vocational interest profile and an environment's profile should promote persistence and performance. However, empirical support for this congruence hypothesis has been inconsistent, often due to limitations in how congruence is measured.
Purpose:
This study compared the predictive validity of three approaches in relation to students' persistence and performance: (a) Euclidean distance (ED) between student and environment profiles, (b) profile correlation analysis (PC), the correlation between a student's profile and that of their faculty, and (c) criterion profile analysis (CPA), the similarity of a student's profile with a criterion profile, such as high performers.
Method:
Participants were 2,946 undergraduate and postgraduate students from eight faculties at a South African university who completed the South African Career Interest Inventory (SACII) and a measure of persistence. Academic performance was assessed by aggregating subject marks.
Results:
Across faculties, CPA consistently outperformed ED and PC in predicting both persistence and performance. The mean disattenuated correlation of CPA with persistence was .28. For academic performance, the corresponding mean observed correlations were .19 for undergraduates and .23 for postgraduates.
Conclusion:
CPA appears particularly promising for aligning students with academic and occupational environments. Unlike ED and PC, CPA compares individuals with the profiles of those who persist or perform well, rather than with an average student profile. This enables more precise alignment of interests with successful outcomes. Matching prospective students to high-performing peer profiles may therefore enhance persistence, retention, and achievement. These insights have practical implications for career counselling, educational guidance, and recruitment, supporting evidence-based decision-making that enables individuals to thrive in environments aligned with their interests and strengths.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 4: Quality Education

Abstract 640

HOMEWORK AS A SELF-REGULATED LEARNING CONTEXT: LOAD, PARENTAL SOCIALIZATION, AND WITHIN-SCHOOL VARIABILITY IN HONG KONG

Hau K.*, Chang F.F.

The Chinese University of Hong Kong ~ Shatin ~ Hong Kong

Introduction. Homework is a core context for self-regulated learning (SRL), motivational regulation, and parent–child socialization. Cross-cultural work shows Chinese students devote more time and report fewer negative attitudes than Western peers. Yet developmental patterns, within-school variability, and the coupling of school-assigned and self-arranged study in Hong Kong remain under-specified.

Purpose. We examined (a) time distributions for school-assigned homework/revision and non-school (parent/self-arranged) study across stages; (b) between- versus within-school variability; and (c) coupling among study domains/activities and links with achievement, socioeconomic status (SES) and other attitude/motivational constructs to identify intervention targets grounded in educational psychology.

Method. Multiwave, representative samples totaling ~30,000 Hong Kong students in Grades 3–9 completed attitude/motivation questionnaires adapted from PISA. Parents reported daily time on school-assigned and non-school study and activity type (Chinese, English, Mathematics, interest classes, sports, arts). Analyses used weighted descriptives, variance partitioning, and stage-stratified correlations; earlier waves triangulated a 2017 module with more detailed homework items.

Results. Results showed ≤2 hours/day of school-assigned study was reported by 83%–86% of students; 48%–59% had ≤1 hour. For non-school study, 69%–74% reported <30 minutes/day and 26%–31% reported ≥1 hour/day. Between-school differences in study time were small, whereas within-school heterogeneity was large. At least 70% of study time focused on Chinese, English, and Mathematics; English time decreased and Mathematics increased from Grade 3 to Grade 9. Students with more school-assigned homework also did more parent/tutor-assigned work ($r \approx .50$–$.60$). Heavy study time in primary occurred across SES and achievement; by Secondary 3 it aligned more with higher achievement.

Conclusions. From middle childhood to adolescence, learning time shows increasing coherence consistent with SRL consolidation. Psychologically informed supports should target within-school outliers, calibrate parental expectations, and differentiate homework to sustain motivation and mitigate SES-linked risks, rather than impose school-level quotas.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 2348

THE MODERATING ROLES OF CHINESE LANGUAGE CLASSROOM ANXIETY AND LEARNING ANXIETY IN THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND STUDENT ACADEMIC ENGAGEMENT IN CHINESE LANGUAGE LEARNING

Jiang L.*, Stanculescu E.

University of Bucharest ~ Bucharest ~ Romania

This study investigates how personality traits influence academic engagement in Chinese language learning and examines the moderating effects of two types of anxiety: Chinese language classroom anxiety (Horwitz, Horwitz, & Cope, 1986) and Chinese language learning anxiety (Luo, 2015). Using structural equation modeling with a sample of 361 Romanian students in learning Chinese, the study finds that conscientiousness, agreeableness, and extraversion significantly predict academic engagement, with conscientiousness having the strongest effect. Chinese learning anxiety negatively affects engagement and significantly moderates the relationship between openness and engagement. Neither of Classroom anxiety affect on engagement and the moderation relationships between personality traits and engagement are significant. These findings contribute to theoretical models of affective variables in second language acquisition and offer practical insights for culturally responsive language teaching.

Division 5: Education and School Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1354

PREDICTING READING ENJOYMENT AMONG 10979 CHINESE CHILDREN IN SUMMER E-READING PROGRAM: A MACHINE LEARNING APPROACH

Lin J.*

Beijing Normal University ~ Beijing ~ China

Reading enjoyment is crucial to students' reading performance and reading behaviors. A key concern for educators is identifying the factors that predict children's reading enjoyment. However, previous research has predominantly employed traditional regression methods, which may oversimplify the complex associations between predictors and reading enjoyment. In this large-scale study, we investigated the impact of demographic variables, reading motivation, and the family reading environment on reading enjoyment among 10,979 Chinese children participating in a summer reading program. We utilized five machine learning algorithms (Linear Regression, Random Forest, Gradient Boosting, XGBoost, and Support Vector Regression) to assess the contribution of 18 predictors to reading enjoyment. The XGBoost model was selected as the optimal model, demonstrating strong predictive performance (R^2 = 0.6795, MSE = 0.3944, RMSE = 0.6280, MAE = 0.4434). Subsequent SHapley Additive exPlanations analysis (SHAP) revealed that the five most important predictors of reading enjoyment were intrinsic motivation, reading persistence, social motivation, mastery goals, and self-efficacy, all of which positively predicted children's reading enjoyment. In contrast, performance-avoidance goals and performance-approach goals were found to be negative predictors. Further stratified SHAP analysis indicated that the SHAP value for parental education expectation was the only feature to show a significant difference between boys and girls (difference = 0.001, p = 0.003). Beyond grade level and age, the SHAP values for nine features differed significantly between lower-grade (Grades 1-3) and upper-grade (Grades 4-6) students. Specifically, personal book collection, intrinsic motivation, self-efficacy, and performance-approach goals were more influential predictors for upper-grade students (ps < 0.05). Conversely, parental reading support, social motivation, mother's educational level, parent-child reading activities, and personal education expectation had a greater predictive contribution for lower-grade students (ps < 0.05). These findings provide robust empirical evidence to inform targeted interventions designed to enhance children's reading enjoyment.

Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 4: Quality Education

Abstract 1883

EMPOWERING STUDENTS AND TEACHERS THROUGH LIFE DESIGN INTERVENTIONS

Paludo G.*

University of Trento ~ Trento ~ Italy

The 21st century has posed significant challenges to adolescents in defining their aspirations and career trajectories, with higher uncertainty and many socio-cultural factors limiting motivation and future hopefulness. In this context, the educational system is called to take action in supporting the upcoming generations with apt career orientation interventions. With this purpose, Life Design was acknowledged as a successful approach for supporting students in developing key psychological constructs such as self-efficacy, resilience, and career adaptability, central elemtents for them to successfully navigate career transition. This presentation provides evidence from 2 complementary Life Design interventions, an classroom intervention with students and a teacher training, highlighting the value of actions oriented to both the actors involved.

With students, a short intervention of 10 hours grounded in Career Construction Theory and Self-Efficacy Theory was developed, carried out and assessed in a between and within subject experimental design. Results indicated significant improvement in self-efficacy, clarity of future goals, and conceptual associations, supporting how even brief Life Design practices can expand perceived opportunities and strengthen adaptability.

In parallel, a short-intensive teacher training of 4 hours aimed at providing instructors tools for guiding students in more inclusive and generative ways was conducted. The analysis of the artifacts produced during the sessions and the discussions suggest that teachers' shift from prescriptive to facilitative approaches is critical in creating sustainable ecosystems where agency and career resilience can flourish.

The combination of insights from these two experiences underscore Life Design as both a psychological intervention and a pedagogical framework. With joint actions toward students and teachers, the Life Design approach fosters environments that integrate self-determination, inclusive practices, and long-term planning, empowering individuals and educational systems in shaping meaningful futures.

Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 87

PSYCHOLOGICAL DRIVERS OF INCLUSIVE TEACHING: CULTURAL HUMILITY, RELIGIOSITY, AND AGENCY AMONG EDUCATORS IN DIVERSE AND DISPLACED CONTEXTS

Amer M.*

Sultan Qaboos University ~ Muscat ~ Oman

In the context of forced displacement and growing cultural diversity across Arab school systems, the question of how teachers foster inclusion for refugee students is of pressing importance. This study investigates the psychological pathways through which cultural humility informs multicultural teaching practices in Egypt, Kuwait, and Qatar. Drawing on Value-Belief-Action theory and situated within a culturally grounded socio-educational framework, we propose and test a structural equation model linking cultural humility to multicultural teaching, mediated by teacher religiosity and teacher agency.

Data were collected from 688 in-service teachers across the three countries, all working in schools that enroll displaced learners. Standardized instruments were used to measure cultural humility, religiosity, agency, and multicultural teaching practices. Results from structural equation modeling confirmed that cultural humility strongly predicts inclusive pedagogy both directly and indirectly. Specifically, teachers who scored high in humility reported stronger religious motivation and higher professional agency—both of which independently contributed to inclusive, culturally responsive teaching practices. Multi-group analyses indicated that the model held consistently across national contexts, affirming its generalizability.

This research advances a dual mediation model whereby internal values (religiosity) and professional capacities (agency) bridge the gap between personal dispositions and inclusive classroom behavior. It challenges Western-centric models of teacher inclusivity by highlighting how ethical and spiritual frameworks unique to the Arab world shape pedagogical action. The findings carry significant implications for teacher training, school psychology, and educational policy, especially in refugee-hosting nations. They underscore the importance of cultivating humility and supporting agency as key drivers of inclusive education.

05 - Division 5: Education and School Psychology

SOCIAL COMPETENCE AT SCHOOL: THE INTERPLAY BETWEEN COGNITIVE AND EMOTIONAL ASPECTS OF THEORY OF MIND.

Thursday 23 July 2026 from 11:00 to 12:30

(H-Spadolini)

Ilaria Castelli (Department of Human and Social Sciences,), Chair
Antonella Marchetti (Catholic University of the Sacred Heart), Discussant

Social competence plays a major role in human development, allowing children and adolescents to become active social partners. Theory of Mind (ToM), the ability to understand, explain and foresee the behavior based on mental states meta-representations, is a key component of social competence. ToM undergoes significant changes across developmental ages, and it is supported by the educational relationships within family and school settings. This Symposium addresses a relevant topic for applied psychology in the domain of human development and education, as it aims to focus on the cognitive and on the emotional components of ToM and to highlight how important school is for ToM development.

The first contribution shows how school learning is able to foster specific ToM skills, namely recursive and interpretive reasoning, which in turn are foundational to the development of scientific reasoning, with cross-cultural differences.

The second contribution deepens our knowledge about the relations among children's advanced ToM, emotional closeness with teachers, and social functioning at school (loneliness and social skills), with a longitudinal study.

The third contribution enriches our understanding of the acquisitional steps of II-order-recursive thinking, combining the mastering of true and false beliefs with positive and negative desires, through the employment of a novel scaling-ToM-task.

The last contribution moves attentions towards adolescence, studying how the way young people think of themselves as humble may play a critical role in their ability of mindreading and in social anxiety.

Overall, the novelty of this Symposium is set in the recent insights about ToM implications for social competence, in order to help those psychologists who work in schools and in socio-educational settings to address the profound challenges of social life, and to promote the wellbeing of children and adolescents.

Abstract 3272

THEORY OF MIND IN THE CLASSROOM: BRIDGING SOCIAL COGNITION AND SCIENTIFIC REASONING

Osterhaus C.*[1], Koerber S.[2], Uchinokura S.[3]

[1]University of Vechta ~ Vechta ~ Germany, [2]Freiburg University of Education ~ Freiburg ~ Germany, [3]University of Kagoshima ~ Kagoshima ~ Japan

Advanced Theory of Mind (ToM) skills—particularly recursive and interpretive reasoning—are foundational to the development of scientific reasoning (Kyriakopoulou & Vosniadou, 2020; Osterhaus & Koerber, 2023; Osterhaus et al., 2017). However, most evidence comes from Western contexts. Japan offers a compelling test case, as previous studies suggest delays in recursive ToM development among Japanese children compared to their Western peers (Osterhaus & Uchinokura, 2024), potentially reflecting cultural influences such as Japan's collectivist orientation and emphasis on group harmony. Comparing Japan and Germany thus provides a unique opportunity to test the universality of the ToM–scientific reasoning link.

This study examined (1) whether the relation between advanced ToM and scientific reasoning generalizes to a non-Western context, and (2) whether cross-cultural differences in recursive ToM explain potential disparities in scientific reasoning.

Study 1 included 401 children (grades 2–6) from Kagoshima, Japan. Children completed an advanced ToM battery (Osterhaus et al., 2016), the Science Primary Reasoning Inventory (SPR-I; Osterhaus et al., 2020), and control measures of vocabulary and inhibition (Seifert et al., 2017; Stroop, 1934). The findings replicated previous results from Western samples, with recursive and interpretive ToM predicting scientific reasoning, even after controlling for cognitive covariates.

Study 2 compared a propensity-score-matched sample of third graders from Japan (n = 102) and Germany (n = 102). No significant overall difference in scientific reasoning emerged between groups. However, subcomponent analysis revealed that German children outperformed their Japanese peers in the Control-of-Variables Strategy. This performance gap disappeared when limiting the analysis to Japanese children with demonstrated mastery of recursive ToM.

Overall, our findings show that recursive ToM appears to be a universal foundation for scientific reasoning, especially experimentation. Cultural differences in ToM development may underlie group differences in scientific reasoning, underscoring the importance of integrating social-cognitive development into cross-cultural science education research.

Abstract 3275

DOES EMOTIONAL CLOSENESS WITH THE TEACHER MEDIATE THE LINKS BETWEEN CHILDREN'S ADVANCED THEORY OF MIND AND SOCIAL FUNCTIONING AT SCHOOL?

Smogorzewska J.*[1], Szumski G.[4], Grygiel P.[2], Bosacki S.[3]

[1]Faculty of Education, University of Warsaw ~ Warsaw ~ Poland, [2]Faculty of Philosophy, Jagiellonian University ~ Cracow ~ Poland, [3]Brock University ~ St. Catherines ~ Canada, [4]University of Warsaw

The present study tested the longitudinal (3 waves) relations among children's advanced theory of mind (AToM), emotional closeness with the teacher, and social functioning at school (loneliness and social skills). Seven hundred and fifty-one typically developing Polish children (344 boys and 416 girls, M age = 7.45 years (SD = 0.50 years) at T1) took part in the study. To measure AToM we used 17 tasks capturing children's understanding of second-, third- and fourth-order false belief, emotions and contradictory emotions, irony, pretence, diverse perspectives, faux pas, metaphors and persuasion; these tasks originated in a variety of publications. To measure closeness with the teachers we used the short form of the Student-Teacher Relationship Scale (Pianta, 2001). Social skills were measured by teachers with the social skills subscale from the Social Skills Improvement System Rating Scale (Gresham & Elliott, 2008). To assess children's sense of loneliness, we asked children to fill in the Loneliness and Social Dissatisfaction questionnaire (Cassidy & Asher, 1992). It has been demonstrated that (1) children who had AToM at T1 were able to establish closer, more positive relations with their teacher later on (T2) that were beneficial for children's functioning; (2) closeness with the teacher (T2) was found to mediate the relations between previous levels of AToM (T1) and later social functioning of children (T3); (3) AToM abilities (T1) reduced children's levels of dissatisfaction with peer relationships (T3). Overall, the study emphasises the importance of positive contact between children and their teachers for children's social functioning at school.

Abstract 3276

DEEPENING SECOND-ORDER RECURSIVE THINKING IN PRIMARY SCHOOL CHILDREN: THE DESIRE X BELIEF MODEL

Varutti L.*[1], Bianco F.[1], Cornaggia A.[1], Marchetti A.[2], Massaro D.[2], Prodan N.[3], Visu--Petra L.[3], Castelli I.[1]

[1]University of Bergamo ~ Bergamo ~ Italy, [2]Catholic University of the Sacred Heart of Milan ~ Milan ~ Italy, [3]Babe?-Bolyai University ~ Cluj-Napoca ~ Romania

Theory of Mind (ToM) is crucial for social competence. Although the acquisitional steps of the I-order reasoning has been widely investigated in literature (Apperly et al., 2011; Wellman & Liu, 2004), II-order reasoning remains less explored. This research addresses this gap combining true and false beliefs (B+, B-) with positive and negative desires (D+, D-).
53 children (M age = 8.13, DS = 1.09, Grades 2 and 4 of primary school) were tested on verbal abilities, executive functions, II-order traditional tasks, Yoni task, and the computerized Belief x Desire II-Order task.
Results suggest that B+D+ condition was the best managed (M = 1.60, DS = .599). In all the other conditions, Grade 4 children performed significantly better than Grade 2 children (B+D-, p <.001; B-D+, p <.001; B-D-, p <.001). There were significant effects of belief, F (1,51) = 29.24, p < .001, ηp2 = .364, favoring true belief, .47 95% CI [.29, .64], of Desire, F (1,51) = 8.02, p = .007, ηp2 = .136, favoring positive desire, .24 95% CI [.07, .41], and also of the interaction Belief x Desire, F (1,51) = 15.30, p < .001, ηp2 = .231. Positive correlations were found for B+D+ with vocabulary (r = .28, p = .042) and reading comprehension (r = .34, p = .014). For B-D- with working memory (r = .27, p = .049) and The ice-cream seller (r = .13, p = .023). For all conditions, despite B+D-, with The Chocolate Bar. For B-D+ with Yoni Task affective (r = .28, p = .005) and cognitive (r = .38, p = .045) ToM.
These results contribute to understanding the acquisitional path of II-order recursive thinking in school-aged children, laying the groundwork for the development of a II-order ToM scale.

Abstract 3277

INTERCONNECTIONS BETWEEN ADOLESCENTS' MINDREADING AND PROSOCIALITY WITHIN THE CONTEXT OF SECONDARY SCHOOL

Bosacki S.*[1], Talwar V.[2], Yasiniyan S.[2]

[1]Brock University ~ St. Catharines ~ Canada, [2]McGill University ~ Montréal ~ Canada

How young people think of themselves as humble plays a critical role in their ability to read the minds and emotions of others and engage in social interactions. This study explored the interconnections among mindreading, humility, and social anxiety in adolescence. Adolescents 11-18 years (N=326; 167 female, 145 male, Mage= 14.57, SD = 2.37) completed on-line tasks to measure mindreading or Theory of Mind, and self-report questionnaires on humility and social anxiety. Results showed that one's ability to read the minds of others increased throughout adolescence, although feelings of anxiety and fear around others remained consistent throughout the teenage years. Proficient mindreaders were more likely to hold high perceptions of humility, and experience different feelings of social anxiety around others depending on their gender. Separate gender mediation analysis showed that high levels of mindreading related to high levels of humility and social anxiety for girls, but low social anxiety for boys. The present findings contribute to research on mindreading, humility, and social anxiety, and hold implications for positive youth development and gender-sensitive social-emotional learning programs. Results extend theoretical models of adolescent development by clarifying the dual role of humility, and suggest new directions for intervention strategies that promote healthy social self-concepts in youth.

05 - Division 5: Education and School Psychology

Socio-emotional Development 1

Thursday 23 July 2026 from 11:00 to 12:30

(J-Spadolini)

Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1936

ENHANCING PERSONAL GROWTH INITIATIVE AND MENTAL HEALTH: EVIDENCE FROM A SCHOOL-BASED INTERVENTION AMONG VOCATIONAL STUDENTS

Cui Y.*, Zhang C., Wang Y., Chen F.

Beijing Normal University ~ Beijing ~ China

Adolescents in vocational education often experience elevated risks of depression and anxiety, alongside lower wellbeing and weaker developmental support compared to their academic-track peers. Personal Growth Initiative (PGI)—defined as proactive and intentional efforts toward self-improvement—has emerged as a promising protective factor, yet intervention studies targeting PGI in vocational contexts are rare. This study presents a quasi-experimental school-based intervention designed to enhance PGI and promote mental health among secondary vocational students.

Two vocational schools with distinct campus climates participated in the program. A total of 412 students were assigned to intervention and control groups, with PGI, depression, anxiety, and subjective well-being assessed at pre- and post-test. The intervention combined workshops, group reflection, and teacher-facilitated practice to cultivate self-awareness, goal setting, and adaptive coping.

Results demonstrated significant improvements in PGI in the intervention group compared to controls ($p < .01$), accompanied by reductions in depression and anxiety symptoms and increases in subjective well-being. Multilevel analyses further showed that intervention effects were stronger in schools with a more positive climate, suggesting a synergistic role of contextual resources. These findings provide empirical evidence that PGI can be effectively cultivated in applied settings and that enhancing growth-oriented mindsets may yield broad psychological benefits.

This research advances new directions in applied psychology by integrating intervention science, positive psychology, and educational practice. It highlights how cultivating personal growth initiative empowers vocational students to recognize their strengths, pursue meaningful goals, and build resilience. The findings demonstrate psychology's societal applications in promoting well-being, flourishing, and adaptive coping among youth, while emphasizing the role of supportive school environments in fostering trust, responsibility, and collective growth. By addressing the developmental potential of vocational students, this study illustrates how applied psychology can contribute to sustainable well-being and inspire hope for the future of education.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 572

ACADEMIC SELF-EFFICACY AND PASSION AMONG UNIVERSITY STUDENTS: THE MEDIATING ROLE OF EMOTION REGULATION

Dhiman S.*, Bhatia N., Kaur S.A., Choubisa R.

Birla Institute of Technology and Science ~ Pilani ~ India

Academic self-efficacy defined as the judgement of the learner about their capability to attain educational goals is a central concept that has been extensively studied within the academic context. Academic self-efficacy has manifested strong correlations with academic performance, academic motivation, academic procrastination, and self-esteem (Zheng, 2024). However, academic self-efficacy, despite its importance for university students, remains an under-explored theme in the Indian context. We investigate the mediating role of emotional regulation in the relationship between academic passion and academic self-efficacy among university students. We used Academic Passion Scale (Vallerand et al., 2003), Emotion Regulation Questionnaire (Gross & John, 2003), and General Academic Self-efficacy Scale (Nielsen et al., 2018) to collect data from university sophomores. Following the cross-sectional paradigm, a total of 164 student participants filled the google forms circulated in exchange for course credits. We used structural equation modeling on the data set for interpreting the results. Our findings indicated that passion has a significant influence on academic self-efficacy with emotion regulation acting as a mediator. The current research tested a new pathway to understand development of academic self-efficacy of university students. The findings provide practical guidance for teaching strategies and support service, including suggestions and useful directions for university policies, student counseling, and curriculum planning.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2033

REFLECTIVE JOURNALING AS A PEDAGOGICAL STRATEGY FOR DEVELOPING EMOTIONAL INTELLIGENCE IN UNDERGRADUATE PSYCHOLOGY EDUCATION

Goenka R.*

Rishihood University ~ Sonipat ~ India

Emotional Intelligence (EI) is celebrated as essential for well-being, leadership, and relationships,yet in higher education it is often taught through abstract theories that leave students disconnected from its lived practice. To bridge this gap, a reflective journaling strategy was developed as the core pedagogy for an undergraduate Emotional Intelligence course. Over the semester, students completed 28 structured exercises grounded in the RULER framework of EI—Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Activities were intentionally diverse, including emotion body maps to connect feelings with somatic cues, cultural message reflections to examine societal rules about emotions, daily use of the emotion wheel to expand vocabulary, the Inside–Out mask activity to explore authentic versus performed selves, film-based reflections on shame and vulnerability (Masaan, Meet Cute), and the creation of personal emotional toolboxes for regulation.

Exercises were assigned gradually in weekly clusters, typically two at a time, and journals submitted weekly. Detailed formative feedback was provided throughout, enabling students to refine their reflections and deepen awareness. The first implementation involved seven psychology honors students who collectively produced over 200 journal entries. Quantitative evaluation employed the Schutte Self-Report Emotional Intelligence Test administered pre- and post-course, while qualitative data drew from journals, reflections, and feedback on impactful activities. Five of the seven students demonstrated measurable increases in EI scores. One student maintained an already high baseline score, while another reported that her apparent decline reflected a more honest awareness of emotions previously suppressed. Thematic analysis revealed growth in emotional vocabulary, recognition of bodily and contextual cues, openness to vulnerability, and improved regulation strategies.

Now being replicated with new cohorts, this reflective journaling approach is emerging as a standard pedagogical strategy for teaching EI. By combining structured reflection, gradual scaffolding, and continuous feedback, it offers a replicable model for embedding emotional intelligence into lived practice and higher education pedagogy.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2721

LOVE AND HATE: EMOTIONAL ASSOSIATIVE VOCABULARY IN TURKIC LANGUAGES

Kyuchuk H.*[1], Yilmaz R.[2], Fazylzhan A.[3], Abaeva M.[4], Nazarova A.[3], Amonov S.[5], Ikramova B.[6]

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Introduction
The paper presents one of the first cross-linguistic study of Turkic languages of emotional vocabulary associations among preschool children.
Purpose
An associative experiment with approximately 300 children (4 grade primary school pupil 9-10 years old) speakers of Turkish, Kazakh and Uzbek languages from Bulgaria, Turkey, Kazakhstan and Uzbekistan are investigated for associations of 20 emotional stimuli words.
Method
The emotional stimuli words are mixed with other words, but only the words expressing emotions are studied. The experiment is organized in a written form. For this purpose the stimuli words are read to the children and they have 10 sec. to write down the first word that comes to their mind when they hear the words. The present study focuses on 8 emotional stimuli words.
Results
The results of the 8 emotional stimuli words are compared among different Turkic languages. The associative nest of words are compared and analyzed. The similarities and differences to the stimuli words are discussed and connected with the country of residence of the children.
Conclusions
The result from the experiment shows what is the mental lexicon structure of the emotional words of Muslim children speakers of Turkic languages. They map out how words are stored and linked in our brains, revealing the organization of our internal dictionary. The semantic networks and the relationship among the words are found. It shows the linguistic consciousness. Associative fields are built that reflect common cultural and linguistic understandings of words.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 619

SOCIO-EMOTIONAL COMPETENCIES AS CATALYST OF WELL-BEING AMONG TRIBAL STUDENTS IN INDIA

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Birla Institute of Technology And Science, Pilani (BITS Pilani) ~ Pilani, Jhunjhunu, Rajasthan ~ India

Tribal communities throughout the world face disproportionately high impediments to educational and psychosocial development which is also a significant hindrance to Fourth Sustainable Development Goal (SDG 4). Socio-Emotional Competencies (SECs) in recent times have shown promise as an essential tool for cultivating resilience and enhancing well-being in developed countries. This study inquires whether SECs hold potential as a catalyst of Subjective Well-Being (SWB) in a tribal sample using Self-Determination Theory and CASEL framework of SEC, i.e. self-awareness, self-management, social-awareness, responsible decision-making, and relationship skills. This study targets the tribal community adolescents and school students in day schools and residential schools and aims to operationalize Socio-Emotional Learning (SEL) in a contextualized manner among the most vulnerable tribal groups in the state of Rajasthan, India. We test it through a cross-sectional mixed methods approach where we use scales such as Social and Emotional Competence Questionnaire (SECQ) as well as validated measures of subjective well-being, such as the Satisfaction with Life Scale (SWLS) and the Scale of Positive and Negative Experience (SPANE). Whereas, for the qualitative part data will be collected through focus group discussions and interviewing with students, teachers and parents. Predictive and interactive effects of the socio-emotional competencies on well-being outcomes will be explored through subsequent statistical analyses based on the correlations, regression and mediation models. This study is expected to highlight the utility of SEL frameworks in promoting educational equity and psychosocial health among a small sample of subaltern youth.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 889

PRESCHOOL PLAY EXPERIENCE AND ITS ASSOCIATION WITH SUBJECTIVE WELL-BEING AND ACADEMIC MOTIVATION IN ADOLESCENCE: A RETROSPECTIVE STUDY

Zmieva E.*, Veraksa A.

Lomonosov Moscow State University ~ Moscow ~ Russian Federation

Play in preschool childhood is the leading activity through which the main developmental formations of preschool age occurs. However, the role of play in further ages is not studied enough. The aim of this study was to investigate the relationship between play experience in preschool age and subjective well-being and academic motivation in adolescents, using a retrospective method. The study involved 348 adolescents aged 15-18 years. To assess the level of subjective well-being, we employed the "Satisfaction with Life Scale" by E. Diener. To assess academic motivation, the "Scales of Academic Motivation in School-Age Children" was used. For the retrospective assessment of play experience in preschool age, a questionnaire was developed for the adolescents. This questionnaire included items regarding the types of play they preferred in preschool age, the presence of a favorite toy, and the social context of play. According to the results, construction play in early childhood is associated with a higher level of subjective well-being in adolescence, as well as with both intrinsic and extrinsic academic motivation. Adolescents who played with their parents more frequently during preschool age and who had a favorite toy demonstrated a higher level of subjective well-being, lower levels of extrinsic academic motivation, and lower amotivation. Digital games in early childhood is associated with higher indicators of extrinsic academic motivation in adolescents. The results of the study underscore the importance of play in preschool age and the essential role of parental involvement in play activities with children.

05 - Division 5: Education and School Psychology

Socio-emotional Development 2

Thursday 23 July 2026 from 12:30 to 14:00

(J-Spadolini)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 276

ASSOCIATIONS BETWEEN LONG DAY CARE ATTENDANCE AND CHILD DEVELOPMENT

Gregory T.*, Gross M., Harvey E., Harman--Smith Y.

The Kids Research Institute Australia ~ Adelaide ~ Australia

There is mixed international evidence about the impacts of long day care (LDC) on child development, with research suggesting benefits for some aspects of development but not others. Moreover, many of these studies have limitations including measuring a narrow range of developmental outcomes, utilizing parent reports of child development, and relying on small and/or non-representative samples. The aim of the current study was to explore the relationship between LDC and child development across five domains using teacher reported data from the 2021 Australian Early Development Census (AEDC). The sample were 166,467 children with available data on the key exposure (teacher-reported long day care attendance in the year before full-time school), confounders and child development outcomes. A series of Poisson regression analyses were conducted to explore the association between LDC and child development at school entry, after adjusting for child and family level confounders. Just over half of the sample (n = 92,611, 55.6%) attended long day care in the year before full-time school. In adjusted models, children who attended long day care had a lower relative risk (RR) of developmental vulnerability in fine and gross motor skills (RR=0.94, 95% CI 0.90-0.98), language and cognitive skills (RR = 0.79, 95% CI 0.76-0.82) and communication skills and general knowledge (RR = 0.81, 95% CI 0.78-0.84) than children who did not attend long day care. However, children who attended long day care had an increased risk of developmental vulnerability in social competence (RR = 1.23, 95% CI 1.19-1.28) and emotional maturity (RR = 1.38, 95% CI 1.33-1.43) than their peers who did not attend long day care. Findings highlight opportunities for the sector to grow supports for children's social and emotional development within LDC settings.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2638

CULTURALLY GROUNDED GRATITUDE PROCESSES IN KOREAN ADOLESCENTS: NEW DIRECTIONS FOR APPLIED PSYCHOLOGY IN EDUCATION

Kim B.*

University of Cambridge ~ Cambridge ~ United Kingdom

Intensifying academic pressure in East Asian education systems has generated sustained concern about adolescent stress, socio-emotional vulnerability, and the need for evidence-based wellbeing approaches. Although gratitude interventions are widely promoted in psychology for enhancing positive emotion, relationships, and health, their cross-cultural variability highlights a pressing need for culturally sensitive models. This study synthesises two qualitative investigations that examine how Korean adolescents experience gratitude in their everyday lives, offering insights relevant to global applied psychology, positive education, and sustainable youth wellbeing.

Across five weeks of gratitude journalling in urban and rural middle schools, adolescents provided diary reflections analysed using Interpretative Phenomenological Analysis. The urban study developed the STARR model, comprising Sense, Transition, Affect, Recognise, and Respond. The rural study identified six superordinate themes: recognising meaning and value; cognitive reflection; emotional complexity; inhibitions in expression; prosocial motivation; and transformational self-understanding. Despite contextual variations, such as competitive academic environments in urban schools and relationally interdependent dynamics in rural communities, core processes converged.

Adolescents described gratitude not as a simple positive feeling but as a culturally shaped relational appraisal involving mixed affect, attention to effort and sacrifice, and motivation toward moral or prosocial action. Journalling acted as a practical, low-cost wellbeing tool that enabled adolescents to slow down, reinterpret everyday care, regulate emotional ambivalence, and strengthen relational awareness. Expression was often inhibited due to norms around modesty and emotional restraint, yet gratitude consistently supported empathy, responsibility, and relational repair.

Findings offer a new direction for applied psychology by demonstrating how socio-emotional interventions must be culturally attuned, contextually embedded, and developmentally sensitive. This work highlights pathways for integrating reflective practices into educational systems to promote adolescent wellbeing, relational competence, and sustainable positive development.

Division 5: Education and School Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2008

ABILITY AND TRAIT EMOTIONAL INTELLIGENCE IN PRIMARY SCHOOL CHILDREN: A SYSTEMATIC REVIEW AND META-ANALYSIS

Piombo A.M.*[1], Yang J.[2], Trombini E.[3], La Grutta S.[1], Epifanio M.S.[1], Novara C.[1], Petrides K.[2], Andrei F.[3]

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Emotional intelligence (EI) has been identified as a key factor in children's socio-emotional and academic development. However, studies in primary school often target different kinds of outcomes but in isolation, using different EI models and measures, which limits comparability and integration. The present study aimed to provide an integrated synthesis of the associations between EI and developmental outcomes in primary school children, with a focus on trait EI, the most widely used model at this age.

A systematic review was conducted across ERIC, PsycINFO, Web of Science, and Scopus, yielding 7,298 records. After screening and eligibility assessment in line with PRISMA 2020 guidelines, 53 studies were included in the review, of which a subset contributed to quantitative synthesis. Narrative results indicated that EI in childhood has been studied in relation to cognitive functioning, academic performance, adaptive and maladaptive behaviors, affective well-being, and intervention outcomes.

Meta-analytic results showed that primary school girls scored significantly higher than boys on trait EI (Hedges' g = 0.23, p < .001). Trait EI was positively associated with academic performance (r = .14, p = .027) and adaptive behavior (r = .25, p = .020), while negatively associated with behavioral problems (r = –.24, p = .028) and bullying victimization (r = –.18, p = .025). By contrast, no significant association was found between trait EI and cognitive functioning (r = .05, p = .260).

These findings suggest that EI, particularly trait EI, plays a crucial role in supporting children's socio-emotional adjustment and learning during the primary school years. The small-to-moderate effect sizes highlight the potential value of implementing evidence-based EI interventions in school settings to promote both academic achievement and psychological well-being. Future studies should expand longitudinal and cross-cultural research, clarify distinctions between EI models, and evaluate the effectiveness of tailored intervention programs for primary school populations.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 2192

DOES AN SEL PROGRAM HAVE SIMILAR IMPACTS ON STUDENTS INVOLVED IN DIFFERENT BULLY-ROLES?

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[1]Académico de Torres Vedras ~ Torres Vedras ~ Portugal, [2]Psychology for Development Research Center ~ Porto ~ Portugal

This study aimed to analyze if a middle school universal social and emotional learning program had different or similar impacts upon students involved in different bullying roles (victim, bully, bully-victim or non-involved.

The participants in this study were 992 middle school students (Mage = 13.12; 51% girls), of which 337 composed the control group. The Positive Attitude middle school SEL program is composed by 13 weekly sessions and it was applied during two consecutive school years. Assessment by students and their teachers (n = 54) was implemented in the beginning and end of the program and in a follow-up six months later.

Multilevel analysis were performed and both self and teacher-reports showed more gains in self-control and self-esteem from the intervention for students who were victimized when compared with all other groups. Additionally, according to self-reports students who reported to be bully-victims also reported more gains in relationship skills than non-involved students. However, most of the differential gains had dissipated in the follow-up assessment.

Given the results it is possible to concluded that the SEL program had a differential impact upon students involved in different bullying roles.

Division 4: Environmental Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 401

EMOTION, EMPATHY, AND EQUITY: DEVELOPING PSYCHOLOGICAL COMPETENCIES FOR INCLUSIVE TEACHING IN INDIA

Harleen K.*

O.P. JINDAL GLOBAL UNIVERSITY ~ HARYANA ~ India

As India embraces the vision of inclusive and equitable education outlined in the National Education Policy (NEP) 2020, the psychological preparedness of educators emerges as a critical factor in transforming this vision into reality. This study explores the emotional and cognitive competencies Indian teachers require to support Inclusive and Diversified Students (IDS) across intersections of caste, gender identity, disability, language, religion, and socio-economic background. Grounded in the understanding that inclusive teaching is not solely a pedagogical challenge but a deeply psychological one, the research investigates how educators manage emotional labor, cultivate empathy, and navigate internal conflicts when their personal beliefs encounter institutional expectations. Drawing from teachers' lived experiences, the study highlights the mental health stressors, communicative sensitivities, and identity negotiations involved in managing diverse classrooms. It further examines how emotional intelligence, self-awareness, and affective communication function as essential tools for inclusive practice. The findings emphasize the need for systemic investment in teacher well-being and psychological skill-building through context-sensitive professional development. By centering the affective dimensions of inclusion, the study contributes to reimagining teacher education in India—one that prioritizes empathy, emotional resilience, and psychological safety as foundational to inclusive teaching. Ultimately, it proposes a culturally responsive framework that equips educators not just to teach all learners, but to understand and connect with them at a human level.

05 - Division 5: Education and School Psychology

School climate

Thursday 23 July 2026 from 12:30 to 13:15

(H-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1906

FROM COMPLIANCE TO CONNECTION: SCHOOL-COMMUNITY WELLBEING APPROACHES TO STUDENT ATTENDANCE

Carroll A.*[1], Lynn S.[2]

[1]University of Queensland ~ Brisbane ~ Australia, [2]Queensland University of Technology ~ Brisbane ~ Australia

Student absenteeism is a pressing concern in schools worldwide, especially within equity-impacted communities where systemic disadvantage and wellbeing challenges intersect. Too often, policy and practice frame absenteeism as an issue of student compliance or parental responsibility. Yet this approach fails to capture the broader relational, emotional, and material contexts shaping whether young people can, and want to, attend school.

This study draws on qualitative interviews with school leaders, staff, students, and community organisations across marginalised Australian school communities. Using reflexive thematic analysis, we explored the importance of wellbeing in school attendance, and the impact of community in connecting students with school.

Findings reveal that absenteeism cannot be disentangled from adolescents' experiences of wellbeing across multiple domains. Emotional wellbeing emerged as critical: students attended when they felt seen, safe, and supported, rather than when threatened with consequences. Social wellbeing was equally influential, with peer belonging, cultural inclusion, and stigma reduction shaping engagement. Material wellbeing, including access to food, uniforms, transport, and stable housing, was an integral but often overlooked determinant of attendance. Finally, community wellbeing was central, as staff capacity, educator wellbeing, and partnerships with families and local organisations created the conditions for sustained connection.

Across sites, participants consistently emphasised the role of connection over compliance. Leadership that prioritised care, roles dedicated to student wellbeing, flexibility to adapt to individual needs, and authentic partnerships with families and community services were identified as enabling factors.

By repositioning absenteeism as a reflection of relational disconnection and unmet wellbeing needs, this research reframes attendance not as an individual problem but as a community responsibility. The findings highlight practical, place-based strategies within schools and communities to help young people attend, connect, and thrive. The implications are clear: sustainable improvements in attendance will depend on resourcing educator wellbeing, and embedding school–community partnerships as core to educational systems.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2508

AUSTRALIAN CHILDREN WHO FEEL SAFER AND MORE SUPPORTED REPORT FEWER DIFFICULTIES AND MORE PROSOCIAL BEHAVIOUR

Russell D.*

Australian Catholic University ~ Melbourne ~ Australia

Understanding how children and adolescents perceive safety within school environments is critical for preventing abuse and promoting wellbeing. This study draws on data from the Children and Young People's Safety Survey (n = 4,407), focusing on students' perceptions of safety across five domains: child-informed perceptions of school safety climate, confidence in adults to respond to safety concerns in adult and peer-based situations which might make them feel unsafe, and interpersonal barriers to seeking help in such a situation. Associations between these perceptions of safety and psychological wellbeing were examined alongside regression models investigating which aspects of safety predicted which aspects of wellbeing or difficulties.

Multivariate analyses revealed that child-informed perception of school safety climate was consistently and significantly associated with lower emotional symptoms, conduct problems, hyperactivity, peer difficulties, and total SDQ difficulties, as well as higher prosocial behaviour and wellbeing scores. In contrast, confidence in adults to respond to safety concerns in peer or adult-based situations showed weaker or non-significant associations with wellbeing outcomes. Fewer barriers to seeking help when feeling unsafe was significantly associated with lower psychological difficulties and higher wellbeing, underscoring the importance of teachers and other school staff being available, caring, and willing to listen.

These findings highlight the centrality of school-based safety in shaping young people's emotional and behavioural wellbeing. For psychologists working in educational settings, the results underscore the need to assess and address students' subjective safety experiences—not only through individual support but also via systemic interventions that enhance protective school climates. The study supports the integration of safeguarding frameworks into psychological practice and school policy, with implications for training, prevention, and early intervention.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 225

SCHOOL CLIMATE AND ADOLESCENT ANXIETY IN VOCATIONAL EDUCATION: A SEQUENTIAL MEDIATION OF SELF-COMPASSION AND HOSTILITY WITH GROWTH MINDSET AS A MODERATOR

Zhang X.*, Hao S.

Peking University ~ Beijing ~ China

Anxiety poses a significant challenge to the well-being and academic success of adolescents, particularly those in vocational schools facing unique pressures. While school climate is known to influence student anxiety, the underlying psychological mechanisms and potential boundary conditions remain underexplored in this population. This study investigated the mediating roles of self-compassion and hostility in the relationship between school climate and anxiety, proposing a sequential pathway. Furthermore, it examined whether students' growth mindset moderates these relationships. Data were collected from secondary vocational students in Beijing using both cross-sectional (N=797, Mage=15.89, 71.4% female) and three-wave longitudinal (N=333, Mage=15.84, 66.7% female, one-month intervals) designs. Cross-sectional analyses and longitudinal structural equation modeling were employed, controlling for age and gender. Results from both designs consistently showed that positive school climate was associated with lower anxiety. This relationship was partially mediated by self-compassion and hostility, both individually and sequentially. Furthermore, growth mindset significantly moderated specific pathways: the positive association between school climate and subsequent self-compassion was stronger for students with higher growth mindset, and the positive association between hostility and subsequent anxiety was weaker for those with higher growth mindset. These findings highlight a moderated chain mediation process, suggesting that supportive school climate foster self-compassion, which in turn reduces hostility and subsequently anxiety, with growth mindset amplifying the benefits of school climate and buffering the risks of hostility. Interventions targeting school climate, self-compassion, hostility, and growth mindset may be beneficial for vocational students' mental health.

05 - Division 5: Education and School Psychology

Education and School Psychology-Miscellaneous 1

Thursday 23 July 2026 from 12:30 to 14:00

(U-Monumentale)

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1257

DOES PSU NECESSARILY IMPAIR FUNCTION? EVIDENCE OF A HIGH - PSU, WELL - FUNCTIONING ADOLESCENT SUBGROUP

Xiang K.*[1], Lei H.[2], Zhang Y.[1], Wang H.[1], Yang Z.[1], Tian F.[1], Zhang C.[2], Ke L.[1], Wang Y.[1]

[1]State Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing ~ Beijing ~ China, [2]Collaborative Innovation Center of Assessment for Basic Education Quality, Beijing Normal University ~ Beijing ~ China

As smartphones become increasingly prevalent in adolescents' learning and social lives, the question of whether problematic smartphone use (PSU) itself leads to measurable psychological or behavioral dysfunction remains inconclusive. A multi-model cluster analysis was conducted based on cross-sectional data from 5th–9th graders (N=16,052; Mage=13.24, SD=1.14) in a district of Beijing. The analysis used four PSU dimensions (life interference, virtual life orientation, withdrawal and tolerance) and six psychological indicators (subjective well-being, resilience, prosocial behavior, depression, anxiety and impulsivity). After identifying distinct subgroups, SHAP attribution analysis was applied to 24 variables encompassing academic performance, individual psychology, smartphone use, and contexts relating to family and school, to identify key differentiating features. Cluster analysis based on multidimensional indicators categorized adolescents into the following five groups: Well Functioning–High PSU, Stable–Moderate, Flourishing–Low PSU, Distressed–Low PSU, and Severely Distressed–High PSU. Feature attribution analyses, with the Well Functioning–High PSU group as the reference category, revealed the features that most clearly distinguished the Severely Distressed–High PSU group in terms of psychological functioning (emotion regulation, school belonging, study interest, and growth initiative). Compared to the Flourishing–Low PSU group, key differentiating features were observed in behavioral/time management variables (study habits and weekend screen time). These findings suggest that dysfunction is more closely linked to self-regulation and social connectedness, while PSU levels are more strongly correlated with habitual behavioral and rhythmic patterns. This provides empirical evidence to support the precise identification of individuals and the development of targeted interventions.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 133

THE CASE FOR MORE PSYCHOLOGISTS IN AUSTRALIAN SCHOOLS

Godinho V., Diggins J.*

Charles Sturt University ~ Melbourne ~ Australia

Almost 20% of pre-school children in Australia show symptoms of psychosocial distress, and almost 670,000 school-aged children experience mental, behavioural, or neurodevelopmental disorders each year (Australian Psychological Society [APS], 2022) . Anxiety, depression and conduct disorder are amongst the leading causes of disease burden for Australian children aged 5–14 years. Children who are not supported while still in the early stages of psychological distress, can face significant challenges later in their lives, including their academic performance as they can struggle with poor engagement at school, and face learning difficulties; and other areas of daily life including managing emotions, maintaining strong social relationships, engaging in productive work etc.

The COVID-19 pandemic - which resulted in school shutdowns, social isolation, loneliness, and tremendous economic strain for many families and communities across Australia, particularly those living in regional areas and/or from marginalised, culturally and linguistically diverse backgrounds - further exacerbated the mental health and wellbeing of Australian school-aged children, with research demonstrating these impacts are persisting.

I am currently studying a Masters in Professional Psychology at Charles Sturt University while also serving as the part-time General Manager of Policy and Social Impact at the Australian Psychological Society, thus am aware that the Society has consistently advocated for 1 psychologist to be allocated for every 500 students in schools. Yet in reality, the number of psychologists supporting children in schools is far lower for a number of reasons, including a chronic shortage in the psychology workforce, which meets only 35% of projected demand, the cost of hiring school psychologists unless supported by government grants, and the cost of studying psychology unless supported by scholarships.

I want to provide an oral presentation on the case for more psychologists in Australian schools, practical recommendations to address the current challenges, and opportunities to learn from international experience.

Division 5: Education and School Psychology Division 7: Applied Gerontology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1210

NEURALIS: AN INTERDISCIPLINARY FRAMEWORK FOR YOUTH GROWTH BASED ON THE POWER OF THE MOMENT

Minoiu M.[1], Coconea L.D.*[2]

[1]Unaffiliated ~ Brasov ~ Romania, [2]Unaffiliated ~ Rome ~ Italy

Traditional didactic systems rarely cultivate the life skills that psychological and organizational research consistently identify as predictors of success. Furthermore, declining attention spans and shifting engagement patterns render purely instructional approaches increasingly ineffective.
NEURALIS is an applied youth development framework that integrates evidence-based psychology (e.g. elements from positive psychology, CBT, ACT, neuroscience) with innovation design and leadership principles. It introduces 28 core life skills and strengths - such as perseverance, empathy, inspiration, and gratitude - organized into five developmental paths: DREAM, ACT, COPE, TRANSMIT and ENJOY. In contrast to traditional curricula, NEURALIS emphasizes in vivo practice: adolescents are supported in cultivating these capacities in real time by using everyday challenges, conflicts, and small successes as direct opportunities for growth. Its defining feature, the “power of the moment” model, makes skill development immediate, authentic, and sustainable.
Developed through collaboration between a clinical psychologist and a corporate innovation specialist, NEURALIS is a result-oriented approach that combines scientific rigor with experiential, design-thinking methodologies. Initial piloting in a summer camp format yielded promising feedback, with participants reporting improvements in resilience, empathy, and self-confidence.
The program ultimately seeks not only to enhance well-being and fulfillment in adolescence, but also to equip young people with enduring strengths—enabling them to become adults who are more resilient, less prone to burnout, and better able to achieve meaning, balance, and long-term well-being. An assessment tool is currently under development to systematically measure the stage of cultivation across the 28 gifts.
This presentation will introduce the NEURALIS framework, outline its theoretical underpinnings and moment-driven methodology, and share preliminary observations of its impact on youth development. It will further demonstrate how interdisciplinary approaches can enrich applied psychology by transforming everyday life into a living laboratory for growth, resilience, and connection.

Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1474

NATURAL POTENCIAL TO AUTONOMIES: THE PROJECTS OF THE ANTONIO MENEGHETTI FOUNDATION AND ANTONIO MENEGHETTI UNIVERSITY IN THE FORMATION OF YOUTH

Caraffa V.N.*, Rothmann A.R., Schaefer R., Wazlawick P., Fleck Da Silva B.

Faculdade Antonio Meneghetti ~ São João do Polêsine ~ Brazil

The education of university students increasingly requires pedagogical practices and proposals capable of providing a comprehensive humanistic formation, developing technical competencies (hard skills), behavioral competencies (soft skills), and also the competencies of the self, the FOIL skills, which seek to identify and foster the natural potential of each student (Schaefer; Silva; Wazlawick, 2022). In this regard, ontopsychological pedagogy (Meneghetti, 2019), applied in the projects of the Antonio Meneghetti Foundation (FAM) and the Antonio Meneghetti University (AMF), aims to promote the development of the four autonomies — psychological, legal, economic, and social (Meneghetti, 2020) — among students, favoring the formation of autonomous, responsible, and fulfilled individuals. The present study aims to investigate how the projects of FAM and AMF stimulate the development of natural potential and the four autonomies of university students. This is a qualitative research, structured as a multiple case study, involving students entering higher education and benefiting from the aforementioned institutional projects. Data collection employed specific questionnaires and documentary analysis of reports. As expected results, participation in the projects of FAM and AMF is shown to strengthen student's understanding of their natural project. It is also understood that students demonstrate greater awareness of who they are and how they can develop these four autonomies, thereby achieving greater protagonism in personal, academic, and professional domains. It is concluded that the projects of the Antonio Meneghetti Foundation and the Antonio Meneghetti University, grounded in ontopsychological pedagogy, constitute a model of humanistic formation by fostering the education of young protagonists capable of acting responsibly, consciously, and constructively in their personal, professional, and social spheres.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 2532

SCHOOL-TO-WORK TRANSITION AND EMPLOYABILITY: EVIDENCE FROM TURKISH UNIVERSITY STUDENTS

Buyukgoze--Kavas A.*, Kirazci F., Yazan Z.Ö.

Ondokuz Mayis University ~ Samsun ~ Turkey

Transitioning from school to work is a critical developmental stage during which young people clarify their career goals and prepare for labor market entry. Broadly defined, the School-to-Work Transition (STWT) refers to the shift from the student role to the worker role through full-time employment. This period represents a pivotal phase in which young individuals make key decisions regarding education, employment, and career trajectories; although some experience a smooth transition, others face uncertainties and challenges.

The current study examined the applicability of the STWT model proposed by Masdonati and colleagues (2022) in the Turkish context and investigated factors influencing university students' perceived employability. The sample consisted of 389 students (203 female, 181 male, 6 unspecified; M age = 22.12) enrolled in eight faculties at a large public university in Türkiye. Participants completed the Turkish versions of the Economic Constraints Scale, Lifetime Experiences of Marginalization Scale, Career Adapt-Abilities Scale–Short Form, Vocational Identity Measure, and Perceived Employability Scale.

Path analysis conducted in AMOS 24 showed that vocational identity and career adaptability directly and strongly predicted perceived employability. Economic constraints significantly predicted both career adaptability and vocational identity, whereas marginalization predicted only career adaptability. Overall, the model explained 58% of the variance in perceived employability.

These findings support the applicability of the STWT model for Turkish university students and highlight the central role of vocational identity and career adaptability in managing labor market uncertainties. The results contribute to the growing STWT literature and offer practical implications for career counseling interventions in higher education settings.

Division 16: Counseling Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1322

BEST PRACTICES IN CLINICAL SUPERVISION WITH RACIAL/ETHNIC MINORITY SUPERVISEES: INSIGHTS FROM STUDENT FEEDBACK AND PRACTICE IN CANADA

Zamudio G.*

University of Calgary ~ Calgary ~ Canada

Clinical supervision plays a critical role in the development of competent, culturally responsive counselors and therapists. For racial and ethnic minority supervisees, supervision that affirms their identities and acknowledges systemic inequities is essential for fostering professional growth and confidence. Supervisors who are culturally attuned can create supportive environments that strengthen both learning and clinical practice. Established frameworks such as Developmental and Competency-Based Models highlight the need to tailor supervision to trainees' developmental levels, while Multicultural and Social Justice–Oriented approaches underscore the importance of supervisor cultural competence for supervisee outcomes and client care. To this end, this presentation examines whether existing supervision approaches adequately reflect the voices and needs of racial/ethnic minority supervisees and illustrates how their perspectives can inform culturally responsive and socially just supervisory practices.

This presentation draws on supervisory experiences across four consecutive years within a social justice–oriented, accredited counseling psychology program in Canada. During this period, over 35+ racial/ethnic minority trainees engaged in supervision that intentionally addressed racial, ethnic, and other identity-based considerations. Insights were informed by supervisee feedback shared during training, supervision, and survey feedback, with attention to supervisory structure, feedback, skill development, professional identity formation, and culturally responsive practice.

Emerging themes suggest that racial and ethnic minority supervisees value supervision that is strength-based, identity-affirming, and structured to support practical skill development. Trainees highlighted the importance of explicit discussions of systemic barriers, opportunities for reflection on positionality, and guidance in applying theory to practice as critical to their professional growth and confidence.

This presentation will connect these insights to established supervision models and multicultural frameworks while offering practical recommendations for supervisors. Implications for training and the continued development of culturally responsive and socially just supervision practices will also be discussed.

05 - Division 5: Education and School Psychology

DIGITAL CITIZENSHIP

Thursday 23 July 2026 from 14:00 to 15:30

(H-Spadolini)

Angela Costabile (University of Calabria ~ Rende (CS) ~ It), Chair and Discussant

All people around the world use digital devices for work or relaxation daily, and more than all youth are constantly involved in the digital environment and cyberspace through the use of devices for all their activities. Although we live and interact in the digital world in a similar way to the offline world, we're not always as mindful of our actions online.
Digital media provide unique opportunities for everyone to get involved, to speak out and to make change through our actions. So, if on one hand digital environment can contribute to accomplish some behavioral achievement, cognitive development, identity formation, through the access to information and educational resources (Geith & Vignare, 2008), on the other also might expose to risks such as cyberbullying, excessive screen time, privacy concerns etc..
To promote and support a responsible and ethical digital citizenship (Jones & Mitchell, 2016; Kim & Choi, 2018), encouraging a balanced technology use (Rapanta et al., 2021) some educational approaches are essential, starting from school-based educational programs, moving to the development of digital educational platforms, pass through fostering digital literacy.

Abstract 3671

MORAL PROCESSES INVOLVED IN CYBERBULLYING DECISION-MAKING

Romera E.M.*

Universidad de Córdoba ~ Córdoba ~ Spain

Cyberbullying represents a complex relational and moral dynamic that influences well-being and development. Automatic and emotional moral processes impact decision-making in cyberbullying. Moral sensitivity is an automatic process that involves recognizing that the situation is immoral (cognitive dimension) and triggering an affective reaction to the situation (affective dimension). Schadenfreude is a moral emotion consisting of enjoyment when seeing other people suffer, and whose activation has been related to transgressive behaviour in adulthood. Despite this, the study of this automatic and emotion processes among schoolchildren online relationships has received little scientific attention, possibly due to a lack of instruments. The sample consisted of more than 2,000 Spanish early and middle adolescents.

The affective response in moral sensibility was associated with lower cyberbullying perpetration. Thorough multiple linear regression models, schadenfreude due to aversion directly and significantly predicted involvement in cyberbullying aggression. Schadenfreude due to justice inversely predicted cyberbullying Aggression. This work highlights the main role of moral sensibility and schadenfreude in decision-making when facing peer cyberbullying. It is discussed how schadenfreude due to aversion can increase the risk of participating in cyberbullying. However, when this moral emotion arises from evaluations of justice, the probability of engaging in cyberbullying was seen to decrease, which could indicate that, although schoolchildren can experience schadenfreude at the misfortunes of others, the dimension of justice associated with this emotion could be mediated by the existence of a certain moral criterion or judgment which prevents them from participating in cyberbullying. These findings may be useful for guiding psycho-educational interventions aimed at improving moral emotion regulation and preventing cyberbullying. These results are analysed in the context of the educational program “CuidaMe”, that promotes sociomoral and emotional competence.

Abstract 3672

A PERSON-CENTERED APPROACH OF SELF-REGULATION AGAINST MISINFORMATION IN ADOLESCENCE

Corbelli G.*[1], Cicirelli P.G.[2], Sportelli C.[3], D''Errico F.[2], Paciello M.[4]

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Online misinformation has become a pervasive and growing social concern. Adolescents may be especially vulnerable because they are still developing regulatory capabilities and place a heightened value on peer approval, including among social networks. Understanding how protective factors could buffer youth against online misleading content is becoming therefore an increasing priority for educators,psychologists, and those supporting adolescents' development. Adopting a person-centered approach, this study aim to: identify groups of adolescents characterized by different configurations of individual dimensions related to self-regulation; examine whether and how these configurations are associated to different profiles in their cognitive, behavioral, and emotional responses in dealing with specifically created manipulated news. Participants were 156 adolescents(17.9%Female;age 13-16 years,M=14.19,SD=0.55). Cluster analysis identified three clearly distinct profiles. C1:reflective adolescents highly activated by the piece of news, with high cognitive reflection and high perceived importance of the news,but low regulatory emotional self-efficacy toward anger and average inhibitory self-efficacy against misinformation sharing; C2:adolescents with regulation difficulties, low cognitive reflection, average perceived importance and regulatory emotional self-efficacy toward anger, and low inhibitory self-efficacy against misinformation sharing; C3:self-efficacious adolescents, with high cognitive reflection, high regulatory emotional self-efficacy toward anger, high inhibitory self-efficacy against misinformation sharing, and low perceived importance of the news content. Regarding responses to the misleading news item, C1showed the highest perceived credibility,empathy, and anger; C2demonstrated high sharing intentions(equal to those inC1)and moderate levels of perceived credibility; C3showed the lowest sharing intentions, perceived credibility, empathy, and anger. These meaningful differences in sharing intentions,credibility judgements,and emotional activation in response to the same news item suggest different adolescents' vulnerability or resistance to online manipulation.
The variety of the non-trivial interplay of such aspects of self-regulation could be useful for designing tailored interventions in preventive and educational programs focusing on reflective and self-regulatory capabilities to mitigate the spread and impact of online misinformation among youth.

Abstract 3674

PROMOTE CO-DESIGN SKILLS IN PRE-SERVICE TEACHERS WITH THE USE OF A DIGITAL SERIOUS GAME. RESULTS OF A DESIGN BASED RESEARCH STUDY IN THE UNIVERSITY CONTEXT.

Giacchi I., Saija E., Vecchio G.M., Perucchini P.*

Università degli Studi Roma Tre ~ Rome ~ Italy

Digital Serious Games (DSGs) have attracted growing attention in education for their potential to foster learning, promote soft skills and digital citizenship, such as the conscious and responsible use of technology. A key challenge in teacher education is to strengthen pre-service teachers' competences in co-designing learning experiences that integrate digital tools, while supporting digital citizenship development. This study investigates the effectiveness of a DSG intervention aimed at enhancing co-design skills among pre-service teachers. Cooperative learning and peer feedback are explored as strategies to design innovative learning environments that promote both learning. The intervention was developed to entail a three-month collaborative work aimed at designing prosocial education activities. Participants were 435 pre-service teachers (mean age = 26.97, SD = 6.30; 94.2% female) enrolled in the Course Degree in Primary Teacher Education, comprising two cohorts of students across two academic years.

Following a design-based research (DBR) model, based on the results obtained in the first year, in the second year we introduced more structured peer feedback.

A quasi-experimental design with control groups was applied. The intervention groups used DSG at the beginning of the program, while the control groups only at the end.

The learning outcomes were assessed by two independent evaluators who analyzed the group reports based on criteria of originality, consistency, and theoretical soundness.

Results showed that intervention groups outperformed control groups in both academic years. The cohort A control group obtained lower scores than the cohort B control group, probable due to the absence of peer feedback. However, no significant differences emerged between intervention groups, suggesting that DSGs may reduce the necessity of structured peer feedback phase.

Overall, the findings underscore the potential of DSGs to support collaborative learning and highlight the relevance of engaging pre-service teachers in digital practices to prepare them for the challenges of digital society.

05 - Division 5: Education and School Psychology

Leadership, Skill Development and Personal Growth

Thursday 23 July 2026 from 14:00 to 15:30

(J-Spadolini)

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1060

"HOW'S YOUR SEMESTER GOING?": MODELLING WEEK-TO-WEEK STUDENT ENGAGEMENT AND BELONGING IN HIGHER EDUCATION

Chu O.*, Badcock N., Wee S.

The University of Western Australia ~ Perth ~ Australia

Student engagement and university belonging are central to student success, yet little is known about how they relate to one another in the ebb and flow of everyday university life. Most research treats engagement and belonging as relatively stable or examines them at a single point in time, leaving unanswered the question of whether short-term changes in one drive changes in the other. Although some longitudinal work has captured week-to-week variability, no study has tested whether fluctuations in engagement predict corresponding shifts in belonging. This study directly addresses that gap by modelling the dynamic relationship between engagement and belonging across the semester. First- and second-year psychology undergraduates at the University of Western Australia will complete surveys at four time points between Weeks 2 and 8 of semester via a staggered rolling design, with data collected across two semesters. Engagement will be assessed across academic and social domains, and belonging measured through perceptions of inclusion, acceptance, and being valued. Students will also provide brief qualitative reflections on contextual factors shaping their experiences. Analyses will include multilevel within-person models to test whether week-to-week changes in engagement predict changes in belonging, and structural tests to examine whether both constructs are multidimensional and stable in structure but variable in intensity over time. By modelling engagement and belonging dynamically, this study will be the first to test a predictive week-to-week model of engagement on belonging, identifying when, where, and how these processes shift during semester. Findings are expected to add to evidence that engagement and belonging are fluctuating states rather than stable traits, while uniquely demonstrating the predictive influence of engagement fluctuations on belonging fluctuations. In doing so, the study will provide practical insights by identifying critical periods when targeted engagement strategies are most likely to strengthen belonging and support student adjustment in higher education.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1688

EXPLORING THE TALENT ASSESSMENT AND DEVELOPMENT MODELS OF CORE LEADERSHIP COMPETENCIES FOR NEW-GENERATION COLLEGE STUDENTS

Hsu Y.*, Wu C., Wu Z.

National Tsing Hua University ~ Hsinchu City ~ Taiwan

In an era defined by super-intelligence and rapid societal transformation, the development of college students' competencies has become a crucial issue for higher education. This study investigates the evaluation and developmental pathways of core leadership among new-generation college students, with the aim of addressing emerging challenges and fostering adaptive leadership capacities. Over the past several years, a series of interrelated research projects have been conducted in Taiwan. First, the Scale of Youth Core Leadership Competency was developed to provide a reliable and valid assessment framework tailored to college students. Building on this foundation, individualized psychological coaching interventions were introduced, focusing on enhancing self-awareness, decision-making, and changing with personal goal. Furthermore, group psychological coaching models were designed and implemented, emphasizing collaborative problem-solving, interpersonal influence, and the support the cultivation of personal transformation. To extend the impact of these initiatives, cross-institutional camp activity which group relation conference (GRC) base on the approach of Bionian and A. K. Rice were organized and conducted, for enabling students to engage in shared learning, peer dialogue, and reflected on leadership practice within diverse group contexts.

Findings from the series studies highlight the dynamic nature of leadership as a developmental competency rather than a fixed trait. The integrated model proposed in this research suggests that effective leadership development for college students requires a multi-layered approach—combining systematic assessment, personalized coaching, and experiential group learning. This model not only enhances students' leadership readiness but also strengthens their adaptability to future societal and professional demands. The series explorations contributes both theoretical and practical insights into higher education reform, offering a framework for cultivating the next generation of leaders equipped to navigate complexity and drive their core leadership competencies change.

Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2407

SOFT SKILLS TRAINING FOR YOUNG ADULTS: AN EXPERIENTIAL AND SELF-REFLECTIVE COLLEGE COURSE

Özbek P.*

Koç University ~ Istanbul ~ Turkey

Mental health crisis among young adults is a global issue that psychologists as well as educational institutions have been trying to address effectively, especially after the pandemic. Within this context, preventive work, such as soft (life) skills training, is essential in supporting young adults' wellbeing and resilience. Soft skills are pivotal in making a difference in young adults' personal and social life as well as their academic and professional journey. Research shows that university students with improved life skills have better outcomes in terms of psychological wellbeing as well as academic success. Universities are in a unique position to help flourish "the whole student" by offering programs to help students build these skills in addition to forming them as professionals in their respective fields. This presentation will focus on Academic and Life Skills (ALIS) Program, a well-established applied psychology program that aims to foster soft skills development in university students. The skills that are the focus of this program are self-awareness, goal setting, time management, stress management, psychological resilience, communication, relationship management, multicultural competence, team membership, project management, conflict resolution, decision making, motivation, self-competence and adaptation to change. The program offers required and elective courses for credit for students at different stages of undergraduate career, namely Academic and Life Skills (ALIS 100), Applied Life Skills (ALIS 200) and Transition to Professional Life (ALIS 350). The course sessions are composed of experiential workshops, and student learning is assessed via self-awareness and skill practice assignments. The effectiveness of the courses is evaluated via standard forms and verbal feedback, and the course content and methods are regularly updated with the ever-changing growth needs of incoming generations of students.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1550

TALENT OR EFFORT? EFFECTS OF PARENTAL ACHIEVEMENT ATTRIBUTIONS ON EDUCATION PRACTICES AND LATER ADOLESCENT DEVELOPMENT IN A 12-YEAR STUDY

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In Chinese educational context, academic performance is viewed as a key form of adolescent achievement and a pathway to future social success. Parents' attributions of achievement during this stage may thus shape their educational practices and lay the foundation for children's long-term social development.

Using panel data from the China Family Panel Studies (CFPS) collected in 2010 (T1) and 2022 (T7), this study examined 1,069 adolescents（Mage at T1 = 12.70， SD) and their parents (. Latent Profile Analysis (LPA) at T1 identified parental attribution patterns, and the manual three-step approach tested their effects on parental educational practices (educational involvement, investment), adolescents' academic outcomes (engagement, pressure, effort), and later social development (income, occupational prestige, educational attainment, growth mindset) at T7.

Results showed that: (1) Three latent profiles of parental achievement attributions were identified: high talent-effort attribution (54.54%), moderate talent attribution (6.36%), and low talent attribution (39.10%). Across all three profiles, parents consistently showed high levels of effort attribution. (2) After adjusting for demographics (child gender, age, household income, etc.), parents in high talent-effort attribution group reported significantly more educational investment than those in the low talent attribution group, but there was no difference in educational involvement. (3) Adolescents with parents in high talent-effort attribution group demonstrated higher academic engagement and learning effort, along with greater academic pressure. (4) In terms of long-term social development outcomes, only growth mindset was significantly higher among children of high talent-effort attribution parents compared to those of low talent attribution parents.

This study identified distinct types of parental achievement attributions and revealed that parents with high talent-effort attributions of personal achievement may promotes both external educational investment and internal motivation, fostering adolescents' growth-oriented cognition. Findings underscore the central role of parental achievement attributions in shaping adolescents' academic adjustment and long-term development.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1056

TRAINING IN COACHING AS A WAY TO BUILD TRUST

Dryjanska L., Stolarski M.*

Uniwersytet Kardynala Stefana Wyszynskiego ~ Warsaw ~ United States Minor Outlying Islands

Based on the assessment of training in coaching provided to graduate students of work and organizational psychology for over two years, this presentation will demonstrate how such training can be used to build trust. Three instructors have been working with two cohorts of students enrolled in a graduate program at a public university in Poland. In the era of artificial intelligence, offering workshops on coaching where students were directly involved as coaches and clients, has provided a way for them to rely on interpersonal skills and cultural competence rather than electronic resources. From a non-clinical perspective, participants had an opportunity to learn how to build trust and listen attentively to each other, gaining a transferable skill useful at workplaces and institutions. However, before the students began working with clients, they were introduced to evidence-based approach in coaching practice. The structure of the coaching session was based on the GROW model. The preparation of students for working with clients was based on Gasiul's personalistic concept of personality development and Hermans' concept of the dialogical self. These two concepts allowed for an explanation of the mechanisms occurring between the client and the coach and clarified possible directions for development (Gasiul's three principles of personality development). Throughout a semester, each student took the role of a coach and of a client at least twice. Feedback after the sessions was provided by those actively involved, as well as fellow students who watched the session, besides the instructor. In line with principles of coaching, instructors encouraged coaches to refrain from giving advice and instead to assist the client in delineating a solution an practical steps to achieve it. As a result, students were trained in an ability to take the perspective of the other person, essential for their future careers.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2199

RECANTO MAESTRO ECOSYSTEM AND POSITIVE YOUTH DEVELOPMENT: THE SPACE FOR CREATIVITY AND INNOVATION

Wazlawick P.*[1], Rothmann A.R.[2], Fleck Da Silva B.[2], Caraffa V.N.[2]

[1]Faculdade Antonio Meneghetti ~ Restinga Seca ~ Brazil, [2]~ Restinga Seca ~ Brazil

In contemporary times, with the advent of Artificial Intelligence and the exponential development of Information Technology, numerous new challenges have emerged in the education of young professionals at the university level. The focus falls on the development of soft skills (life, emotional, and behavioral competencies), hard skills (technical competencies), and this study introduces self skills (intrapersonal competencies) as the foundation for the development of the first two. The objective of this research is to investigate how the development of self skills can occur in the Undergraduate Programs of the Antonio Meneghetti College, primarily in the Bachelor's Degree in Ontopsychology, in Information Systems, and in the educational, cultural, and social projects of the Antonio Meneghetti Foundation for the positive development of youth. This investigation is set within the ecosystem of the Recanto Maestro International Center of Humanist Art and Culture and is grounded in Ontopsychological Science. This is a qualitative, exploratory research study that also incorporates insights from the Design Thinking method. The results point to an original educational approach that fundamentally integrates the application of creative and innovative activities to develop the innate nature project of young students. Furthermore, they highlight the interrelationship between the development of hard skills, soft skills, and self skills for integrated human, professional, technical, social, and scientific growth, alongside innovative learning methodologies used both in educational projects and in university higher education, skills and competencies required by life and by the emerging social contexts of this historical period.

05 - Division 5: Education and School Psychology

Poster Session 1 - Division 5

Thursday 23 July 2026 from 14:05 to 15:35

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 329

THE EFFECTIVENESS OF PREVENTIVE SOCIAL SKILLS INTERVENTIONS IN PRESCHOOL-AGED CHILDREN: A SYSTEMATIC REVIEW

Orgilés M., Ruiz--Soria L., Serrano--Ortiz M., Amorós--Reche V.*, Espada J.P.

Miguel Hernández University of Elche, Child and Adolescent Research Center ~ Elche ~ Spain

The preschool stage represents a critical period for the development of skills that support successful adjustment in later stages of life. In particular, strong social competence serves as a protective factor against the emergence of childhood problems. As a result, increasing attention has been given to the development and implementation of preventive programs. In recent years, there has been a notable rise in emotional and behavioral difficulties among young children, which has led to the creation of various national and international prevention initiatives. To consolidate the existing evidence, this study conducted a systematic review of group-based social skills prevention programs targeting preschool-aged children (0–7 years). Searches were carried out across several databases, including APA PsycINFO, Web of Science, MEDLINE (PubMed), SCOPUS, PSICODOC, and ERIC. From an initial pool of 10,600 records, 33 articles met all inclusion criteria. The selected programs varied in terms of methodology, study design, duration, and number of sessions. Overall, findings indicated that most children showed improvements in social skills as well as reductions in emotional and behavioral problems. These results support the effectiveness of school-based social skills training as a preventive strategy during early childhood. Practically, the findings underscore the relevance of incorporating evidence-based social skills programs into preschool curricula to support children's socio-emotional development and prevent future psychological difficulties.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 194

ACHIEVEMENT EMOTIONS AS MEDIATORS AND MODERATORS BETWEEN MOTIVATIONAL BELIEFS AND ACADEMIC PERFORMANCE IN SCIENCE

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[1]Universidad de la República ~ Montevideo ~ Uruguay, [2]Universidad de Sevilla ~ Sevilla ~ Spain

Grounded in expectancy-value theory, this study examined whether specific academic emotions mediate and moderate the relationship between motivational beliefs (X) and academic performance (Y) in science during adolescence. The sample comprised 340 Uruguayan secondary school students (M = 16.5 years, SD = 0.96; 42.6% female) from five public and private institutions. After removing seven outliers and twelve cases with missing data on the outcome variable, analyses were conducted with 321 cases. A cross-sectional correlational design was used. Analyses were conducted using the PROCESS macro for SPSS (Model 5, version 4.2), which allows estimation of an indirect effect (via a mediator, M) and a moderation of the direct effect by a moderator (W). Motivational beliefs (X) were assessed through the interaction of adapted items assessing expectancy of success and task value. Achievement emotions were measured using a shortened version of the Achievement Emotions Questionnaire, grouped into two dimensions: academic disengagement emotions (M, e.g., hopelessness, boredom) and learning-facilitating emotions (W, e.g., enjoyment, pride). Academic performance (Y) was indexed by one of the final evaluation grades in a Physics course. Motivational beliefs and learning-facilitating emotions were mean-centered prior to analysis. Heteroscedasticity-consistent standard errors were used (HC3 estimator; Davidson & MacKinnon, 1993) to account for observed violations of normality and heteroscedasticity. Results showed a significant indirect effect of motivational beliefs on academic performance through disengagement emotions (ab = 0.015, 95% CI [0.002, 0.029]), suggesting that lower academic disengagement partially explains the positive association between motivational beliefs and performance. The direct effect of motivational beliefs on performance remained significant (B = 0.065, p = .013) and was moderated by learning-facilitating emotions (interaction term: B = –0.038, p = .047). Conditional effects analysis showed that motivational beliefs significantly predicted performance at low and medium levels of learning-facilitating emotions, but not at high levels.

Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 6: Clean Water and Sanitation SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 386

AGRICULTURAL INTENSIFICATION AND ITS EFFECTS ON GROUNDWATER RESOURCES: INSIGHTS FROM THE SURABAYA-LAMONGAN GROUNDWATER BASIN AND OPPORTUNITIES OF PSYCHOEDUCATION TOWARDS GROUNDWATER CONSERVATION

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The Surabaya-Lamongan Groundwater Basin (SLGB) is one of the important water resources that support raw water needs for urban and agricultural areas in East Java. Based on the analysis of 1091 groundwater samples in the basin, it was found that the concentrations of manganese (Mn), phosphate (PO_4^{3-}), and Total Dissolved Solids (TDS) exceeded the threshold set for drinking water. This finding indicates the presence of pollution that could potentially jeopardize groundwater quality in the area. Land use analysis between 2000 and 2021 shows a fourfold increase in land use change from forest to agricultural areas. The expansion of agricultural activities, including the use of chemical fertilizers and intensive irrigation practices, is thought to be one of the main factors for the increased pollution load on groundwater. This research confirms the need for more sustainable land use management and regulation of groundwater utilization to preserve the Surabaya-Lamongan groundwater basin as a strategic resource. One-way Anova analysis based on land cover classification showed different levels of compounds, and is discussed in this study. Education with a psychological approach to groundwater conservation and environmentally friendly agriculture can be a planned program to overcome the threat of damage to groundwater resources. This is a psychological and practical mitigation effort that can be done for the people living around the study area.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 131

WHY SO SERIOUS? HOW VISIT PURPOSE SHAPES PARENT–CHILD TALK AT THE AQUARIUM

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California State University Long Beach ~ Long Beach ~ United States of America

Introduction. Families' visits to museums, aquariums, or other informal science institutions (ISIs) are shaped by their goals, expectations, and values. The purpose of ISI visits (i.e., entry agenda) can influence the activities families engage in and the ways they interact. Research shows that entry agendas affect conversation structure, visitor attention, and how knowledge is shared, ultimately shaping family learning outcomes (Ellenbogen, 2002; Falk & Dierking, 2000). Therefore, the current study examined the relationship between the purpose of family visits to an aquarium and the content and style of parent-child conversations.

Methods. The sample included 50 parent-child dyads (27 girls; age: M = 5.75 years, SD = 1.7) recruited at a Southern California aquarium. Families represented diverse racial/ethnic and socioeconomic backgrounds. Researchers invited families to participate as they explored an aquarium exhibit and recorded consenting dyads' conversations using Bluetooth microphones. Subsequently, parents completed an electronic survey reporting family demographics and rating the purpose of their visit (educational/learning, recreational/fun, or relational/family time) on a 4-point Likert scale (1 = disagree to 4 = agree). Conversations were transcribed verbatim and coded for content (parent and child science talk) and parent conversational style (autonomy support vs. controlling) using pre-established coding systems (Author et al., 2020; Author, 2018).

Results and Conclusions. Preliminary findings showed that 96.6% of parents agreed their visit was recreational, 93.1% relational, and 72.4% educational. Parents' average autonomy support score was 0.30 (range: -12 to 36), and children averaged 12.56 utterances of science talk. Parents who agreed (vs. somewhat agreed/disagreed) their visit was educational were more controlling (M = 4.71 vs. –.05), had shorter conversations (M = 234.71 vs. 258.14 utterances), and their children used less science talk (M = 8.05 vs. 11.00 utterances). These findings suggest rigid educational agendas may reduce opportunities for meaningful, child-driven informal learning. Full analyses will be presented.

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 215

TEACHER AND CLASSROOM INFLUENCES ON MATHEMATICS ANXIETY: A SYSTEMATIC LITERATURE REVIEW OF INSTRUCTION, TEACHER SUPPORT, AND CLASSROOM STRUCTURE

Li Q., Huang K.*, Yipeng H., Ying S., Chen N., Palaroan R.

Wenzhou-Kean University ~ Wenzhou ~ China

Mathematics anxiety is a prevalent concern among K-12 students, with well-documented negative impacts on their academic performance, motivation, and psychological well-being. While prior research has revealed that teacher- and classroom-related factors can significantly contribute to students' mathematics anxiety, the evidence remains fragmented and inconsistent. Given the mixed findings, a systematic literature review is necessary to clarify how teacher- and classroom-level variables influence students' mathematics anxiety. Following PRISMA guidelines, the review employed a structured literature search process and predefined inclusion criteria and identified 56 relevant empirical studies. Through thematic analysis of the selected studies, four domains that captured the primary pathways through which teacher- and classroom-level factors influence K-12 students' mathematics anxiety emerged: (1) instructional strategies (e.g., gamification, cognitive activation, dialog-based activities), (2) teacher support (e.g., autonomy support, motivational style, teacher-student rapport), (3) classroom structure (e.g., clarity of classroom routine, task difficulty, and workload management), and (4) teacher characteristics (e.g., mathematics anxiety, self-efficacy, professional knowledge). Evidence indicates that cognitively engaging instruction (e.g., gamification, cognitive activation) and emotionally supportive teacher-student interactions can reduce mathematics anxiety. Further comparative studies suggest that instructional strategies enhancing students' mathematical understanding are more effective than interventions focused solely on emotional regulation. Moreover, the impact of these interventions varies across student groups, with stronger effects documented among female students, those from lower socioeconomic backgrounds, and students in rural areas. Teachers' own mathematics anxiety and low self-efficacy are consistently associated with higher levels of student mathematics anxiety. Several longitudinal studies further reveal that these effects intensify as students progress through grade levels, influencing not only their anxiety but also their mathematics performance over time. Drawing on Control-Value Theory and Social Cognitive Theory, this review highlights the mechanisms through which teacher- and classroom-related variables shape students' emotional experiences in mathematics learning and outlines implications for theory-driven, school-based intervention design.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 149

ENHANCING SECOND LANGUAGE MOTIVATION THROUGH SELF-APPRAISAL: IMPLICATIONS FOR EDUCATIONAL PSYCHOLOGY

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Graduate School of Education, Kyoto University ~ Kyoto ~ Japan

Introduction:
Motivation is a critical factor in second language acquisition, and it is a concern that many Japanese university learners struggle to sustain it. The L2 Motivational Self System (Dörnyei, 2005, 2009) posits that motivation is driven by the discrepancy between learners' Ideal L2 Self and their Current L2 Self. However, the psychological processes that shape this self-discrepancy, particularly the role of self-appraisal, remain underexplored. Self-appraisal, which pertains to a learner's confidence in their performance, is believed to influence how they construct their self-images, yet empirical validation is scarce. This study aims to clarify the mechanism by which self-appraisal affects self-images, self-discrepancy, and motivation.
Purpose: To investigate how self-appraisal predicts (1) self-images (Ideal and Current L2 Selves), (2) self-discrepancy, and (3) the motivational effectiveness of self-discrepancy.

Method:
A total of 253 Japanese university EFL learners completed an English proficiency test and a questionnaire measuring self-appraisal (confidence towards the test), self-images (Ideal and Current L2 Selves), self-discrepancy, and Intended Learning Effort. Multigroup structural equation modeling (SEM) and polynomial regression were employed to explore the relationships across different levels of self-appraisal.

Results:
Self-appraisal significantly predicted both Ideal and Current L2 Selves, with higher confidence associated with more positive self-images. It also significantly predicted self-discrepancy: learners with higher confidence reported smaller self-discrepancies. Crucially, the explanatory power of self-discrepancy on motivation was significant only among learners with moderate confidence who demonstrated moderate level of self-discrepancy. Moreover, a curvilinear relationship emerged, suggesting that motivation is maximized when the discrepancy between Ideal and Current L2 Selves is neither too large nor too small.

Conclusion:
This study demonstrates that learners' confidence meaningfully shapes the construction and motivational function of L2 self-images. The findings offer practical implications for applied psychology and language education, particularly in designing interventions that foster accurate and motivating self-perceptions.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 120

DEFENDING OR REMAINING PASSIVE AS A BYSTANDER OF SCHOOL BULLYING: THE ROLE OF MORAL DISTRESS, CONFORMITY, AND COLLECTIVE EFFICACY

Nishino Y.*

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When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. In the case of witnessing bullying, a bystander may recognize bullying as wrong, and feel responsible and motivated to intervene, but they may occasionally fail to actively intervene and defend a bullied peer for any reasons. The purpose of this study was to investigate how moral distress, conformity, collective efficacy and psychological safety in the class were related to bystander behaviors (assertive defender, comforting defender, sympathetic outsider, and indifferent outsider) in bullying. In addition to examining the pathways to bystander behaviors, we also tested the hypothesis that middle school students have different pathways from those of primary school students. One thousand one hundred and six Japanese primary school students (49.1% girls) and nine hundred and twenty middle school students (46.8% girls) participated in our questionnaire survey. T-test showed that compared with middle school students, primary school students significantly expressed more defending and remaining passively aside, higher moral distress, collective efficacy and psychological safety and less conformity. In order to examine how each variable is related to the occurrence of bystander behaviors, we converted the experience of bystander behaviors into a binary value, with “never” set to “0” and all other responses set to “1”, and conducted a binomial logistic regression analysis by using experience of bystander behaviors as the criterion variable. Results showed that defender behaviors only among middle school students and outsider behaviors were positively predicted by conformity, and that indifferent outsider behavior was negatively predicted by collective efficacy. Moreover, the results of simple slope analysis for the significant effect of two-way interaction suggested that collective efficacy might regulate the effect of moral distress on defending behaviors among only middle school students. Implications of these findings are discussed.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 382

ETHICS AND RISKS IN THE USE OF AI IN HIGHER EDUCATION

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Universitat de les Illes Balears ~ Palma ~ Spain

Introduction: The integration of Artificial Intelligence (AI) tools like ChatGPT into higher education presents both opportunities and challenges, especially in terms of ethics, trust, and educational equity.
Purpose: This study explores how undergraduate students' perceptions of academic dishonesty (PAD) influences their intention to use ChatGPT, and whether this relationship is mediated by perceived risk.
Method: A quantitative study was conducted using an online survey completed by 468 undergraduate students at a Spanish university. Data was analyzed through mediation models using the PROCESS macro (Model 4).
Results: The findings show that greater awareness of ethical risks is significantly associated with lower intention to use such technologies in the future. Additionally, perceived risk significantly mediates the relationship between PAD and intention to use, suggesting that ethical concerns reduce AI adoption by increasing perceived risks.
Conclusions: The study provides valuable insight into why some students are more aware and sensitive to the potential risks of ChatGPT than others. Further, these findings highlight the need for universities to foster critical discussions around academic integrity and the responsible use of emerging technologies like ChatGPT.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 125

EXPLORING INDICATORS OF INTERNAL QUALITY ASSURANCE IN JAPANESE UNIVERSITIES THROUGH EVALUATION REPORT ANALYSIS

Shibui S.*, Noda A., Kaneko A.

National Institution for Academic Degrees and Quality Enhancement of Higher Education ~ Tokyo ~ Japan

The establishment of robust internal quality assurance (IQA) systems is increasingly recognized as a cornerstone of sustainable quality enhancement in higher education. While international frameworks emphasize the importance of IQA, specific practices that constitute effective systems remain diverse and context-dependent. In Japan, accreditation agencies regularly publish peer-reviewed evaluation reports, offering valuable insights into how IQA efforts are judged in practice. This study explores indicators that reflect the development and maturity of IQA systems by analyzing the linguistic features of evaluative comments in such reports.

We focused on the psychological underpinnings of evaluators' judgments, particularly the language used to describe good practices. Text data were extracted from accreditation reports issued by multiple certified agencies between FY2015 and FY2023, covering 240 accredited universities. Using morphological and frequency analysis, we identified commonly used terms and thematic clusters associated with positive evaluations. The analysis allowed us to derive a set of potential indicators reflecting effective IQA implementation.

Key findings include the repeated emphasis on (1) the use of third-party verification and external feedback, (2) systematic and continuous data collection for quality improvement, and (3) structured faculty development initiatives. Notably, variations in evaluative focus across agencies suggest that different institutional logics influence how IQA is interpreted and assessed.

These results contribute to understanding the cognitive criteria used by evaluators and highlight the implicit standards that guide judgment. By clarifying these indicators, the study offers practical tools for institutions seeking to enhance their IQA frameworks and align with external evaluation expectations. It also informs efforts to improve the consistency and transparency of accreditation practices, bridging applied psychological insights with policy and institutional development in higher education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 199

EXPLORING THE DEVELOPMENT OF CLINICAL EMPATHY AMONG CHINESE MEDICAL STUDENTS: A TRANSITION FROM SIMULATION-BASED LEARNING TO CLERKSHIP

Zhou H.*, Shen Z., Wu H.

Peking University ~ Beijing ~ China

Background: Little is known about how simulation-based learning and clinical clerkship—two key learning contexts—shape medical students' interaction with simulated and actual patients and influence students' clinical empathy. This study investigated the development of clinical empathy among medical students from simulation-based learning to clerkship in China. Methods: In a constructivist paradigm, this study employed an exploratory qualitative approach, adhering to the COREQ. Data were collected through semi-structured interviews with eight fifth-year medical students and observations of 26 instances among 16 fourth-year students in a six-station objective structured clinical examination. Thematic analysis was used to analyse the qualitative data. Results: In simulation-based learning, medical students focused on improving their clinical skills, seldom perceiving simulators as patients they might encounter in clinical settings, and pretended to show empathetic concern as needed. Furthermore, due to the lack of timely simulator feedback, medical students easily overlooked critical steps in clinical procedures. During clerkship, medical students experienced stronger emotional responses. Concern about potentially harming patients made students more cautious in procedural steps. Medical students gradually recognized patients' uniqueness, becoming attuned to emotional cues and alleviating patient suffering by improving their clinical skills. Moreover, their perspective on patients shifted, enabling them to see patients as a whole to carry out medical procedures with empathetic concern. Conclusions: While simulation provides skill training, its procedural nature limits empathy development. Clerkship, in contrast, fosters medical students' emotional engagement, individualized thinking, and flexible views of patients.

05 - Division 5: Education and School Psychology

EDUCATING FOR RESILIENCE: STRATEGIES FOR NAVIGATING GLOBAL CHALLENGES

Thursday 23 July 2026 from 15:30 to 17:00

(H-Spadolini)

FRANCESCA GIORDANO (UNIVERSITA' CATTOLICA DEL SACRO CUORE ~), Chair and Presenter

This symposium examines the role of resilience education as a scientifically grounded strategy to promote adaptation and psychological functioning in the face of contemporary global challenges, including war, displacement, climate change, and socio-political instability. While resilience has traditionally been studied as an individual trait, emerging evidence emphasizes its dynamic and context-sensitive nature, which can be cultivated through structured educational and training programs. The symposium brings together five empirical contributions that explore how resilience can be taught, practiced, and operationalized at different levels: within national education systems, among university students, and in humanitarian professional contexts.

Each presenter offers a unique contribution to this theme: Carmel Cefai reports results from a nationwide assessment of social-emotional skills and academic functioning in Maltese students from kindergarten to secondary school. The study provides large-scale empirical data to inform targeted educational policies and interventions promoting resilience in school systems.

• Shannon Lipscomb presents a pilot study evaluating the adaptation of a resilience-building intervention for undergraduates involved in internships and community work. The study highlights qualitative shifts in students' conceptualization of resilience and quantitative trends toward reduced stress and enhanced adaptability and empathic listening.

• Lana Batinić presents an educational program on resilience implemented with undergraduate psychology students at a Croatian university. The study investigates how structured, scaffolded learning can foster core resilience and interpersonal functioning. It offers a higher education perspective on resilience-building interventions.

FrancescaGiordanoexplorestheinterplaybetweenmeaning-makingandresiliencein66humanitarianprofessionalsoperatinginwar-affectedareasofeasternUkraine.UsingaMultilevelNetworkPsychometricsapproach,thestudyidentifies reciprocalassociationsamongkeyresiliencemechanismsandrevealshowmeaning-makingprocessesdrivedailyempowerment,agency,andpositivereframing.•VeronicaHurtubiaToroexamines thecompetenciesrequiredfortraining“tutorsofresilience”acrossthreehumanitariancontexts—Syria,Guatemala,andMozambique.Usingphenomenologicalanalysisandmixedmethods,thestudyhighlightstheimportanceofeducatinghelpingprofessionalstofosterresilienceprocessesinbeneficiaries,whileelucidatingculturallyembeddedmechanismsandtransferablepracticesrelevanttoprofessionaldevelopmentinsocio-educationalsettings.Collectively,thesepresentationsadvanceaconceptualizationofresilienceasaneducationaltargetandaprocessofadaptivefunctioning,groundedinempiricalevidenceandwithstrongtranslationalpotentialforschools,universities,andhumanitarianorganizations.Thenoveltyandrelevanceofthissymposiumlieinitsmultilevel,cross-cultural,andmethodologicallydiverseapproachtoresilienceasaneducationalobjective.Itintegratesqualitative,quantitative,andnetwork-psychometricmethodologiestogenerateevidence-basedinsightsintothemechanisms,competencies,andoutcomesofresilienceeducation.Thetopicalignswiththe Congress'sbroadermissionbyaddressinghowpsychologicalsciencecaninformInterventionscapableoffosteringadaptationandwellbeinginthefaceofsystemicchallenges.

Abstract 4143

YOUTH AS AGENTS OF CHANGE TO BUILD RESILIENCE TO GLOBAL THREATS IN THEIR OWN LOCAL COMMUNITIES

Lipscomb S.*

Oregon State University ~ Oregon ~ United States of America

Equipping youth and young professionals to build resilience in their own communities is essential. This study pilot tested the adaptation of a resilience intervention designed for professionals in crisis zones for use with undergraduate students (N=8) in the United States engaged in internships, work, or volunteering.

In a follow-up focus group, all students affirmed that resilience can be taught. A theme emerged about learning processes with two codes: all people are capable of resilience, and resilience is brought out from within. A second theme involved teaching methods: authentic modeling, and using tools and guidance (activities, creativity, encouragement). Example quotes included: “It's like a power that you're unlocking in people. You're giving them the tools to find the key to unlock [resilience] in themselves,” “do exercises or activities that remind them and bring [resilience] out in them,” and “Modeling resilience … doesn't mean like only having this perfect like exterior, but being vulnerable with the people that you're working with as well.” In their own learning, students’ open-ended survey responses revealed impacts for self (n=8) and improved skills and ability for working with others (n=4). Outcomes for self included personal growth (“I gained a new perspective of myself”), own resilience (“we can apply [intervention] to our own lives), and improved knowledge or understanding (“I gained a strong understanding of the importance of community in building resilience.”). Four described outcomes for both self and other, such as, “I feel like I have tools, not only for myself, but for clients … to help them find resilience in their lives.”

Pre- to post-intervention survey responses showed a qualitative shift in students’ conceptualizations of resilience that involved more active practice, adaptation, and external resources, and less passive endurance. Quantitative survey data showed trends toward decreased stress and increased adaptability and empathic listening.

Abstract 4144

EVALUATING A RESILIENCE EDUCATION PROGRAM FOR PSYCHOLOGY UNDERGRADUATES

Batinic L.*

Catholic University of Croatia ~ Zagreb, ~ Croatia

In a context marked by global threats and rapid socio-ecological transformations—including natural disasters, climate change, and armed conflicts—developing adaptive capacity has become essential for individual and collective wellbeing. Key competencies such as flexibility, critical thinking, and the ability to form supportive social networks have been identified as foundational for navigating uncertainty (Chapin et al., 2009). Research suggests that structured and scaffolded learning experiences can effectively foster these competencies (Spellman et al., 2016).

This study examines the implementation and impact of a university-based resilience education program delivered to undergraduate psychology students at the Catholic University of Croatia. The program aimed to promote the acquisition and internalization of resilience-related competencies through experiential and reflective learning. A mixed-methods design was employed, including both open-ended questions and standardized quantitative measures administered pre- and post-intervention. Variables assessed included general knowledge of resilience, perceived stress, wellbeing, self-care, self-compassion, and interpersonal functioning.

Preliminary results indicate meaningful improvements in both self-reported practices and conceptual understanding, suggesting that resilience can be effectively cultivated through targeted educational interventions. These findings contribute to the growing evidence base supporting the integration of resilience education in higher education settings, and offer implications for the design of curricula that aim to equip youth with the skills needed to face contemporary challenges.

Abstract 4145

RESILIENCE AND MEANING-MAKING AMONG HUMANITARIAN WORKERS IN WAR-AFFECTED UKRAINE: A MULTILEVEL NETWORK PSYCHOMETRICS TO UNCOVERING MECHANISMS AND PROCESSES

Giordano F.*, Zambelli M., Tagliabue S.

Resilience Research Unit, Università Cattolica del Sacro Cuore ~ Milan ~ Italy

Helping professionals operating in war-affected areas are at high risk of developing adverse psychological outcomes. Nonetheless, increasing evidence shows their capacity to sustain resilient functioning even under extreme conditions. Recent literature has shifted toward a dynamic, process-oriented understanding of resilience. Within this framework, identifying mechanisms that promote positive adaptation becomes crucial. Key factors highlighted in war contexts include positive reframing, empowerment, agency, and supportive relationships. Additionally, meaning making—through both the presence and search for meaning—has emerged as a central psychological resource for coping with adversity. However, limited knowledge exists on how these mechanisms interact in sustaining daily resilience among frontline workers. This study explores the dynamic relationships between resilience and meaning-making in a group of Ukrainian professionals operating in conflict-affected areas. Over a 30-day period, 66 Ukrainian humanitarian providers involved in child protection, education, and community support in eastern Ukraine completed twice-daily questionnaires assessing various aspects of resilience and meaning-making. A Multilevel Network Psychometrics approach (Epskamp, 2021) was applied to investigate reciprocal associations among these dimensions over time. The network analysis revealed a positive pattern of associations between resilience and meaning-making at the daily level. Search for meaning predicted both empowerment and search for positive reframing, while presence of meaning predicted increased agency. Additionally, search for positive reframing was found to predict agency the following day. The findings suggest that meaning-making plays a pivotal role in supporting the development of resilience in war-related contexts. Activating meaning-making processes fosters empowerment, agency, and search for positive reframing, contributing to daily psychological adjustment. These insights can inform the design of targeted support interventions for professionals operating in high-stress humanitarian environments

05 - Division 5: Education and School Psychology

Parenting & Family 1

Thursday 23 July 2026 from 15:30 to 17:00

(J-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 2483

PARENTAL PERSONALITY AND PRO-SOCIAL BEHAVIORS OF HIGH SCHOOLER IN A SINGLE PARENTING DYNAMIC

Bada B.*, Okubadejo K.

University of Lagos ~ Lagos ~ Nigeria

The family is often regarded as the primary and most basic unit of socialization and a very important determinant to the development of children's behavior and personality. The main aim of this study is to investigate the relationship between Personality Traits in Single Parenting Dynamic and Pro-social behaviors in highs choolers in Lagos State, Nigeria. 255 participants were used for this study and were administered test instruments, using Prosocial Self-Regulation Questionnaire, Self-Report Altruism Scale, and Big Five Inventory-10. The result of the study revealed that that there was a significant negative relationship between extraversion (r = -.178, P<.001) and Altruism Development. While an insignificant relationship was observed between altruism development and other dimensions of Personality Traits of Single Parents. Secondly, result of the study revealed that there was a significant positive relationship between Self-Regulation of respondents (r = .335, P<.001) and conscientiousness personality trait.. The study therefore concludes by positing that specific personality traits exhibited by single parents such as openness, conscientiousness, and emotional stability significantly influence the development of pro-social behaviors in their children. High schoolers raised in supportive and nurturing single-parent environments tend to demonstrate higher levels of altruism and self-regulation, suggesting that the emotional and psychological climate established by single parents plays a crucial role in shaping their children's social behaviors

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 604

MUTUAL PERCEPTIONS OF SELF-EFFICACY IN CHILD–PARENT–COUNSELOR TRIADS: A LONGITUDINAL STUDY

Yariv A.*[1], Ben Uri I.[2], Madjar N.[1]

[1]Bar Ilan University ~ Ramat Gan ~ Israel, [2]Hebrew University ~ Jerusalem ~ Israel

Mutual Perceptions of Self-Efficacy in Child–Parent–Counselor Triads: A Longitudinal Study
The transition to middle school entails substantial emotional, social, and cognitive changes, which can be particularly challenging for children with special needs. For these students, placement in a supportive educational environment is crucial for promoting successful adjustment. According to Bandura's social-cognitive theory, self-efficacy—defined as one's belief in the ability to organize and execute actions required to achieve desired goals—plays a central role in managing new tasks and challenges. Prior research has shown that students' self-efficacy predicts school adjustment following the transition to middle school. Parents and school staff serve as major sources of support during this process, with the quality of collaboration influenced by their mutual perceptions.
The present study aims to extend the theoretical framework linking self-efficacy and adjustment among children with special needs by examining the triadic relationship between the child, parents, and school counselor. It highlights the importance of collaborative processes within this triad for promoting adaptive adjustment to middle school.
A mixed-method, longitudinal design was employed, combining quantitative and qualitative approaches. The quantitative sample included 210 child–parent dyads and 88 school counselors, all of whom completed validated self-efficacy scales. In addition, nine child–parent–counselor triads were recruited for semi-structured interviews at two timepoints: at the end of elementary school and again midway through the first year of middle school (an interval of 8–10 months).
Although data collection is ongoing, preliminary findings indicate a strong correlation between parental self-efficacy and children's social self-efficacy and mental well-being. Interaction analyses revealed that higher social self-efficacy attenuates the impact of lower academic self-efficacy, suggesting a protective role of social self-efficacy. Thematic analysis of interviews further illuminated parents' contributions to supporting an adaptive transition, particularly through proactive and collaborative strategies with schools, which children perceived as leading to positive outcomes.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1419

PARENTAL ADVERSE CHILDHOOD EXPERIENCES (ACES) AND PARENTING PRACTICE FROM A CHINESE PERSPECTIVE

Zhao Y.*, Murphy D., Adkins M.

University of Nottingham ~ Nottingham ~ United Kingdom

Introduction: Adverse childhood experiences (ACEs) has attracted increasing attention due to its profound impact. Currently, the concept of ACEs remains largely dominated by the findings of Felitti et al. (1998), which is grounded in a Western theoretical framework and normative experiences. There is still a limited understanding of ACEs from Eastern cultural perspectives.
Purpose: This study aims to advance knowledge of ACEs by studying how parents from Chinese cultural contexts perceive and interpret their own adverse childhood experiences; thus, shedding light on the process of intergenerational transmission of ACEs in parenting practices.
Method: In-depth semi-structured, open-ended interviews were conducted with 31 parents (aged 32 to 53 years) of children in primary schools in China. Narrative research combined with thematic analysis was employed to construct individual experiences and conduct cross-case comparisons.
Results: Ten major themes emerged, including negative parenting, poverty, exposure to hazards or diseases, inharmonious family environment, educational challenges, bullying, premature romantic relationships, separation from parents, involvement in violence and child labour experiences. Narrative analysis of typical cases detailed how Chinese parents perceive ACEs, and how they view their childhood adversities as well as their impacts, particularly the linkage to current parenting practice.
Conclusion: Given growing up in a specific historical context and stage of social development, Chinese parents have different adverse experiences and hold unique perceptions of these experiences. Eastern traditional values and social norms further influence how Chinese parents interpret and assign meaning to their personal childhood experiences. This study enriches the conceptual framework of ACEs by incorporating insights from an Eastern perspective and qualitatively illustrates the influence of parental ACEs on their parenting. Findings provide a reference for practitioners working in parenting counselling and skills training.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1548

RELATIONSHIPS BETWEEN TURKISH PRESCHOOL CHILDREN'S PROBLEM BEHAVIOR, TEMPERAMENT, AND PARENTAL SELF-EFFICACY

Özdogru Z.[2], Özdoğru A.*[1]

[1]Marmara University ~ Istanbul ~ Turkey, [2]Biruni University ~ Istanbul ~ Turkey

Early childhood years are foundational in children's social, emotional, and behavioral development. Problem behaviors among preschool children can present a great challenge for parents at home and teachers in early learning environments. In order to provide effective support strategies for children, parents, and teachers, factors associated with behavioral problems should be explored in different cultures. This study aimed to investigate the relationships between problem behaviors, temperamental traits, and parental self-efficacy among Turkish preschool children. Sample of the study consisted of 79 children (47 girls and 32 boys) between the ages of 52 and 81 months (M=67.21, SD=7.34) attending two public preschools in İstanbul. For each child, their parents completed Temperament Scale for Children and their teachers completed Problem Behavior scale of the Preschool and Kindergarten Behavior Scales. Parents also completed Berkeley Parenting Self-Efficacy Scale-Revised. Correlation analyses showed that while there was no significant relationship between children's problem behavior and parental self-efficacy, there were significant relationships between children's problem behavior and temperament as well as parental self-efficacy and temperament. Out of the seven temperamental traits, the two were correlated with problem behaviors and five were correlated with parental self-efficacy. Findings of the study shows that young children's temperamental characteristics play an important role in the development of their behavioral problems as well as their parents' self-efficacy. Parents and early childhood professionals can learn more about temperamental traits and self-efficacy in their management of child problem behavior.

Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 4766

Predicting Non-Suicidal Self-Injury Risk in Junior High School Students: A Machine Learning Approach Integrating Psychological and Familial Factors

Gongxiang C.*, Zibei G.

School of Education and Psychology, University of Jinan ~ Jinan ~ China

Non-suicidal self-injury (NSSI) is becoming increasingly prevalent and harmful among adolescents, yet its intrinsic mechanism and early identification remain to be further explored. To investigate the influencing factors of NSSI in junior high school students and develop an early identification tool, a questionnaire survey was conducted on 1160 junior high school students in Shandong Province (49.9% female; mean age = 14.05 years, SD = 0.833). This study examined the mechanism of action of parental psychological control, future self-continuity and cognitive reappraisal on NSSI, and based on the above analysis, a machine learning-based NSSI risk prediction model (NSSI-XGBoost) was constructed using eXtreme Gradient Boosting (XGBoost). The results showed that the Prevalence of NSSI was 52.50%; future self-continuity played a partial mediation effect between paternal guilt induction, maternal love withdrawal and NSSI; cognitive reappraisal moderated the direct path of paternal love withdrawal, paternal authoritarianism, maternal love withdrawal to NSSI, as well as the indirect path of paternal guilt induction, maternal love withdrawal to NSSI via future self-continuity. The NSSI-XGBoost model exhibited good discriminative performance (AUC = 0.816 in the test set), with the main predictive variables being cognitive reappraisal, maternal love withdrawal and paternal guilt induction. This study revealed the key roles of future self-continuity and cognitive reappraisal in the relationship between parental psychological control and NSSI, and constructed a prediction model with high accuracy, providing a practical tool for the early identification of NSSI in junior high school students.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 613

MAKE ROOM FOR DADDY: ENHANCING PATERNAL SELF-EFFICACY FOLLOWING PRETERM BIRTH THROUGH KANGAROO CARE

Varela N.*, Gingras V., Pierce T., Tessier R.

Université Laval ~ Quebec ~ Canada

Background: The premature birth of a child is often experienced as a stressful and destabilizing event for fathers. In addition to the medical fragility of the infant, the intensive care environment can challenge men's confidence in their ability to assume an active caregiving role. This situation represent a significant threat to paternal self-efficacy, a psychological resource closely linked to parental adjustment, sensitivity, and involvement. Identifying factors that foster fathers' confidence in caring for their preterm infants is therefore essential for supporting both child development and family well-being.
Aim: This longitudinal study examined whether fathers' participation in Kangaroo Care (KC), a skin-to-skin caregiving practice widely recognized for its benefits to premature infants, contributes to strengthening paternal self-efficacy across time.
Methods: A total of 42 fathers of infants born at or before 33 weeks of gestation were recruited from a neonatal intensive care unit (NICU) in Quebec. Paternal self-efficacy was assessed using the Parenting Sense of Competence Scale at three time points: before the first KC session, at NICU discharge, and three months after discharge. The frequency of KC performed by fathers relative to mothers during hospitalization was calculated. Path analyses were conducted to examine longitudinal associations between KC and self-efficacy trajectories.
Results: Analyses revealed that a higher father-to-mother KC frequency ratio during the NICU stay significantly predicted greater paternal self-efficacy at discharge, even after controlling for baseline levels. Moreover, this positive effect persisted three months following the infant's return home, suggesting enduring benefits of early father involvement in KC.
Conclusion: Findings underscore the importance of promoting fathers' active engagement in KC with their preterm infants. Healthcare providers and mothers can play a key role by encouraging and facilitating paternal participation in caregiving activities in the NICU. Strengthening fathers' self-efficacy during this sensitive period may enhance both paternal adjustment and family functioning over the longer term.

05 - Division 5: Education and School Psychology

Poster Session 2 - Division 5

Thursday 23 July 2026 from 15:40 to 17:10

(X- Poster 2)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 426

LONGITUDINAL INTERVIEWS WITH PARENTS-SELECTED COCHLEAR IMPLANT RECIPIENTS

Araki Y.*

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Introduction: Self-advocacy skills are not something that can be acquired suddenly in adolescence. They involve various psychological factors, such as self-understanding, acceptance of disability, establishing one's identity, trust in others, and self-esteem. These psychological factors overlap with the non-cognitive skills that OECD (2021) points out as important. What specific parenting and therapeutic experiences can lead to children with disabilities acquiring self-advocacy skills?

Purpose: The purpose of this study was to explore what childhood experiences influenced self-advocacy in adolescence by conducting a total of five semi-structured interviews with a hearing-impaired child who underwent cochlear implant surgery as an infant, from the age of 9 to 24, and conducting longitudinal analysis.

Method: The interviewee was born with severe congenital hearing impairment. He underwent cochlear implant surgery in his right ear at the age of 3 years and 6 months. Semi-structured interviews using the same questions were conducted five times in total: in the fourth and sixth grades of elementary school, the second and third grades of junior high school, and the fourth year of university.

Results: An example of an interview is shown below: Q: What do you think about being deaf? A (4th year university): I think I like it. I'm glad I'm not deaf. I have friends that I've been able to meet because I'm deaf. I've never hated myself for not being deaf. A big part of that is because I went to the kindergarten department of a school for the deaf. I remember the teachers at the kindergarten teaching me sign language carefully and loving me.

Conclusions: It was suggested that the therapeutic experience at the kindergarten, in which the teacher warmly accepted the child through sign language despite her hearing impairment, led to a positive view of himself and trust in others.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 616

BEYOND ONE-SIZE-FITS-ALL: SUPPORTING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS WHEN TRADITIONAL SYSTEMS FALL SHORT

Blier H.*[1], Demichaelis O.[2], Wisniewski K.[1]

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Globally, educational systems increasingly serve culturally and linguistically diverse (CLD) students. The overrepresentation of culturally and linguistically diverse children in special education is a significant issue, with factors including inaccurate screenings, grade retention, and parental lack of awareness of available services (Mohamed, 2023). Research demonstrates persistent barriers, including inadequate professional preparation, insufficient culturally sensitive assessment tools, and systemic challenges in differentiating between language acquisition difficulties, adjustment, and learning disabilities (Khawaja & Wotherspoon, 2022). Despite calls for evidence-based practice that integrates research evidence with clinical expertise, client values, and circumstances (Kazdin, 2008), school systems are lagging in the development of targeted solutions to improve educational equity for CLD students worldwide.

This mixed-methods study systematically identifies barriers to appropriate assessment and intervention for CLD students across multiple levels: literature-documented challenges, educator-reported systems-level needs, and individual case-level implementation obstacles. Understanding these barriers is essential for developing evidence-based practices that effectively integrate research findings with clinical expertise and family values in a culturally responsive educational community.

First, a systematic literature review identified documented challenges in CLD student assessment globally. Second, a multidisciplinary educator survey, comprising school psychologists, special education teachers, ESL coordinators, and administrators, assessed perceived barriers in public school settings. Third, three in-depth case studies of CLD students referred for comprehensive evaluations provided a qualitative analysis of assessment process obstacles and systemic challenges encountered during real-world implementation.

Together, these analyses revealed four key themes: inadequacies and cultural misalignment in assessment tools, complexities in family engagement, gaps in professional development, and an interplay of ethical and legal dilemmas related to identification and service delivery. Results inform targeted interventions, professional preparation reforms, and policy frameworks for advancing culturally responsive educational practices when working with CLD students.

Division 5: Education and School Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 421

NETWORK ANALYSIS OF STRESS AND WELL-BEING AMONG COLLEGE STUDENTS: A LONGITUDINAL STUDY

Chen S.*, Lin S.S.J.

National Yang Ming Chiao Tung University/ Institute of Education ~ Hsinchu City ~ Taiwan

Extensive research has examined the impact of academic, financial, and relationship-related stress on college students, highlighting their significant influence on mental health and overall well-being. However, aspects of students' lives, such as self-perceived health and happiness, also warrant investigation due to their links to stress. Network analysis offers a unique advantage by visualizing complex relationships, identifying central variables, and uncovering patterns or clusters within interconnected systems. Despite its potential, few studies have employed network analysis to explore connections between stress across multiple dimensions and students' self-perceived well-being indicators.

This study used network analysis to examine these associations among 430 Taiwanese university students (61% male) who completed surveys in their freshman and junior years. The surveys assessed stress related to parent-adolescent, intimate, and peer relationships; academic and financial stress; and ratings of academic performance, relationships, health, future outlook, and life satisfaction.

The results revealed that social stress was the most central node among the variables in both freshman and junior years. In the freshman year, stronger associations were observed between friendships and school grades, friendships and academic stress, grades and family stress, and friendships and future outlook. These patterns suggest that during the early college years, students with strong friendships tended to report better academic performance, lower academic stress, and a clearer sense of future direction. By junior year, financial stress showed a stronger negative association with life satisfaction, indicating that students experiencing higher financial stress were more likely to report lower life satisfaction. This association was weaker during the freshman year.

The findings underscore the evolving impact of stress on life domains as students progress through college, with peer relationships alleviating early stress and financial stress diminishing life satisfaction later. These results highlight the importance of support systems and strong relationships to help students manage stress and enhance well-being.

Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 478

ASSOCIATION BETWEEN PATTERNING, EXECUTIVE FUNCTIONS, MATHEMATICAL LANGUAGE, AND NUMERACY SKILLS IN KINDERGARTEN CHILDREN: A 2-YEAR LONGITUDINAL STUDY

Chung K.K.H.*, Lam C.B.

The Education University of Hong Kong ~ Hong Kong ~ China

This study investigated the relationships between patterning skills, executive function skills, vocabulary knowledge, and mathematical language with children's numeracy development. A total of 140 first-year Hong Kong kindergarten children in K1 who followed up on to K2 participated in this study. Chinese children were assessed on their patterning skills, mathematical language, oral vocabulary at K1, number counting, and number word comparison at K1 and K2. Mothers were asked to rate their children's executive function skills at K1. With the child's age, mothers' education and arithmetic competence in K1 were controlled; patterning skills, executive function skills, oral vocabulary, and mathematical language at K1 uniquely contributed to arithmetic competence at K2. These findings highlight the need to consider the impacts of these cognitive and language knowledge and skills in future research, shedding light on the multifaceted nature of mathematics achievement determining factors. Findings also suggest that the instructions and interventions integrating patterning, executive function, and language skills may be an essential avenue for enhancing children's numeracy development in the early years and future mathematics achievement.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 535

A SYSTEMATIC REVIEW OF LGBTQ+ STUDENTS' EXPERIENCES OF HARM IN HIGHER EDUCATION

Wilson--Lemoine E.[2], Corlett S.*[1], Harleen K.[3], Ojiaku M.C.[4], Wilson--Lemoine J.[5]

[1]Universidad de Valladolid ~ Segovia ~ Spain, [2]University of Virginia ~ Charlottesville ~ United States of America, [3]O.P. Jindal Global University ~ Sonipat ~ India, [4]University of Nigeria ~ Nsukka, Enugu ~ Nigeria, [5]Texas State University ~ San Marcos ~ United States of America

Lesbian, gay, bisexual, trans, queer (LGBTQ+) students face elevated risks of stigma, prejudice, and discrimination within college and university environments. This systematic review examines the prevalence of these kinds of harm experienced by LGBTQ+ students. Five databases were searched, from which we found 60 studies that met our inclusion criteria. Only quantitative results were included, with results grouped into 12 forms of harm (e.g., discrimination, harassment, physical harm and threat). Adverse experiences were commonly reported among LGBTQ+ students, and multiple correlates of harm were identified. Most studies focused on experiences among LGBTQ+ students overall, with few investigating experiences of harm specific to gender minority students. Intersectionality was also rarely considered. Findings suggest that on-campus prejudice, stigma, and discrimination are issues faced by LGBTQ+ students. These harms are heightened by various individual and structural factors. However, findings should be interpreted with caution as all included studies used a cross-sectional design. Future research should prioritize longitudinal designs, intersectional approaches, and considerations about the role of structural stigma.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 615

SOCIO-EMOTIONAL COMPETENCIES AS PROTECTIVE RESOURCES IN DIGITAL ERA: SMARTPHONE ADDICTION, DIGITAL SELF-CONTROL AND SUBJECTIVE WELL-BEING AMONG COACHING STUDENTS

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Birla Institute of Technology And Science, Pilani (BITS Pilani) ~ Pilani, Jhunjhunu, Rajasthan ~ India

Youth who study at high-pressure coaching institutes need socio-emotional competencies as protective resources to handle the digital world. The research investigates how socio-emotional competencies function as both mediators and moderators between smartphone addiction and digital self-control and subjective well-being using Self-Determination Theory, Ecological Systems Theory and resilience frameworks. Whereas the existing research confirms a correlation between smartphone addiction and lower life satisfaction and increased level of psychological distress, the dynamics of these constructs have not been thoroughly studied, specifically in competitive coaching settings. The current research investigates whether Socio-Emotional Competencies (SECs) play the role of a mediator or moderator in the relationships among Smartphone Addiction (SA), Digital Self-Control (DSC), and Subjective Well-Being (SWB) in group of coaching students. The research design includes a cross-sectional study which will recruit 325 participants who are 16 to 20 years old from different coaching institutes from a mid-level city of the state of Rajasthan, India. The research will use the Socio-Emotional Competence Questionnaire (SECQ), Smartphone Addiction Scale-Short Version (SAS-SV), Digital Self-Control Scale (adapted from Brief Self-Control Scale), Satisfaction with Life Scale (SWLS) and Scale of Positive and Negative Experience (SPANE) to collect data from participants. The research will use Structural Equation Modeling (SEM) to analyze how SECs function as mediators and moderators. The research predicts to verify that students having stronger socio-emotional competencies will experience better mental health protection against smartphone addiction's negative effects on their subjective well-being.

Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 630

INSPIRING STUDENTS IN HIGHER EDUCATION

Mitchell V.*[1], Brown J.[2], Cahilap D.[3]

[1]University of Sydney ~ Sydney ~ Australia, [2]Jac Brown ~ Australia ~ Australia, [3]SYSTRA ANZ ~ Sydney ~ Australia

Inspiration is arguably the holy grail in higher education and can become a key driver of student educational actions inside the classroom and activities outside the classroom. However, there is increasing anecdotal evidence that students are less inspired but rather disengage with the university in general and specific aspects of the educational experience during COVID, such as lectures and online content. Despite recent interest in the role of inspiration in education (DeCoito, 2022), theory about the nature, dimensions, origins and effects of educational inspiration is underdeveloped. We therefore explore the notion of inspiration within Higher Education.

Using a data triangulation approach, we first assess how often the word 'inspiration' is used on three top-tiered university websites in Australia, the United States, and the United Kingdom. Next, we conducted a content analysis of sample university articles that mention inspirational themes and educators. Third, we analyze student posts on Reddit (Stage 3) and student responses through an informal open-ended questionnaire (Stage 4) to identify factors that students associate with the term inspiration and inspirational student experiences versus the term motivation.

As illustration, one top University used inspired nearly 69,000 times on its website. Stories on inspiration mainly contained themes of influence of university research work while content of Reddit posts revealed key themes of hope, doing what they enjoy and realizing potentials, curiosity, helping others and changing the world. Finally, student survey responses highlighted the external sources of influence, including people, experiences, and stimuli that spark creativity and passion. The findings indicate differences in inspiration's meaning and how it is created which provide important implications for communication, education, and support for university students as well as in lecturer training and alumni engagement and fundraising.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 584

UNDERSTANDING HOW JAPANESE GRADE 9 STUDENTS MONITOR THEIR LEARNING: THE ROLE OF SELF-MONITORING INFORMATION IN COMPREHENSION ACCURACY

Uchihashi M.*

Japan Women's University ~ Tokyo ~ Japan

Accurate self-monitoring of comprehension is a key metacognitive skill that supports effective learning, yet little is known about how middle school students engage in this process during independent study. This study is the first to empirically examine the relationship between the quality of self-monitoring information and the accuracy of comprehension self-evaluations in Japanese grade 9 students in the context of learning English verb tenses. Self-monitoring information was defined as the cognitive criteria and justifications related to learning tasks and experiences that learners use when evaluating their own comprehension.

A preliminary interview with expert learners identified four types of high-quality self-monitoring information: (1) distinguishing differences among verb tenses, (2) providing explanations, (3) applying knowledge to everyday contexts, and (4) solving abstract or integrative tasks, such as conceptual understanding problems or translation tasks between Japanese and English. Based on these categories, 232 grade 9 students completed self-study tasks and, after completing comprehension self-evaluations, reported the self-monitoring information they had used, and then completed a comprehension test. Their open-ended reflections from participants with complete data were analyzed, and the self-monitoring information was classified into three types: comprehension-based (n = 66), memory/recall-based (n = 139), and not based on learning experience (n = 17).

Contrary to expectations, no significant differences in evaluation accuracy were found across groups. These results suggest that while students may appear to use high-quality self-monitoring information, the information often lacks sufficient depth or relevance to support accurate comprehension self-evaluation.

These findings highlight the need to provide instructional support that helps grade 9 students develop and apply high-quality self-monitoring strategies. Enhancing metacognitive awareness may improve the accuracy of comprehension self-evaluations and foster greater autonomy in learning, emphasizing the importance of targeted educational support for adolescent learners.

05 - Division 5: Education and School Psychology

PROCESSES OF INEQUALITIES AND UNFAIRNESS IN THE SCHOOL AND EDUCATIONAL SYSTEMS

Thursday 23 July 2026 from 17:00 to 18:30

(H-Spadolini)

Simona Carla Silvia Caravita (Universitas Mercatorum ~ Rome ~ Italy), Chair
Francesco Arcidiacono (University of Teacher Education BEJUNE ~), Discussant

Abstract 3758

ONLINE SAFETY EDUCATION: CHALLENGES OF 'ONE-SIZE-FITS-ALL' APPROACH”

El Asam A.*

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With the emergence of new technology and widespread internet access, it has become normal for young people (ages 11–18) to have an ‘online life.’ Social connections, leisure, education, shopping, and relaxation are now increasingly taking place online. While digital access offers many opportunities, the constant evolution of technology has also amplified online risks and harms. Yet, online safety education has not kept pace. Schools, parents, carers, and even professionals working with young people often adopt limited or resistant approaches. This paper draws on three large-scale surveys conducted over the past five years (combined sample of approximately 20,000 young people) exploring online risks, harms, and the provision of online safety education in schools in England. The findings reveal that online risks are on the rise and that vulnerable young people (e.g., those with special educational needs) are also more vulnerable online. Such vulnerabilities tend to override existing safety measures, while parental monitoring and school-based interventions remain inconsistent and rarely inclusive of individual differences. In schools, online safety education is not embedded within the curriculum. Instead, it is delivered through isolated sessions that young people often describe as “boring” or overly rule-focused, offering little opportunity for dialogue. Parents also tend to reduce involvement after age 12, just as risks evolve and autonomy over technology use increases. By contrast, continuous parental dialogue and positive mental health support appear to play a more influential role in promoting online safety. In conclusion, while most young people regularly encounter online risks, resilience varies. Online safety education should therefore be grounded in scientific research, designed to accommodate individual differences, and focused on building digital resilience. It should move beyond one-off sessions and be fully embedded within school curricula—and reinforced at home by parents—to meet the realities of young people’s digital lives.

Abstract 3765

HOW DO PERSONAL AND PROXIMAL FACTORS MODERATE THE CONSEQUENCES OF (CYBER)BULLYING VICTIMIZATION?

Ozbek E.*[1], Caravita S.C.S.[2], Salmivalli C.[3]

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Peer victimization affects the well-being and mental health of young people, even for a long period of life (Kelly et al., 2015). Buffering or preventing the adverse effects of bullying victimization contributes to the well-being and life quality of individuals. Although the literature on moderators of the impact of cyberbullying is limited, evidence suggests that psychological stress following cyberbullying victimization is higher for boys with negative parent-child relationships (Sampasa-Kanyinga et al., 2018). Considering the dynamic and interpersonal characteristics of bullying, it is essential to understand both personal and contextual protective and risk factors to effectively intervene in bullying (Rapee et al., 2020). This study aims to investigate how personal, environmental sensitivity, and contextual factors, parent-child relationship and preventive actions of schools, moderate the relation of cyberbullying and offline bullying victimization with internalizing problems and self-esteem. Using three-wave, multi-informant longitudinal data from 3,696 Finnish students (grades 4–9; Mage=13.06, SD=1.70; 46.7% male) and 1,625 parents, we applied cross-lagged panel models with moderation analyses. Students reported depression and anxiety symptoms, self-esteem, offline and cyberbullying victimization three times, and environmental sensitivity at time 1. Parents reported on parenting behaviors and school preventive action on bullying at time 1. The preliminary results of the main effect models showed that self-esteem is negatively affected by each type of bullying victimization, while only cyberbullying victimization increased depression. Although parenting stress and affective parenting are directly associated with self-efficacy and depression, no significant interaction with cyberbullying and offline bullying victimization was found. Surprisingly, we could not find any preliminary main effect or interaction effect of the preventive action of schools. Only environmental sensitivity provided a significant interaction, and students with higher environmental sensitivity exhibited greater anxiety following cyberbullying victimization. The findings are discussed to provide insights for policy implementation and future research.

Abstract 3766

THE MODERATOR ROLE OF TEACHER SUPPORT FOR THE ASSOCIATION BETWEEN UNSUPPORTIVE PARENTING STYLE AND CYBERBULLYING

Marinoni C., Zanetti A., Caravita S.C.S.*

University of Pavia ~ Pavia ~ Italy

Longitudinal studies showed that parenting styles can increase the risk of perpetrating Cyberbullying (Marinoni, 2025) and that high levels of teacher support can reduce the influence of deviant peer groups on adolescent problem behavior (Wang and Dishion, 2012). The aim of the study is to investigate whether the vulnerabilities of unsupportive parenting styles on Cyberbullying can be moderated by teacher support.
A sample of 1605 Italian adolescents (43.2% females; age: M=15.63, SD=1.251) participated to a three waves data collection, answering self-report questionnaires to assess cyberbullying (Palladino et al., 2015), support of adult (teachers) at school and parenting styles (Tagliabue et al., 2014).
As preliminary analysis, a series of moderation models was run with Cyberbullying perpetration (at time 2) as criterion variable, types of parenting style (time 1) -for mothers and fathers separately- as predictors, and teachers' support (at time 1) as moderator. Cyberbullying perpetration at time 1 was also included as covariate. Teachers' support was negatively associated with Cyberbullying, but it moderated only the association between mothers' authoritarian parenting styles and Cyberbullying (b=.116, p=0.001), with mothers' authoritarian style predicting, positively and significantly, Cyberbullying for medium (b= .122, p=0.000) and high levels of teacher support (b=.209, p=0.000).
Results suggest that teacher support at school can be a direct protective factor against Cyberbullying but it can moderate vulnerabilities related to parenting styles only to a very limited extent. This finding can depend on the type of teacher support experienced at school, more focused on generic emotional and academic support, and calls for the implementation of specific online education at school to prevent Cyberbullying.

05 - Division 5: Education and School Psychology

Psychosocial risk

Thursday 23 July 2026 from 17:00 to 18:30

(J-Spadolini)

Division 5: Education and School Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2498

BULLYING VICTIMIZATION AND DEPRESSIVE SYMPTOMS AMONG ADOLESCENTS: THE ROLES OF MEANING IN LIFE AND STRESS MINDSET

Lyu M.*[1], Xiong Y.[2], Ren P.[1]

[1]Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing Normal University ~ Beijing ~ China, [2]Department of Psychology, School of Social and Behavioral Sciences, Nanjing University ~ Nanjing ~ China

Background: Bullying victimization is a serious stressful event in schools and is widespread among adolescents. The experience of bullying victimization has long-lasting deleterious effects on adolescents' mental health, including depressive symptoms and other internalizing problems. Previous literature has shown that bullying victimization is an important risk factor for depressive symptoms among adolescents. However, not all adolescents will experience depressive symptoms. Explaining how and when bullying victimization leads to depressive symptoms is pivotal to developing effective preventive measures and interventions. Stress mindset refers to the belief that stress can have enhancing consequences (a "stress-is-enhancing mindset") or debilitating consequences (a "stress-is-debilitating mindset"). Stress-is-enhancing mindset is considered a buffer factor in the face of stressors. Guided by the shattered assumptions theory and the implicit theory, this study examined the mediating effect of meaning in life on the relation between bullying victimization and depressive symptoms, as well as the moderating effect of a stress mindset among adolescents. Methods: Using a short-term longitudinal design, two-wave data were obtained from 3,547 Chinese adolescents (52.4% boys; Mage = 12.36; SD = 0.50) from 76 classes over six months. Results: (1) T1 meaning in life played a partial mediating role in the relation between T1 bullying victimization and T2 depressive symptoms. (2) T1 stress mindset moderated the effect of T1 bullying victimization on T1 meaning in life. Specifically, for adolescents with a stress-is-enhancing mindset, the negative association between bullying victimization and meaning in life was weaker than for adolescents with a stress-is-debilitating mindset. Conclusions: These findings clarify how and when bullying victimization can lead to depressive symptoms among adolescents. Given the considerable malleability of the stress mindset, it is highly beneficial to devise strategies and curricula that foster a stress-is-enhancing mindset in prevention and intervention programs targeting bullying and internalizing problems among adolescents.

Division 5: Education and School Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2294

SUICIDAL BEHAVIOUR AMONG UNIVERSITY STUDENTS: A SYSTEMATIC REVIEW

Pillay J.*

University of Johannesburg ~ Johannesburg ~ South Africa

Introduction: Suicidal behaviour among university students is an escalating concern in universities across the globe.
Purpose: A systematic literature review was conducted to explore worldwide prevalence studies on student suicide, the risks and protective factors related to student suicide, and university-based interventions to combat it.
Method: The search of four major databases (EbscoHost, Scopus, Proquest and Google Scholar) identified 60 studies published in peer-reviewed academic journals between 2015 and 2020. Majority of these publications were from the United States, followed by China and the United Kingdom. Studies in South Africa and the African Continent as a whole were limited in terms of meeting the selection criteria of the review.
Results: The findings indicate that most of the publications ranged from describing suicide risk factors innate to students, such as their demographic and mental health features, to social and university stressors. Although the studies on protective factors were limited, several psychological, social, and behavioural elements to prevent student suicide were identified.
Conclusion: The Three-Step Theory of suicide was used to discuss the implications of the findings and several several campus- based strategies are provided to combat student suicides.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1824

THE DEVELOPMENT AND VALIDATION OF A SCHOOL MENTAL HEALTH CLIMATE SCALE AMONG HONG KONG ADOLESCENTS

Mo P.*[1], Mak W.W.S.[1], Xie L.[1], Lau C.Y.K.[1], Tsang S.[2], Ng M.[3], Tin R.[1]

[1]The Chinese University of Hong Kong ~ Shatin ~ Hong Kong, [2]University of Bath ~ Bath ~ United Kingdom, [3]University of Edinburgh ~ Edinburgh ~ United Kingdom

Introduction:
Adolescence is an important period for psychological development. Most studies on adolescent mental health focused on individual risk factors, overlooking the influence of the broader social environment. School is a central arena not only for academic, but also for social and emotional learning for adolescents. Understanding school mental health climate is fundamental to cultivating mental health of adolescents. However, no specific scale on school mental health climate is available in the literature.

Purpose:
To develop and validate a school mental health climate scale among adolescents in Hong Kong.

Method:
A total of 16 items were developed, tapping into dimensions of school, teachers and peers. A cross-sectional survey was conducted among 1,512 secondary school students in Hong Kong. Data was randomly split into two halves: exploratory factor analysis using parallel analysis (EFA, N = 756) in the first half and confirmatory factor analysis (CFA, N = 756) in another half. Internal consistency, convergent validity and concurrent validity were also tested among the overall sample.

Results:
EFA supported a three-factor structure corresponding to school, teachers, and peers, explaining 35.5%, 26.6%, and 20.7% of variance. After removal of items with cross-loadings, a 13-item scale was obtained. Standardized factor loadings ranged from 0.786 to 1.007. A bi-factor CFA, including a general factor and three specific factors (school, teachers, peers), demonstrated a satisfactory fit: χ^2 (52) = 209.138, p<.001, RMSEA=0.063, CFI=0.999, TLI=0.999. Standardized factor loadings ranged from 0.712 to 0.887. The scale demonstrated excellent internal consistency (ω = 0.96), significant positive correlation with sense of community (r = 0.68), mental well-being (r = 0.48), and significant negative correlation with depression (r = -0.25) and anxiety (r = -0.22).

Conclusions:
The 13-item school mental health climate scale demonstrates satisfactory reliability and validity. It can be used to predict and promote mental health of adolescents.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1459

A SYSTEMATIC REVIEW OF SUICIDAL BEHAVIOR AMONG UNIVERSITY STUDENTS

Pillay J.*

University of Johannesburg ~ Johannesburg ~ South Africa

A systematic literature review was conducted to explore worldwide prevalence studies on student suicide, the risks and protective factors related to student suicide, and university-based interventions to combat it. The search of four major databases identified 60 studies published in peer-reviewed academic journals since 2015. Majority of these publications were from the United States, followed by China and the United Kingdom. Studies in South Africa and the African Continent as a whole were limited in terms of meeting the selection criteria of the review. The findings indicate that most of the publications ranged from describing suicide risk factors innate to students, such as their demographic and mental health features, to social and university stressors. Although the studies on protective factors were limited, several psychological, social, and behavioral elements to prevent student suicide were identified. The Three-
Step Theory of suicide was adopted to discuss the implications of the findings by presenting several campus based strategies to combat student suicides. The paper provides valuable lessons for universities across the globe to combat student suicides.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2467

BULLYING AS A STRATEGY FOR ENHANCING POPULARITY? TESTING THE MEDIATING ROLE OF BULLYING BETWEEN SOCIAL STATUS INSECURITY AND POPULARITY AND THE MODERATING ROLE OF CLASSROOM NORMS

Yang L.*[1], Chen J.[2], Ren P.[2]

[1]School of education, Minzu University of China ~ Beijing ~ ??, [2]Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing Normal University ~ Beijing ~ China

Introduction: Gaining and maintaining social popularity is a central concern during early adolescence. Those who feel insecure about their social standing may attempt to enhance their popularity by engaging in bullying behaviors. However, whether such strategies truly achieve their intended social rewards—or perhaps even undermine it—remains unclear. Few studies have tested this process longitudinally or examined how it may differ across classrooms with varying bullying popularity norms.
Purpose: The present study examined whether bullying mediates the longitudinal link between social status insecurity and popularity and whether bullying popularity norms moderate these associations.
Method: A total of 2,310 adolescents (51.6% boys at T1; Mage = 12.36, SD = 0.69) participated in the study across five waves over a two-year period (six-month intervals).
Results: Mediation analyses using random-intercept cross-lagged panel models showed that bullying did not significantly mediate the link between social status insecurity and popularity, regardless of whether popularity was assessed via peer nominations or self-reports. Multi-group analyses revealed that bullying popularity norms moderated within-person associations differently for the two popularity indicators. For peer-nominated popularity, associations were non-significant in low-norm classrooms, while in high-norm classrooms, social status insecurity and bullying were positively associated, but bullying did not affect peer-nominated popularity. For self-reported popularity, in low-norm classrooms, only social status insecurity negatively predicted popularity, whereas in high-norm classrooms, social status insecurity was positively and reciprocally associated with bullying and negatively predicted self-reported popularity; the indirect effect remained non-significant.
Conclusions: The findings suggest that although adolescents may bully when feeling socially insecure, such behavior does not effectively enhance their popularity, whether measured by peer nominations or self-reports. Moreover, the classroom social context, in terms of bullying popularity norms, shapes the associations among social status insecurity, bullying, and popularity, but does not render bullying an effective strategy for gaining social standing.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1560

CONSTRUCTION OF AN AUTOMATIC EVALUATION SYSTEM FOR STUDENT GUIDANCE CASES USING ANTISOCIAL COGNITIVE EMOTIONAL BEHAVIOR RISK AND INTERPERSONAL ENVIRONMENTAL FACTORS

Yoshizawa H.*[1], Sakai K.[1], Sasatake Y.[1], Yoshida T.[2], Asano R.[3], Osumi T.[4], Matsushita K.[1]

[1]Gifu University ~ Gifu ~ Japan, [2]Gifu Shotoku Gakuen University ~ Gifu ~ Japan, [3]Kurume University ~ Kurume ~ Japan, [4]Chiba University ~ Chiba ~ Japan

In this study, first, we constructed an automated machine learning evaluation system using data from an online questionnaire survey conducted on all elementary and junior high school students in multiple municipalities to measure cognitive emotional behavior risk (moral disengagement, self-serving cognitive distortion, normative beliefs about aggression, CU traits, low self-control, and sensation seeking) and interpersonal environmental factors (parenting and domestic violence, friendship, teacher's leadership, and neighbors' collective efficacy). We then attempted to verify the prediction of student guidance cases involving problem behaviors, school absenteeism, and bullying. Second, we examined whether the predictive power of machine learning could be improved by adding indicators of social information processing using VR and game-version neuropsychological tests (Iowa gambling task, facial recognition task, Go/No Go task) to the measurement of cognitive emotional behavior risk factors. In Study 1, we attempted to construct a machine learning system using data from two surveys of approximately 20,000 students collected in 2020. Four types of machine learning algorithms (random forest, LightGBM, SVM, and logistic regression) were applied, and precision, recall, and the evaluation index F-measure were compared. Focusing on recall, we confirmed that logistic regression had a recall rate of approximately 70%, and that it had a higher precision rate and F-measure than other algorithms. In Study 2, we attempted to build a machine learning system using data from approximately 9,000 children and students collected in 2022, which added VR social information processing measurements and neuropsychological tests to the indicators from Study 1. We confirmed that logistic regression had a recall rate of approximately 90%, dramatically improving predictive power. Based on these findings, we demonstrated that it is possible to build an automatic evaluation system using the machine learning method "logistic regression" and to predict and evaluate the occurrence of student guidance incidents probabilistically.

05 - Division 5: Education and School Psychology

Poster Session 3 - Division 5

Thursday 23 July 2026 from 17:15 to 18:45

(X- Poster 2)

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 986

SELF-REGULATED LEARNING IN CORRESPONDENCE HIGH SCHOOL STUDENTS: I. A COMPARISON OF LEARNING PROCESSES WITH FULL-TIME STUDENTS

Hanita K.*, Kobayashi H., Iso Y.

Tokyo Future University ~ Tokyo ~ Japan

Self-regulated learning (SRL), in which students monitor and adjust their learning, has been widely emphasized in education and school psychology. SRL is expected to be particularly crucial for students in correspondence high schools, where independent study constitutes the main part of learning. However, research on correspondence high school students' learning remains limited. This study examined how learning strategies, including SRL, relate to students' beliefs about learning and friendships and how these factors affect school adjustment and academic achievement. We also compared correspondence and full-time high school students. In total, 1,469 correspondence and 471 full-time high school students from the Tokyo metropolitan area participated in an online survey. They completed questionnaires on beliefs about learning and friendships, use of various learning strategies, and adjustment to school and peers. They also self-reported their academic achievement. Structural equation modeling revealed that learning beliefs influenced strategy use, which in turn affected academic achievement and school adjustment. Among correspondence students, autonomous learning beliefs strongly promoted strategies for self-reflection and improvement, behavioral regulation, and rehearsal. It was also found that beliefs favoring emotional and instrumental friendships enhanced peer adjustment directly and indirectly through the use of collaborative learning strategies. This indirect effect was particularly evident for instrumental friendship beliefs among correspondence students. These findings highlight the importance of self-regulated and collaborative learning for academic achievement and school adjustment. In correspondence high schools in particular, fostering autonomous learning beliefs, developing instrumental peer relationships, and providing opportunities for collaborative learning appear to be especially important for promoting effective learning and a fulfilling school experience.

Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 796

GUILT AND MORAL JUDGMENT OF BYSTANDING IN ANTISOCIAL CONTEXTS AMONG PRESCHOOLERS AND SCHOOL-AGED CHILDREN

Hasegawa M.*

Tohoku University ~ Sendai ~ Japan

Whether children attribute guilt to bystanders or evaluate their inaction as wrong when witnessing antisocial behavior is unclear. Therefore, this study examined guilt and moral evaluation related to bystanding in situations involving antisocial behavior among preschoolers (kindergarteners, 5–6 years old) and school-aged children (students in the third and sixth grade). Eighty Japanese participants evaluated the extent of guilt and moral wrongness attributed to classmates who passively observed a moral or conventional transgression in a classroom setting. For comparison, additional scenarios depicted the classmate as being outside the classroom and, therefore, unaware of the transgression. The results indicated that the participants attributed a greater level of guilt to the classmate in the classroom-bystander condition than to the one in the outside-the-classroom condition. However, the guilt ratings did not differ significantly across age groups or types of transgression (moral vs. conventional). Regarding moral evaluation, the classmate in the classroom-bystander condition was judged more negatively than the one in the outside-the-classroom condition, and moral transgressions received harsher evaluations than conventional ones. Moreover, although no age-related differences emerged in the outside-the-classroom condition, students in the third and sixth grade judged the bystander more negatively than preschoolers in the classroom-bystander condition. Based on the observed correlation between guilt and moral judgment, these findings suggested that the two constructs become increasingly interconnected with age. Furthermore, while young children often make judgments without considering contextual factors, such as the type of act and the presence of bystanders, older children increasingly incorporate these factors into their evaluations.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 897

ENHANCING TEACHERS' WELL-BEING AND SELF-EFFICACY THROUGH LIFE SKILLS TRAINING

Iannotti D.*

Libera Universita´ di Bolzano ~ Bolzano ~ Italy

Teacher well-being and resilience are critical factors influencing the effectiveness of education and students´ holistic development. Educators face increasing stress due to evolving pedagogical demands, classroom management challenges, and emotional burdens.
Despite the recognized importance of Life Skills in addressing these challenges, professional development programmes often overlook their role in enhancing teacher well-being and sense of self-efficacy. Addressing these gaps is essential to nurture a resilient and emotionally competent teaching workforce.
This project aims to implement and evaluate a teacher training programme on Life Skills. The programme is anticipated to improve teachers' well-being and provide strategies to incorporate Life Skills into teaching practices. This approach could positively influence teaching methods, curriculum and a school environment that promotes students´ highest potential in intellectual, emotional, physical, and social growth.
The study will adopt a mixed-methods approach, incorporating both quantitative and qualitative research methods. A cohort of teachers will participate in a training programme featuring workshops and peer discussions. The study will employ pre and post training surveys, interviews, and focus groups, enabling a comprehensive understanding of the programme's impact.
Preliminary expectations suggest that teachers will report increased well-being and enhanced emotional competence post-training. Improvements in classroom interactions and student engagement are also anticipated, highlighting the transferability of Life Skills to students, thereby fostering their holistic development.
This study underscores the necessity of embedding Life Skills training within teacher education frameworks. While the findings will offer valuable insights for educational policymakers, potential limitations include variability in individual teacher receptiveness and contextual factors influencing programme effectiveness. Future research should explore long-term impacts and scalability across diverse educational settings. Extending the program duration is recommended to better understand its long-term benefits and sustainability.

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 992

SELF-REGULATED LEARNING IN CORRESPONDENCE HIGH SCHOOL STUDENTS: III. VARIATIONS IN LEARNING AND FRIENDSHIP BELIEFS AND LEARNING STRATEGIES ACROSS ATTENDANCE TYPES

Iso Y.*, Hanita K., Kobayashi H.

Tokyo Future University ~ Tokyo ~ Japan

Self-regulated learning (SRL), in which students monitor and adjust their learning, is considered particularly important for correspondence high school students who study independently. To accommodate diverse reasons for enrolling, such as employment or school refusal, correspondence high schools in Japan have introduced various attendance types. However, the effect of attendance types on learning strategies and outcomes remains under-examined. This study examined whether learning strategies, including SRL, varied across attendance types, using data from a survey of correspondence and full-time high school students, with a focus on correspondence students (n = 1,459). We also compared beliefs about learning and friendships, school adjustment, and academic achievement across attendance types. Students were enrolled in one of four attendance types: Online Learning (OL), home-based study with online instruction; Once-a-Month (1M), home-based study with monthly on-campus instruction; Once-a-Week (1W), weekly on-campus instruction; and Three- or Five-Day course (3–5D), face-to-face classes three or five days per week. One-way ANOVA revealed significant differences in instrumental friendship beliefs, cooperative learning strategies, peer adjustment, and academic achievement across attendance types. Instrumental friendship beliefs were higher among 1W students than among OL or 1M students. Collaborative learning strategies were highest among 3–5D students, and were higher among 1W than among 1M or OL students. Peer adjustment increased steadily from OL to 3–5D. Academic achievement was highest among 1M students, followed by 1W and 3–5D students; 3–5D students outperformed OL students. These findings suggest that frequent school attendance is associated with stronger peer relationships and higher academic achievement. Future research should investigate how beliefs and learning strategies affect school adjustment and achievement across attendance types, and how to provide opportunities for peer interaction effectively.

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 993

SELF-REGULATED LEARNING IN CORRESPONDENCE HIGH SCHOOL STUDENTS: II. DIFFERENCES IN LEARNING PROCESSES ACROSS ATTENDANCE TYPES

Kobayashi H.*, Hanita K., Iso Y.

Tokyo Future University ~ Tokyo ~ Japan

In recent years, correspondence high schools in Japan have enrolled students facing diverse challenges, including employed youth, those with experiences of school nonattendance or dropping out, and students with special needs. To address individual students' needs, correspondence high schools have established some courses that encourage regular on-campus instruction, in addition to the course offering only online instruction. In any course, students spend more time on independent study and require self-regulated learning (SRL) skills. This study examined whether the effects of SRL strategies on academic performance and school adjustment may differ across attendance types. We also investigated factors that influence these strategies. We analyzed survey data drawn from correspondence and full-time high school students, focusing specifically on correspondence high school students (n = 1459). Participants were enrolled in one of four attendance types: (1) once-a-month attendance, (2) once-a-week attendance, (3) three- or five-days-a-week attendance, or (4) minimal attendance (online learning course). Multigroup structural equation modeling revealed course-specific differences in how behavioral regulation strategies affected achievement and school adjustment. In the once-a-month and the once-a-week attendance courses, behavioral regulation strategies were positively associated with both academic performance and school adjustment. However, this effect was not observed in the three- or five-days-a-week attendance courses or in the online learning course. Furthermore, autonomous learning beliefs promoted rehearsal strategies particularly in the online learning course. These findings suggest that the role of SRL strategies varies by attendance types. To understand these differences, future research should examine the specific tasks required in each course and the characteristics of enrolled students.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 896

EDUCATIONAL AND LEARNING CAPITAL IN CHILDREN WITH AND WITHOUT HIGH INTELLECTUAL ABILITY

Valadez Sierra M.D.L.D.*, Grecia Emilia O.C.

Institute of Psychology and Special Education, Department of Applied Psychology, University Center for Health Sciences, University of Guadalajara ~ Guadalajara ~ Mexico

This study examines the relevance of the Actiotope Model in the Latin American educational context, especially in the Mexican population, with a focus on educational equity for gifted and talented children. The Actiotope Model, which addresses various socio-cultural factors that influence student development, goes beyond traditional approaches that focus solely on the cognitive aspect.

Educational and Learning Capital in children with and without high intellectual ability is analyzed, seeking to identify and comprehensively assess the needs of these students. The results reveal significant differences between the two groups studied: students with high ability obtain higher scores on various subscales of Educational Capital, excelling in areas such as economic, cultural, social, infrastructural, and didactic aspects. They also show higher scores on the subscales of Learning Capital, including organic, actional, episodic, and attentional aspects.

These findings highlight the importance of considering factors beyond cognitive ability in the educational care of gifted and talented children, and have significant implications for the promotion of equitable educational contexts and the comprehensive development of students. In addition, they demonstrate the viability of ecological models such as the Actiotope in different populations, providing a basis for more comprehensive and up to date educational policies at the international level

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 920

DYSLEXSCAN: A HYBRID DIGITAL-LINGUISTIC FRAMEWORK FOR EARLY DYSLEXIA SCREENING

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University of Barcelona ~ Barcelona ~ Spain

Dyslexia is prevalent yet under-identified, with many learners not accessing timely assessment; school-based tools often trade diagnostic rigor for reach. Current screening methods are either costly, language-specific, or fail to integrate both cognitive and linguistic dimensions. This paper introduces DyslexScan, a hybrid digital-linguistic framework designed to enable early screening of dyslexia through structured tasks grounded in psycholinguistic theory and applied linguistics. DyslexScan combines five interactive modules delivered via a digital interface: (1) Sound Identification & Manipulation, assessing phonological awareness in Vietnamese through minimal pair distinction and phoneme deletion; (2) Word and Phrase Reading, targeting decoding accuracy and fluency; (3) Reading Comprehension, requiring participants to read short passages and answer comprehension questions; (4) Rapid Automatized Naming (RAN), measuring lexical retrieval speed with timed picture/number naming; and (5) Working Memory, evaluating auditory-verbal memory through digit span repetition. All sessions are administered in controlled classroom settings, with tasks displayed on slides, audio recorded for later analysis, and behaviors noted on structured score sheets. Pilot testing is currently underway with 30 participants across different age groups. Initial observations suggest that the multi-task structure captures diverse aspects of reading-related processing, with younger participants showing greater variability in phonological tasks and older participants displaying marked differences in fluency and comprehension. Quantitative scoring and qualitative feedback are being analyzed to refine item difficulty and optimize usability. DyslexScan provides an accessible and theoretically grounded screening tool that integrates digital delivery with linguistic and cognitive assessment. By bridging technology and applied linguistics, it aims to improve early detection of dyslexia, reduce educational inequalities, and support interventions aligned with global goals for inclusive and quality education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1101

PRE- AND POST-INTERVENTION STUDY ON THE EFFECTS OF AN ANTIBULLYING PSYCHOEDUCATIONAL PROGRAM WITH BRAZILIAN TEACHERS

Oliveira W.*[1], Esteca A.M.[1], Siddiqui S.[2], Schultze--Krumbholz A.[3]

[1]Pontifical Catholic University of Campinas ~ Campinas ~ Brazil, [2]University of Wuppertal ~ Wuppertal ~ Germany, [3]Technische Universität Berlin ~ Berlin ~ Germany

Bullying and cyberbullying are issues that affect the health and development of school-aged children and adolescents. Within the context in which these phenomena occur (i.e., schools), teachers are recognized as essential agents in both the prevention and intervention of reported cases. They are also key figures in antibullying initiatives implemented across various countries. However, there is limited scientific literature in Brazil documenting antibullying actions or interventions led by teachers. Our aim was to develop a brief, culturally adapted, and validated Brazilian version of the Sohanjana Antibullying Intervention Program. This intervention was originally developed at a university in Germany and experimentally applied in Pakistan. An integrative literature review preceded the empirical study to inform decisions and support the discussion. This is a quasi-experimental study that followed the phases of the Integrative Cultural Adaptation Model: information gathering; preliminary adaptation design; feasibility study; adaptation refinement; randomized controlled trial. Two schools served as the empirical sites for data collection—one designated as the experimental school, and the other as the control. In total, 57 teachers (65% women) from both schools participated in the study. Teachers' knowledge and attitudes regarding the study's core phenomena were collected qualitatively. Their responses were analyzed using thematic content analysis through the Requalify.ai platform. The evidence revealed high acceptability of the intervention among participating teachers, as well as their engagement throughout the various stages of the program. Post-intervention comparisons between groups showed that teachers in the intervention group demonstrated greater conceptual clarity and alignment with the scientific literature when describing bullying and cyberbullying. We conclude that the brief Portuguese-language version of the Sohanjana Antibullying Intervention Program, implemented in Brazil, is a useful tool with potential to support schools in preventing bullying and cyberbullying. The results may be useful to support other studies in other contexts of the same nature.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1085

DEVELOPING A TOOL TO ASSESS LGBTQ+-INCLUSIVE TEACHING PRACTICES IN SECONDARY SCHOOLS

Randolph Chun Ho C.*

The Chinese University of Hong Kong ~ Shatin ~ Hong Kong

Lesbian, gay, bisexual, transgender, queer, and other gender and sexually diverse (LGBTQ+) students in schools often face hostile environments marked by discrimination, exclusion, and victimization. Teachers play a critical role in shaping inclusive school climates, yet few validated tools exist to assess their engagement in LGBTQ+-inclusive teaching practices. This study aimed to develop and validate the LGBTQ+-Inclusive Teaching Scale (LITS). A total of 305 secondary school teachers in China were recruited to participate in the study. An initial pool of items was evaluated through exploratory and confirmatory factor analyses, resulting in an 8-item scale with two factors. Instructional and environmental inclusion captures structured and visible efforts to support LGBTQ+ students, while interpersonal affirmation reflects responsive and relational practices within classroom interactions. The two factors demonstrated strong internal consistency. Construct validity was supported by significant negative correlations with attitudes toward gay men. The results also showed that teachers with greater contact with sexual and gender minority individuals, more exposure to LGBTQ+ media, and more positive perceptions of student attitudes toward sexual and gender minority individuals reported higher levels of inclusive teaching practices. The LITS is a reliable and valid instrument for assessing LGBTQ+-inclusive teaching in China. It offers a comprehensive framework for evaluating and promoting inclusive practices in schools, with implications for research, professional development, and educational policy.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 17: Partnership for the goals

Abstract 884

FOUNDATIONS OF EDUCATIONAL OPTIMIZATION: OPTIMIZATION OF PROFESSIONAL DEVELOPMENT IN INTERCULTURAL AND INTERDISCIPLINARY CONTEXTS AND COMPETENCIES FOR THE THERAPEUTIC RELATIONSHIP (A1_INTER_25_03)

Robles--Bello M.A.*

University of Jaén ~ Jaén ~ Spain

Introduction: Intercultural competence and therapeutic skills are increasingly essential in higher education training. The COIL (Collaborative Online International Learning) project between the University of Jaén (Spain) and the Pedagogical and Technological University of Tunja-Boyacá (Colombia) aimed to strengthen students' intercultural sensitivity, therapeutic abilities, and critical reflection through collaborative online activities. Objectives: To compare professional realities in Social Education (Spain) and Clinical Psychology (Colombia); To improve knowledge of therapeutic skills in multicultural contexts; To assess the satisfaction and learning outcomes of students from both institutions. Methodology: A qualitative design with pre–post evaluation was used. A total of 39 students participated (11 from Spain, 28 from Colombia).
Activities included debates, role-plays, intercultural clinical simulations, and guided reflection circles. Knowledge assessment: pre- and post-questionnaire on therapeutic skills. Satisfaction assessment: Likert scale (1–5) measuring motivation, relevance, and perceived usefulness. Qualitative data: reflective journals, SWOT analysis, and group discussions. Results: Spain (n=11): Knowledge improved from a mean of pre 6.4 and post 8.7, satisfaction rose from 3.0 to 4.8. Spanish students highlighted intercultural sensitivity and awareness of professional prejudices. Colombia (n=28): Knowledge improved from 6.1 to 8.3, satisfaction rose from 3.2 to 4.5. Colombian students emphasized teamwork, empathy, and applicability to clinical practice. Qualitative analysis: Emerging categories included interdisciplinary collaboration, empathy, cultural awareness, professional identity reflection, and practical utility. Conclusions:
The COIL experience was effective in enhancing therapeutic skills and intercultural sensitivity, with notable increases in knowledge and satisfaction across both groups. Spanish students showed stronger gains in cultural reflexivity, while Colombian students emphasized applied clinical learning. The project demonstrates the potential of COIL to foster meaningful, situated, and collaborative learning, aligned with Sustainable Development Goals on inclusive education and international cooperation.

Division 5: Education and School Psychology Division 16: Counseling Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 978

TRAINING PSYCHOLOGISTS TO HELP CLIENTS SEEK EMPLOYMENT

Schiro--Geist C.*

University of Memphis Institute on Disability ~ Memphis, Tennessee ~ United States of America

This poster will review the evidence-based research completed over the last 6 years on a client base of over 25,000 clients. The researchers compared the vocational outcomes of practitioners from 4 states in the USA to the employment results of their clients. They then regressed the specific training of those practitioners in the area of work and special needs assessment. The outcomes revealed the 4 most critical areas for training practitioners whose client's, especially those with disabilities, sought competitive integrated employment, and especially those seeking quality jobs. The results will be provided in the poster, along with several other findings in the study involving caseload management, subminimum wage, diversity of clients, credentials of practitioners and the length of time needed to learn these methods without pre-service training. A review of the 8 peer-reviewed papers which resulted from the study will be included, as well as a summary of feedback from participants and those who took specialized training, as a result of this body of work. The 5 free training modules, which resulted from the study will be presented and how to access the training modules at no cost. All of this data will be shared, especially how practitioners may want to self-train on the free modules and how they may want to offer such employment-focused services to their clients. Special emphasis will be given to clients with special needs and to youth ,from a psycho-educational perspective.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 717

COGNITIVE-AFFECTIVE FACTORS IN TEACHER RESILIENCE

Wang Y.*[1], Duncun M.[2], Young K.[2], Hirsch C.[2]

[1]The Unviersity of Hong Kong ~ Hong Kong, [2]King's College London ~ London ~ United Kingdom

Dealing with excessive workload and managing student misbehaviours are common stressors associated with teaching. Resilience has been found to be positively associated with teacher mental well-being and work performance. Previous research proposed that a range of cognitive-affective factors could be associated with resilience. However, resilience factors are dependent on context and time, and it remains unclear which factors promote teacher resilience over time. This study explored which cognitive-affective factors (i.e., positive interpretation bias, positive reappraisal, cognitive control, cognitive flexibility, positive affect, anticipatory pleasure, responses to positive affect, and positive meaning finding) are related to resilience among trainee teachers cross-sectionally and longitudinally across a one-year teacher training. Trainee teachers (N = 148) completed a task and a battery of questionnaires online at the start of teacher training (baseline). Resilience and stress were assessed during 8-month (final placement) and 13-month follow-ups (at the start of newly qualified teacher year). Results suggest that a range of cognitive-affective factors was significantly associated with trainee teachers' resilience cross-sectionally and predicted resilience up to 8 months later. Although cognitive-affective factors contributed 36-53% of the total variance in trainee teachers' resilience across teacher training, different factors inconsistently mapped onto resilience across time. This study provides implications for understanding which factors could be intervention targets to promote resilience in early-career teachers.

05 - Division 5: Education and School Psychology

SHAPING MINDS WITH MACHINES: PSYCHOLOGICAL PERSPECTIVES ON HUMAN-ROBOT-AI INTERACTION IN EDUCATION AND DEVELOPMENT

Friday 24 July 2026 from 08:00 to 09:30

(H-Spadolini)

Cinzia Di Dio (Università Cattolica del Sacro Cuore ~ M), Chair
Federico Manzi (Università Cattolica del Sacro Cuore ~ M), Co-Chair

Abstract 4125

THE IMPORTANCE OF STARTING SMALL WITH BABY ROBOTS: DEVELOPMENTAL ROBOTICS FOR LANGUAGE GROUNDING

Cangelosi A.*

University of Manchester ~ Manchester ~ United Kingdom

Cognitive developmental robotics aims to develop robots capable of human-like learning, interaction, and behavior by grounding concrete and abstract concepts in sensorimotor experiences and social interactions. This talk introduced examples on language grounding in cognitive developmental robotics, and explores how principles like “starting small”, “embodied intelligence” and “super-embodiment” can address the limitations of AI tools, such as large language models (LLMs), which rely heavily on large datasets and lack sensorimotor grounding. By integrating incremental, multimodal learning and redefining embodiment to encompass physical, mental, and social processes, we can enable robots to better understand and utilize abstract concepts. The talk will also reflect on the pros and cons of using foundation models in cognitive robotics.

Abstract 4127

OPEN-ENDED INTERACTION IN EDUCATIONAL ROBOTS USING GENERATIVE AI

Belpaeme T.*[1], Verhelst E.[2], Janssens R.[3]

[1]IDLab ~ Ghent, ~ Belgium, [2]AIRO ~ Ghent ~ Belgium, [3]Universiteit Gent ~ Ghent ~ Belgium

Revolutions in AI have recently enabled open-ended conversational interactions with social robots. In educational contexts, interactions with robots were until recently heavily structured and limited, which restricted the scope of engagement and made the integration of educational content labour-intensive. The emergence of data-driven AI, particularly Large Language Models (LLMs) and Diffusion Models, now opens up new possibilities, while also introducing challenges inherent to the probabilistic nature of these systems. This shift compels us to rethink how we design, deploy, and evaluate social robots in education.

One particularly promising application for LLM-powered social robots is second language learning. These robots can engage in open-ended spoken dialogue with learners, adapting both language level and conversational content to suit the learner's interests and progress. We present a prototype robot that leverages speech recognition, LLMs, and generative AI to support open-ended learning for students of French. Our results show that while state-of-the-art Transformerbased speech recognition systems typically achieve superhuman performance for native speech (Word Error Rate < 5%), they produce a WER of 32.8% for French learners. Despite this relatively high error rate, the output remains sufficient for the LLM to generate coherent and contextually appropriate responses, enabling effective spoken interaction.

We further enhance the experience with images generated by Diffusion Models, which illustrate the conversation and provide visual grounding to support shared understanding. This paper explores the educational potential of AI-driven dialogue and, in particular, investigates the application of Ellis' usage-based approach to second language acquisition—emphasising exposure over corrective feedback in robot-assisted learning.

Abstract 4973

WHEN DOES AI BECOME A SOCIAL PARTNER? A DEVELOPMENTAL PERSPECTIVE ON HUMAN–AI RELATIONSHIPS

Di Dio C.*

Abstract 4975

BEYOND NOVELTY: CAN SOCIAL ROBOTS EXPAND ACCESS TO EFFECTIVE, EVIDENCE-BASED EARLY AUTISM INTERVENTION?

Nazari A.*

Chief Operating Officer, LuxAI, 22, Boulevard Royal, L-2449, Luxembourg

05 - Division 5: Education and School Psychology

Poster Session 4 - Division 5

Friday 24 July 2026 from 08:15 to 09:45

(X- Poster 1)

Division 5: Education and School Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1671

RETHINKING WELL-BEING STRUCTURE IN POSITIVE EDUCATION: ITEM-LEVEL EFA/CFA AND BASELINE CRITERION VALIDITY

Chen W.*, Ng T.Y., Siu O.L.

Lingnan University ~ Hongkong ~ Hong Kong

Background. Positive-education research often validates single instruments rather than an integrated structure spanning multiple strengths. We examined whether a coherent, multi-factor well-being structure is evident at baseline and how it relates to psychological well-being in a university sample (N = 255) from the Asia-Pacific region.

Purpose. The study aimed to identify a defensible latent structure of well-being at baseline and establish its criterion-related validity with psychological well-being.

Methods. Students completed item-level measures of gratitude, resilience, positive emotion, prosocial behavior, and psychological well-being. Internal-consistency checks and an item-level EFA guided screening; a small set of items with factor loadings below .50 were removed from the gratitude, resilience, and prosocial behavior scales. We then contrasted a four-factor CFA with a one-factor alternative and tested criterion validity with SEM, linking the well-being domains to psychological well-being.

Results. The four-factor model showed good fit (CFI = .90, RMSEA = .06) and clearly outperformed a one-factor alternative (CFI = .58, RMSEA = .13). Structural relations were directionally consistent with theory. The composite well-being predictor was positively associated with psychological well-being ($\beta = 0.61$, $P < .001$).

Conclusions. Identifying a single, integrated four-factor baseline structure—linking gratitude, resilience, positive emotion, and prosocial behavior to psychological well-being—advances positive-education measurement beyond siloed scales and yields a psychometrically defensible core for assessment and program targeting. This integrated frame has immediate applied value and sets the stage for future work to test measurement stability and structural change over time, as well as sensitivity to positive-education interventions.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1191

EARLY EXECUTIVE FUNCTION IMPAIRMENTS AND ATYPICAL BRAIN-BEHAVIOR COUPLING IN PRESCHOOL CHILDREN WITH DEVELOPMENTAL COORDINATION DISORDER: IMPLICATIONS FOR EARLY INTERVENTION

Chi Y.*, Cheng T., Zhang C., Chen F., Wang Y., Ke L.

Beijing Normal University ~ Beijing ~ China

Executive function (EF) deficits are widely documented in children with developmental coordination disorder (DCD), yet little is known about their emergence during the preschool years and their underlying neural mechanisms. This study investigated EF performance and cortical development in 125 children aged 3–6 years, including those with and without DCD. Behavioral tasks assessed inhibitory control, cognitive flexibility, and working memory, while structural MRI was used to evaluate cortical thickness across five large-scale brain networks: frontoparietal, dorsal attention, ventral attention, default mode, and limbic networks. Results showed that children with DCD performed significantly worse on all EF tasks compared to typically developing peers. Across the full sample, EF performance was negatively correlated with cortical thickness, consistent with typical developmental patterns of synaptic pruning and neural efficiency. However, this relationship was absent in the DCD group, suggesting atypical structure–function coupling. These findings highlight that EF deficits are already present in preschool-aged children with DCD and that atypical neural pathways may underlie their early cognitive difficulties. From an applied perspective, identifying such early biomarkers offers critical insights for timely interventions, emphasizing the importance of integrating neuroscientific evidence into educational and clinical practices to support children at risk.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1428

THE CONTRIBUTION OF ORAL LANGUAGE AND COGNITIVE SKILLS TO DIFFERENT ASPECTS OF READING COMPREHENSION AMONG CHILDREN WITH READING COMPREHENSION DIFFICULTIES

Grigorakis I.*

University of Crete ~ Rethymno, Crete ~ Greece

Meaning-oriented oral language skills, including morphological awareness and vocabulary, have been identified as key predictors of reading comprehension. In addition, empirical evidence highlights the important role of cognitive functions like planning and attention in reading comprehension processes. However, the combined influence of these linguistic and cognitive factors on reading comprehension difficulties remains underexplored. This cross-sectional study investigated the unique contributions of vocabulary, morphological awareness, planning, and attention to different aspects of reading comprehension in third- and fourth-grade students who experience difficulties in reading comprehension but demonstrate adequate reading fluency. The sample included 33 children with reading comprehension difficulties and 41 typically developing children, selected from a pool of 143 Greek-speaking students with typical non-verbal ability. Group classification was based on a cut-off approach using performance on reading comprehension measures, excluding children with reading fluency difficulties. Participants completed two standardized reading comprehension tasks, each engaging distinct cognitive processes, along with a word reading fluency task. They were subsequently assessed on oral receptive vocabulary, morphological awareness, planning, and attention. Children with reading comprehension difficulties scored lower than typically developing children in vocabulary, morphological awareness, and attention. Hierarchical regression analyses revealed that vocabulary was the only significant predictor of reading comprehension in both groups, after controlling for age and reading fluency. Among children with reading comprehension difficulties, morphological awareness significantly contributed to their performance on the more cognitively demanding reading comprehension task, even after controlling for vocabulary. Despite certain limitations, these findings underscore the prominent role of meaning-oriented oral language skills—rather than cognitive skills—in reading comprehension difficulties during the middle grades of primary education in an alphabetic language with a shallow orthographic system and rich morphological structure.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1620

THE RELATIONSHIP BETWEEN SOCIAL ACHIEVEMENT GOALS AND IMPLICIT THEORIES OF PEER RELATIONSHIPS

Kohyama T.*[3], Kobayashi T.[1], Yukura M.[2]

[1]Kwansei Gakuin University ~ Nishinomiya ~ Japan, [2]Kagoshima University ~ Kagoshima ~ Japan, [3]Doshisha University ~ Kyoto ~ Japan

Previous research examining the relationship between implicit theories of peer relationships and social achievement goals (Rudolf, 2010) has revealed that implicit theories are positively correlated with performance goals and negatively correlated with mastery goals. While these individual associations are well-established, the question of how implicit theories vary based on patterns derived from combinations of multiple social achievement goals remains unexplored. Therefore, this study examines social achievement goals from four perspectives—mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance (Kainuma & Sakurai, 2018)—to identify emergent patterns. We then examine how these patterns influence implicit theories of peer relationships. Additionally, we investigate whether these pattern differences affect friendship satisfaction and the number of close friends.

An online survey was conducted with 843 first-year university students in Japan. After data screening, 275 valid responses were retained for analysis. The measured variables included social achievement goals (Kainuma & Sakurai, 2018), implicit theories of peer relationships (Rudolf, 2010), friendship satisfaction (Takasaka, 2010), and the number of close friends.

A cluster analysis using Ward's method, based on scores from the four subscales of social achievement goals, identified six distinct groups: C1: All Average; C2: Mastery Low / Performance-Approach High; C3: Mastery-Approach High & Mastery-Avoidance Very High / Performance-Avoidance High; C4: Mastery High / Performance Very High; C5: Mastery High / Performance Low; C6: Performance Low. Based on these results, an ANOVA was conducted with social achievement goals as the independent variable and implicit theories as the dependent variable. The analysis revealed that C4 held the strongest entity beliefs, followed by C3. Both groups showed high mastery and performance-avoidance goals. In contrast, C5, with high mastery but low performance goals, showed weaker entity beliefs and stronger incremental beliefs. These findings suggest that entity beliefs about peer relationships are closely tied to social performance goals, particularly performance-avoidance.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1412

ECOLOGICAL VALIDITY EVIDENCE IN THE CROSS-CULTURAL ADAPTATION OF AN ITALIAN ANTIBULLYING INTERVENTION FOR USE IN BRAZILIAN SCHOOLS

Oliveira W.*[1], Lembo V.M.[1], Menesini E.[2]

[1]Pontifical Catholic University of Campinas ~ Campinas ~ Brazil, [2]University of Florence ~ Florence ~ Italy

The cross-cultural adaptation of interventions – defined as the deliberate modification of the design or implementation of interventions for a new context – is more resource-efficient than developing new intervention proposals from scratch. However, such adaptation must be approached methodically and evidence-based, as certain modifications, particularly those involving core components, can compromise the original intervention's effectiveness. Based on this premise, we aim to present the process of cross-cultural adaptation and validation of an antibullying intervention program developed in Italy (Notrap!) for use in Brazilian schools. This is a qualitative study encompassing the stages of translation/back-translation, adaptation, and validation of the program. The adaptation process incorporated a cultural sensitivity framework, an ecological validity framework, and principles of cross-cultural evaluation research. To assess aspects such as structure, layout, scope, and appropriateness of the intervention's activities/materials, a two-round Delphi Method was applied. This stage included the participation of four judges (aged 22 to 27), all of whom were enrolled in a Master's program and had research experience on violence. For dialogic assessment of the material by the target audience, four focus group sessions were conducted in a school setting with seven adolescents (aged 15 to 17) who were students at the school. Applying the cultural sensitivity framework revealed the need to incorporate Brazilian cultural expressions into certain sections of the original intervention materials. Both expert judges and the target audience assessed the ecological validity framework, demonstrating a high level of reliability. The qualitative analysis supported the culturally sensitive modifications or additions made to the original program – such as cultural elements and textual translations from Italian – which were considered ecologically valid and representative. This research provides supporting evidence for future quasi-experimental studies aimed at confirming the effectiveness of the Notrap! intervention in Brazilian settings, as has already been observed in Italian schools.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1112

INSIDE-OUT PRISON EDUCATION: PSYCHOLOGY THROUGH CONNECTION

Richmond K.*, Denke J.

Muhlenberg College ~ Allentown ~ United States of America

The Muhlenberg College Inside-Out Prison Exchange Program is a joint collaboration between Muhlenberg College and the Lehigh County Department of Corrections. The program closely aligns with the APA Guidelines for the Undergraduate Psychology Major, Version 3.0, and is driven by the idea that access to education and sustained community connection across difference creates belonging and care within communities that are otherwise separated by privilege and dispossession.

The poster will feature details of the Inside-Out Prison Exchange course, which is a unique educational experience that brings together traditionally-enrolled Muhlenberg College undergraduate students with incarcerated adults as classmates in a semester-long college-level academic course. We will highlight course content that addresses incarceration in the United States through a psychological lens and utilizes many types of knowledge - that developed through scholarly study, personal experience, and societal position. We explore basic psychological concepts that describe and explain behavior, while allowing for individual differences in evaluating plans to reduce the harms of incarceration in our community. While the work of this college-level course includes reading a variety of scholarly texts, writing papers, and engaging in independent inquiry, a hallmark of it is the meaningful small and large group class discussions. The Higher Education Research Institute assessed that sustained intensive dialogues increase civic learning and democratic engagement, and longitudinal studies also show that incarcerated individuals who participate in a college course during their incarceration are least likely to recidivate and more likely to find and sustain employment after incarceration. This poster will outline the multi-year development of our program and present several years of assessment of our relational learning goals. These goals have been central to creating a collaborative learning community that meets multiple outcomes identified in the APA Guidelines for the Undergraduate Psychology Major, Version 3.0.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1479

NEURODIVERGENT BIPOC STUDENT EXPERIENCES & NEEDS STUDY

Sadiq A.*, Hicks S., Mccabe R.

Cornell University ~ Ithaca, New York ~ United States of America

Neurodivergent students consistently report greater marginalization than peers (McDowall and Kiseleva, 2024), with BIPOC individuals experiencing compounded vulnerabilities shaped by race, disability, and institutional culture. Although evidence is limited, students with ADHD display lower GPAs and higher attrition rates (Henning et al., 2021), and only 34% of students with disabilities graduate compared to 51% of nondisabled peers (Newman et al., 2011). Yet, intersections of race and neurodivergence remain underexplored. This knowledge gap hinders a systemic understanding of the issue, thereby ongoing campus organizing and administrative efforts to solve them. To address this gap, the Student Neurodiversity Alliance at Cornell (SNAC) and the Black Graduate and Professional Student Association (BGPSA) co-developed the BIPOC and Neurodivergent Student Experiences & Needs Survey. This community-based participatory mixed-methods study investigates how neurodivergent BIPOC (ND BIPOC) students navigate structural and cultural barriers in a predominantly white neurotypical academic environment. Over 500 students participated in Fall 2024. Quantitative measures included the Everyday Discrimination Scale (Williams, 1997) and the Sense of Belonging Scale (Hurtado & Carter, 2002). Qualitative data from 17 open-ended items were analyzed through inductive coding (Patton, 1990; Miles, Huberman, & Saldaña, 2013), examining barriers and facilitators to accommodation use and environmental accessibility. Emerging findings reveal: (i) ND BIPOC students report higher discrimination scores and lower belonging scores relative to white and neurotypical peers; (ii) Only 8.3% of respondents are formally registered with Student Disability Services, despite strong evidence of unmet need; (iii) Graduate and professional students accounted for 44% of respondents, underscoring that challenges extend beyond the undergraduate level. This project represents one of the largest studies to date documenting intersections of race and neurodivergence in higher education. Our study demonstrates that there are disparities in belonging, access, and institutional support, potentially indicating a need for additional and improved supports for neurodivergent students.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1217

PROMOTING MULTICULTURAL MENTAL HEALTH EDUCATION FOR PRESCHOOL CHILDREN THROUGH PICTURE BOOK READING

Wu Y.*, Wang H.

National Tsing Hua University ~ Taipei ~ Taiwan

In an era of globalization and borderless societies, people are more likely than ever to encounter others with different values, beliefs, languages, and traditions in everyday life. Possessing intercultural competence not only promotes mutual respect and understanding but also enhances communication, reduces conflict, and fosters inclusive environments. This ability of multicultural awareness, acceptance, and inclusivity is a critical component of emotional intelligence, collaboration, and global citizenship in the 21st century. However, it is crucial to foster this ability during the formative years of childhood personality development. Picture books play a significant role in early childhood education, serving not only as a literacy tool but also as a medium for cognitive, emotional, and social development. Moreover, picture books offer a safe and accessible space for children to explore complex themes such as cultural identity, diversity, empathy, and emotional regulation. Therefore, this study aims to develop a picture book and test its effect in promoting multicultural mental health education among preschool children.

This study used action study as research method. The development of the picture book was based on 3CAPs model (Culturally, Contextually, and Child-Individually Appropriate Practices) proposed by Li and Chen (2023). In this book, five characters represented different cultural background in the society. The theme was similar to daily activities experienced by preschoolers but focused on different perspectives and reactions from characters. Because shared reading experiences, especially in parent-child or teacher-child contexts, promote bonding, conversational turn-taking, and socio-emotional learning. A parent guidebook was designed. After this picture book was developed, it was reviewed by 2 well-known experts in children's book. We also invited two pairs of parent and child. During reading session, their interactions were observed and documented. Additionally, parents were interviewed afterwards to collect feedback for further improvement of the book. This presentation will include study results and suggestions.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1266

THE DYNAMIC RELATIONSHIP BETWEEN PATERNAL AND MATERNAL REJECTION AND ADOLESCENT RISK-TAKING: THE LONGITUDINAL MEDIATION EFFECT OF SELF-DISCLOSURE

Zhang L.*, Zhang A., Duan G.

School of Psychology, Shaanxi Normal University ~ Xi'an ~ China

The relationship between paternal/maternal rejection and adolescent risk-taking involves a bidirectional interaction, yet few studies have examined the adolescent-driven and parent-driven effects within parent-child interactions from a dynamic developmental perspective. Moreover, existing research has focused solely on one parent (particularly mothers), neglecting the role of fathers or failing to distinguish differences between mothers and fathers in their interactions with children. The present study used cross-lagged panel model and latent growth mixture model to examine the dynamic relationship and mechanism between paternal/maternal rejection and adolescent risk-taking behaviors. A total of 2024 adolescents (47.5% girls; Mage at Wave 1 = 13.07 years) were followed for three times with six-month intervals. The results showed that: (1) Parental roles exhibited significant differences in the bidirectional relationship between parental rejection and adolescent risk-taking behavior. Specifically, the paternal-driven effect was significantly stronger than the maternal-driven effect; Compared to paternal rejection, the adolescent-driven effect on maternal rejection was stronger, which was also significantly stronger than the maternal-driven effect. (2) Parental rejection and adolescent risk-taking exhibited distinct heterogeneous developmental trajectories. Parental rejection: paternal increase and maternal stable rejection group (5.14%), the parental rejection growth group (8.60%), the parental rejection low stability group (81.18%) and the maternal increase parental stable rejection group (5.09%). Adolescent risk-taking behavior: the low risk-taking growth group (13.19%), the low risk-taking stability group (83.60%), and the high risk-taking volatility group (3.21%). (3) Adolescents' self-disclosure to fathers mediated the effect of paternal rejection on adolescent risk-taking behavior, while adolescents' self-disclosure to mothers mediated the relationship between maternal rejection and adolescent risk-taking behavior in a bidirectional manner. There were gender differences in the mediation models. The findings have practical implications for fostering effective parenting practices and nurturing healthy behavioral patterns among adolescents.

05 - Division 5: Education and School Psychology

INTERNATIONAL COUNCIL OF PSYCHOLOGY EDUCATORS (ICOPE): NATIONAL DEVELOPMENT AND INNOVATION IN PSYCHOLOGY EDUCATION.

Friday 24 July 2026 from 09:30 to 11:00

(H-Spadolini)

Remo Job (University of Trento ~ Rovereto ~ Italy), Chair and Presenter
Michael Anthony Machin (University of Southern Queensland ~ Toow), Co-Chair

Psychology education varies widely across Nations in terms of the length of the specific psychology programs offered (typically 4-to-6 years), the university level available (BA, MA, PhD), the space devoted to different subject matters, and the professional outcome (professional psychologist vs. liberal art professionals). Also, psychology is often offered as a subject matter in other programs, such as teacher training, behavioral economics, health professions, to name just a few. These different patterns may index the effort of a given Country's administrative norms and Universities to accord training programs to their differing cultural and contextual situations or they may result from markedly differing assumptions about the function of psychology education. In this Symposium, we would analyze and discuss some of these issues and try to draw implications by the differing patterns. The first presentation will provide an overview of the activities of ICOPE regarding psychology education, will then briefly discuss recent legislative and academic development of psychology training in Italy, and will present a short comparison among three Countries that pattern differently about the graduate careers psychology undergraduates may pursue. The second presentation will provide insights on the nature of and recent developments in psychology education programs in Australia. The third presentation will focus on Brazil, a Country where psychology is flourishing and where professional training is delivered at undergraduate level following the acquisition of foundational competences. The fourth presentation will address the structure of psychology education in Japan and will discuss the co-existence of several qualifications and certifications for professional psychologists. The fifth presentation will discuss some trends in teaching ethics, considered a foundational aspect of psychological literacy, to undergraduate and graduate students of psychology in the USA, and the recommended pedagogical and assessment standard.

Abstract 3156

THE INTERNATIONAL COUNCIL OF PSYCHOLOGY EDUCATORS (ICOPE) AND A COMPARISON AMONG AUSTRALIA, ITALY, AND USA ON PSYCHOLOGY UNDERGRADUATE PROGRAMMES.

Job R.*[1], Nolan S.[2], Tasso A.[3], Cerni T.[3], Cranney J.[4]

[1]University of Trento ~ Rovereto ~ Italy, [2]Seton Hall University ~ South Orange, NJ ~ United States of America, [3]University of Ferrara ~ Ferrara ~ Italy, [4]University of New South Wales ~ Sydney ~ Australia

In this presentation the main activities put into place to reach the ICOPE aim of advancing psychology education (including psychological literacy) around the world will be outlined. In particular, we will review recent and planned Conferences and Symposia, including the ICOPE Satellite Meeting at ICAP 2026, Firenze (Italy), July 20th, 2026, “Psychology Curricular Innovation for Wellbeing and Sustainability”; the Book series, whose last volume is “Teaching psychology globally”; activities directly related to teaching, such as the ICOPE Scholarship of Teaching and Learning in Psychology Community of Practice (SoTL-P CoP), whose aim is to share and discuss best practices and emerging issues, and the planned Webinars on teaching of psychology aimed at reaching a wider audience and favouring multiple perspectives in teaching of psychology. The second part of the presentation will address some of the legislative and academic changes in the Italian university training programs of the health professions and their implication for psychology education. We will then briefly compare three Countries where undergraduate psychology students are encouraged (and possibly constrained) to choose psychology at the graduate level (Italy) or are, instead, encouraged to choose training and careers other than psychology at the graduate level (Australia and USA). Peculiarities and implications of the three systems will be discussed.

Abstract 3157

KEEPING PSYCHOLOGY ON TRACK IN AUSTRALIA: GOVERNANCE AS THE BACKBONE OF QUALITY LEARNING AND TEACHING

Machin M.A.*[2], Machin T.[2], Gullifer J.[1]

[1]Monash University ~ Melbourne ~ Australia, [2]University of Southern Queensland ~ Toowoomba ~ Australia

Governance is the backbone of quality assurance in higher education, providing the structures, policies, and processes that align institutional missions with teaching and learning goals. In psychology, strong governance is especially critical: accreditation, registration, and workforce needs demand systems that are rigorous, transparent, and responsive.

This presentation explores how governance safeguards standards while enabling innovation in psychology education, with a particular focus on the Australian context. External frameworks such as the Australian Psychology Accreditation Council (APAC) and the Higher Education Standards Framework (HESF) ensure consistent graduate competencies and national compliance. Internally, teaching and learning committees and structured review cycles provide feedback loops that connect student, staff, and industry perspectives. Case studies from Monash University and the University of Southern Queensland demonstrate how governance processes drive curriculum improvement and enhance graduate employability outcomes.

Governance also plays a vital role in navigating new opportunities and risks. Examples include emerging policies that guide the ethical integration of generative AI into teaching and assessment, as well as initiatives such as the Australian Indigenous Psychology Education Project (AIPEP), which embed cultural responsiveness into curricula.

Key lessons highlight the value of transparency, evidence-informed decision-making, and collaborative leadership in building stakeholder trust and ensuring educational quality. Attendees will gain practical recommendations to strengthen their own contexts: auditing governance structures, linking governance to institutional strategy, and embedding continuous quality enhancement through data-driven approaches and benchmarking.

By grounding governance in both external standards and internal practice, psychology education can remain accountable, innovative, and aligned with the evolving needs of students, employers, and society.

Abstract 3164

QUANTITIES AND QUALITIES IN BRAZIL´S PSYCHOLOGY EDUCATION

Gauer G.*, De Souza L.K.

Universidade Federal do Rio Grande do Sul ~ Porto Alegre ~ Brazil

The authors have been examining the growth of Psychology education in Brazil for more than two decades. The period has witnessed accelerated expansion of graduate and postgraduate courses, and consequently a steep growth in numbers of degree-holding professionals and students of psychology. That has led Brazil to become the country with the most psychologists in the world, both in absolute and per capita figures by the 2020s. We are more than 500,000 as of august 2025, but is that an adequate quantity? Although considered as a middle-income country, Brazil still faces alarming social and economic vulnerabilities as well as high levels of inequality. Those have posed complex challenges to health policy and health education. Psychology´s sheer numbers do not seem to have been enough to overcome such challenges, as seen in mental health indices. We here discuss a number of conditions that have led to that situation, as well as its consequences, both actual and expected. For instance, to what point the largest national body of professionals have been able to respond and contribute to the serious demands of mental health prevention and promotion. Moreover, we ponder the sustainability of the continuing expansion of Brazil´s psychology education for the future. The effectiveness of national policies in balancing general foundational knowledge and professional competences in psychology education warrant evaluation. We argue for a systematic reflection on the interplay between quantity and quality, generality and specialization. That seems like a priority for Brazilian psychology to better serve the country´s sustainable development goals. Furthermore, such an analysis of the Brazilian case may inform other nations and their institutions toward decisions and policies on psychology education and its role in professional expansion.

Abstract 3165

TODAY'S PSYCHOLOGY EDUCATION IN JAPANESE UNIVERSITIES: AN OVERVIEW

Kojima H.*

Kanazawa University ~ Kanazawa ~ Japan

In this presentation, an overview of modern psychology education in Japan will be provided. The presentation will briefly describe the structure of the standard psychology education in Japan and will then address issues that are debated among Japanese psychology educators. The presentation will include 1) a history of psychology education, 2) today's typical curriculum of undergraduate psychology education, 3) psychology-related professions and qualifications in Japan focusing on the three main certifications for professional psychologists, Mental Health Social Worker, operated by the Japanese Association of Mental Health Social Workers, Clinical Psychologist by Foundation of the Japanese Certification Board for Clinical Psychologists, and Authorized Psychologist, operated mainly by the Japanese Psychological Association.

Abstract 3166

MORAL PHILOSOPHY AS A FOUNDATION FOR ETHICS IN PSYCHOLOGY: AN OVERLOOKED DIMENSION OF PSYCHOLOGICAL LITERACY

Searight R.*

Lake Superior State University ~ Sault Ste. Marie ~ United States of America

Ethics is a foundational element of psychological literacy, yet undergraduate psychology programs often address it narrowly, focusing primarily on research ethics and approval processes through Human Subjects Review Boards. At the graduate level, ethics courses are more common but typically center on applied issues in clinical or organizational psychology. Professional codes of conduct, such as those from the APA, BPS, or EFPA, offer essential behavioral guidelines; however, they emphasize procedural compliance rather than the philosophical foundations of ethical decision-making. Davidson and Morrissey (2011) have argued that ethics education should include more than just adherence to rules—it should engage students in moral theory in order to develop deeper ethical reasoning. While research ethics protect participants and codes of conduct set professional standards, they do not fully prepare students to navigate complex or emerging ethical dilemmas that lie outside established guidelines, as was evident during the COVID-19 pandemic. Integrating moral theory into undergraduate education equips students to critically evaluate ethical issues and articulate the rationale behind their decisions. For instance, Kantian deontology focuses on absolute duties and categorical imperatives, prohibiting actions like harming research participants or engaging in dual relationships, regardless of consequences. Utilitarianism, in contrast, evaluates actions by their outcomes for the greater good, sometimes justifying controversial practices like deception in research. Virtue ethics highlights the development of moral character traits such as humility, honesty, and prudence, which are also central to positive psychology. Principlism, developed by Beauchamp and Childress (2019), advances four core principles—autonomy, beneficence, nonmaleficence, and justice—yet offers limited guidance when these principles conflict. By expanding ethics education to include these moral frameworks, psychology programs can foster stronger critical thinking, promote a richer understanding of ethical standards, and better prepare students to address complex challenges in research, practice, and public engagement.

05 - Division 5: Education and School Psychology

Poster Session 5 - Division 5

Friday 24 July 2026 from 09:50 to 11:20

(X- Poster 1)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education

Abstract 1950

RELATIONSHIP AMONG TEACHERS' LEARNING AGILITY, AI LEARNING ACCEPTANCE INTENTION, AND INSTRUCTIONAL BEHAVIOR:THE MODERATED MEDIATION EFFECT OF AI TRAINING

Au Y.*

Kongju national university ~ Gongju city ~ Korea, Republic of

This study investigates factors that enhance teachers' intention to accept AI learning in order to effectively apply AI technology in instruction and prepare students for future-oriented education. A total of 148 secondary school teachers from Seoul, the metropolitan area, and the Chungcheong region participated, and analyses were conducted using the Process Macro model.

The findings revealed several key points. First, teaching experience did not significantly influence teachers' AI learning acceptance intention or actual instructional behavior. In contrast, both learning agility and the frequency of AI training significantly increased acceptance intention, though learning agility alone did not directly predict instructional behavior. Second, when teachers were categorized into developmental stages—novice, growth, maturity, and mastery—based on years of teaching experience, no significant differences emerged in training frequency. However, notable differences appeared in developmental characteristics, such as tendencies toward survival and frustration. Third, AI learning acceptance intention was found to mediate the relationship between learning agility and instructional behavior, demonstrating its central role. Fourth, among teachers who reported frequent AI training, the indirect effect on instructional behavior through acceptance intention was particularly strong, highlighting the importance of training as a facilitator of AI-related practice.

These findings underscore that enhancing AI-integrated instructional competence requires more than simply increasing the number of training sessions. Instead, training programs should be designed to reflect teachers' developmental characteristics and professional contexts. Furthermore, cultivating learning agility is essential, as it strengthens the intention to engage with AI and thereby fosters the transition from intention to practice. This study provides meaningful insights for designing teacher professional development and for shaping educational policies that promote instructional expertise in the era of AI-based educational innovation

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1921

TRANSLATION AND CULTURAL ADAPTATION OF QUESTIONNAIRES RELATED TO DEATH EDUCATION IN ELEMENTARY SCHOOL TEACHERS RESIDING IN PUERTO RICO

Cartagena Torres D.*, Pérez--Colón J., Pérez--Pedrogo C., Matos--Moreno A.

Albizu University ~ San Juan ~ Puerto Rico

The aim of this study is to translate and culturally adapt into Spanish the Death Education Attitudes Scale-Teachers (DEAS-T) and the Death Education Questionnaire-Teachers (DEQ-T). These instruments assess teachers' attitudes and knowledge regarding death education in the classroom, a topic of growing importance in the educational field.

The Back-Translation method by Brislin (1970) was employed for translation and cultural adaptation. This procedure consisted of an initial translation from English into Spanish independently performed by two bilingual translators, followed by a back-translation into English by other translators with no access to the original version. This process ensured the semantic and conceptual equivalence of the questionnaires in the Puerto Rican context.

The adapted questionnaires were administered to a sample of 122 elementary school teachers actively working in public and private schools in Puerto Rico. The sample was selected through convenience sampling, including participants over the age of 18 with diverse educational backgrounds and teaching experience.

For data analysis, a psychometric study will be conducted, including factor analyses to evaluate the structure of the instruments, as well as reliability and correlational validity tests. The expected results will provide evidence of the psychometric adequacy of the scales for the Puerto Rican population, allowing their application in future research on death education in school contexts. This will contribute to the development of effective tools to prepare teachers to address death as part of children's educational experience.

Division 5: Education and School Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1743

UNDERGRADUATE STUDENTS' EPISTEMIC BELIEFS ABOUT ENGLISH LEARNING AND LEARNING STRATEGIES FOR VOCABULARY LEARNING

Fujiwara T.*[2], Akamatsu D.[1]

[1]Kyoto University of Education ~ Kyoto ~ Japan, [2]Mahidol University International College ~ Nakhonpathom ~ Thailand

Introduction: Individuals' beliefs regarding knowledge and knowing have been extensively examined over the past three decades as epistemic beliefs, both at domain-general and domain-specific levels. However, epistemic beliefs related to language learning have rarely been empirically investigated. This study focuses on domain-specific epistemic beliefs concerning the learning of English as a foreign language (EFL).

Purpose: The objective of this study was to identify the nature of EFL learners' epistemic beliefs about learning English and to examine differences among the learners in terms of their epistemic beliefs. It also investigated the relationship between these beliefs and the use of learning strategies in vocabulary learning.

Method: Undergraduate students enrolled in an EFL course at universities in Japan were invited to participate in an online survey developed for this study (N = 448). The survey included items from three measurement instruments developed by Greene et al. (2010), Bong (2001), and Habók and Magyar (2018).

Results: Although confirmatory factor analysis failed to support Greene et al.'s (2010) model, exploratory factor analysis (EFA) of the 13-item epistemic belief measurement yielded a three-factor structure. The identified factors were labelled in accordance with Greene et al. (2010) as "Justification by Authority," "Simple and Certain Knowledge," and "Personal Justification." From cluster analysis, five clusters of EFL learners were identified, with two clusters comprising students with strong or weak beliefs across all three factors identified in the EFA. In terms of strategy use in vocabulary learning, differences were uncovered only among certain clusters.

Conclusions: This study empirically supports the dimensional structure of epistemic beliefs regarding EFL learning, as well as the groups of EFL learners exhibiting varying strengths of epistemic beliefs. The findings may suggest the unique nature of language learning and vocabulary learning, which can differ from knowledge and knowing in most other disciplines in numerous aspects.

Division 5: Education and School Psychology Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities

Abstract 1960

CONSTRUCTION AND VALIDATION OF A MEASUREMENT SCALE FOR PRESCHOOLERS' ATTITUDES TOWARDS COMPANION ANIMALS (SPACA)

Markodimitraki M.[1], Kypriotaki M.*[1], Linardakis M.[1], Kalesiou M.[1], Spanaki E.[1], Zymonopoulou M.[1], Kalogiannakis M.[2]

[1]University of Crete ~ Rethymno ~ Greece, [2]University Of Thessaly ~ Volos ~ Greece

Recent research findings have consistently highlighted significant developmental benefits of early animal-child interactions such as promotion of empathy and social skills and the need for effectively informing and sensitizing different age groups towards animals. Despite these well-documented advantages, there is a lack of validated instruments specifically designed to assess preschoolers' attitudes toward animals, a gap that hinders the development of evidence-based and age-appropriate educational interventions. The present study addressed this gap by constructing and validating the Scale of Preschoolers' Attitudes toward Companion Animals (SPACA). The participants were 1,081 preschool children (age range 3.92–5.83 years) from public and private schools who participated in the educational program EY ZOON: Learning to live with animals - Actions to raise awareness of children, parents and teachers towards companion animals. The final version of the SPACA comprised 19 categorical items and revealed a coherent three-factor structure: (a) caring for and from animals, (b) cruelty and stereotypes against animals, and (c) adults' involvement. The factor analysis demonstrated acceptable psychometric properties, supporting the scale's reliability and validity. Findings underscore the importance of employing standardized and psychometrically sound tools to capture young children's awareness and sensitivity toward companion animals from the earliest years of life. Such tools not only enable the systematic assessment of preschoolers' perceptions but also provide a crucial foundation for the design, implementation, and evaluation of targeted educational programs that foster empathy, responsibility, and animal welfare values at a formative stage of development. This work represents an original contribution to the field, offering the first validated scale specifically tailored to preschoolers' attitudes toward animals.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 1954

MODELING NONLINEAR DYNAMICS IN PROBLEM SOLVING: A CUSP CATASTROPHE APPROACH TO COGNITIVE AND CONTEXTUAL PREDICTORS OF ARITHMETICAL ATTAINMENTS IN EARLY CHILDHOOD PRESCHOOLERS WITH DEVELOPMENTAL DISABILITIES

Charitaki G.[1], Kypriotaki M.*[2], Alevriadou A.[3]

[1]University of Thessaly ~ Volos ~ Greece, [2]University of Crete ~ Rethymno ~ Greece, [3]Aristotle University of Thessaloniki ~ Thessaloniki ~ Greece

Problem-solving in early childhood has been receiving increasing research attention and recognition for its crucial role in the teaching and learning of arithmetic skills (e.g. Vessonen et al., 2025). When preschoolers engage in problem solving, they can develop key mathematical processes such as reasoning and proof, communication, and the ability to make connections and representations (Chen, 2024; Nafiqoh, 2025). For preschoolers with intellectual disabilities, these key mathematical processes are even more important, as they are closely linked to the acquisition of skills essential for independent living (Charitaki et al., 2024). The present study aimed to investigate the way that individual and contextual factors interact in producing nonlinear transitions in children's problem-solving competencies, to capture discontinuities in children's learning processes with the use of cusp catastrophe modeling (as an optimal model), and to reveal the specific factors that serve as control (asymmetry) and bifurcation (splitting) parameters within early problem-solving dynamics. A total number of 64 preschoolers with intellectual disabilities (min=4, max=8, m=5.16, sd=.73 years) enrolled in this study. We administered children's problem solving based on different domains of early numeracy [Parents' Questionnaire (LeFevre et al., 2009), The Academic Attainment Checklist (Sloper et al., 1990) and Parents' Attitudes Toward Mathematics and Literacy scale (LeFevre et al., 2009). The findings suggest that problem-solving in early childhood unfolds nonlinearly, with the potential for sudden shifts in competence when specific cognitive thresholds are reached. In particular, self-regulated problem-solving acts as a bifurcation variable, potentially pushing children over a developmental "cusp". This aligns with developmental systems theories and contributes to educational psychology by empirically validating a dynamic model for early learning. Moreover, it opens a new methodological pathway for capturing discontinuous changes in behavior and cognition, especially valuable in early education, where such shifts are standard yet hard to model with traditional regression.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1957

YOUNG ADULT AGGRESSION. DIFFERENCES BY PERCEIVED PARENTING STYLE AND LEVELS OF BULLYING AND CYBERBULLYING, EMPATHY AND VULNERABILITY.

Predescu R.M.*[1], Panisoara G.[2]

[1]University of Bucharest, Doctoral School of Psychology and Educational Sciences ~ Bucharest ~ Romania, [2]University of Bucharest, Faculty of Psychology and Educational Sciences ~ Bucharest ~ Romania

Objective: This study aims to explore and develop a research model that investigates the dynamic between perceived parenting style, bullying, cyberbullying, empathy and vulnerability of young adults.
Participants: A total of 135 young adults (age between 18-21 years – 37,8%, age between 22-25 years – 22,2%, age between 26-29 years – 11,9%, age between 30-33 years - 11,9%, age between 34-37 years – 16,3%) participated in this study.
Methods: Data were collected at a single point in time, by completing the self-report questionnaires regarding bullying, cyberbullying, perceived parental styles, aggression, empathy and vulnerability.
Results: Responsiveness (of mother, father, parental) and control (of mother, father, parental) when high levels correlate negatively with certain facets of bullying, cyberbullying, aggression (physical, verbal, anger, hostility) and vulnerability. On the other hand, empathy is the variable that correlated positively with responsiveness and control, which means that as the level of responsiveness and control increases, empathy also follows an upward slope.
Conclusions: Aggression, in any form, is a complex behavior. Starting from bullying and up to forms adapted to changes in society such as cyberbullying, it is necessary to see the connection with other elements related to the individual, in order to better understand this phenomenon. Parenting styles, especially parental responsiveness and control, empathy and vulnerability can have an impact on the frequency of bullying and cyberbullying.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2000

DEFENDING OR NOT ? THE ROLE OF MORAL DISTRESS, PEER NORMS AND COLLECTIVE MORAL DISENGAGEMENT

Nishino Y.*

Hiroshima Shudo University ~ Hiroshima ~ Japan

When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. A bystander may recognize bullying as wrong, and feel responsible and motivated to intervene, but others may occasionally fail to actively intervene and defend a bullied peer for any number of reasons. The purpose of this study was to investigate how moral distress, peer norms and collective moral disengagement were related to bystander behaviors (assertive defender, comforting defender, sympathetic outsider, and indifferent outsider) in bullying. In addition to examining the pathways to bystander behaviors, we also tested the hypothesis that middle school students have different pathways from those of primary school students. One thousand one hundred Japanese primary school students (M=10.6 years, 48.5% girls) and one thousand four hundred and fifty-five middle school students (M=13.6 years, 49.9% girls) participated in our questionnaire survey. T-test showed that compared with middle school students, primary school students significantly expressed more defending, higher peer norms, and lower collective moral disengagement. In order to examine how each variable is related to the occurrence of bystander behaviors, we converted the experience of bystander behaviors into a binary value, with “never” set to “0” and all other responses set to “1”, and conducted a binomial logistic regression analysis by using experience of bystander behaviors as the criterion variable. Results showed that bystander behaviors were positively predicted by collective moral disengagement and that outsider behaviors were negatively predicted by peer norms. Moreover, the results of simple slope analysis for the significant effect of two-way interaction suggested that peer norms might regulate the effect of moral distress on defending behaviors among primary school students, and that collective moral disengagement might regulate the effect of moral distress on outsider behaviors among middle school students. Implications of these findings are discussed.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2103

WORKING MEMORY IN CHILDREN WITH INTELLECTUAL GIFTEDNESS AND CHILDREN WITH TWICE-EXCEPTIONALITY

Rodriguez Cervantes C.J.*, Valadez Sierra M.D.L.D.

DEPARTAMENTO DE PSICOLOGIA APLICADA, CENTRO UNIVERSITARIO DE CIENCIAS DE LA SALUD, UNIVERSIDAD DE GUADALAJARA ~ GUADALAJARA, JALISCO ~ Mexico

Working memory (WM) is a core executive function that allows temporary storage and manipulation of information, enabling performance in complex cognitive tasks such as reading comprehension, problem-solving, and mathematical reasoning (Baddeley, 2000). Children with High Intellectual Ability (HIA) typically demonstrate above-average performance on WM tasks, especially in visuospatial and complex information processing domains (Rinn & Reynolds, 2012; Calero et al., 2007). However, when HIA coexists with Attention Deficit Hyperactivity Disorder (ADHD), forming a twice-exceptional (2e) profile, research findings are inconsistent. Some studies report impairments in WM (Alloway et al., 2009; Mahone & Slomine, 2007), while others suggest a compensatory effect of HIA. Objective: To analyze working memory performance in children with HIA and those with twice-exceptionality (HIA-ADHD). Method: A cross-sectional, descriptive ex post facto study. Participants were 54 children aged 7 to 10 years, evaluated using the WISC-IV and the BANFE-2 neuropsychological battery. Descriptive analyses and independent sample mean comparisons were conducted using SPSS. Results: No statistically significant differences were found between groups in visuospatial, verbal, visual, or numerical working memory tasks. Conclusion: High intellectual ability may have a protective effect on working memory in children with twice exceptionality, mitigating the typical negative effects associated with ADHD.

05 - Division 5: Education and School Psychology

PRAGMATICS OF CHILDREN'S SINCERE AND DECEPTIVE SOCIAL COMMUNICATION

Friday 24 July 2026 from 11:00 to 12:30

(N-Lorenese)

Laura Visu-Petra (Research in Individual Differences and L), Chair

Children grow up in a highly variable world and progressively learn to interact and communicate with their social environment. Effective communication goes beyond the simple, literal meaning of words and involves the pragmatic inferences they have to make about the internal states, e.g., needs or intentions, of their interaction partners. Our symposium aims to provide insight into how this individual and environmental variability influences these pragmatic aspects of their communication. Language skills provide the basic tools for both articulating and disguising communicative intent. The first study from the University of Zurich uses communicative tasks to reveal that bilingual children (4-5 years), endowed with a greater repertoire of communicative means, are better at adapting to the communicative needs of their interaction partner than monolingual children. The second study involves slightly older Polish children (6-10 years) in a task eliciting truthful or deceptive communication by manipulating payoff rates for the child (the sender) and a fictional partner (the receiver). The third contribution takes us even further down the developmental pathway (8-13 year-olds) and investigates how pragmatic communication (sincere or deceptive) is modulated by parental influences in a sample of Dutch children. Finally, the last two contributions move the spotlight to the parents themselves in two cultural contexts (France and Romania), relating their parenting by lying practices (use of deception to elicit children's conformity or protect their feelings) to their socialization of honesty in children and their general parenting practices. To summarize, our symposium brings together five distinct cultural contexts in which children’s pragmatic communicative skills develop in interaction with contextual (parental, language) factors that affect their competence and motivation to rely on sincere and deceptive statements in their expanding repertoire of social exchanges.

Abstract 3473

PRAGMATIC BEHAVIOUR: HOW MONOLINGUAL AND BILINGUAL CHILDREN DIFFER

Wermelinger S., Rutkowska J.*, Moser N., Zoebeli V., Daum M.

University of Zurich, Jacobs Center for Productive Youth Development ~ Zurich ~ Switzerland

Communication is a complex process as it can easily go wrong. To avoid misunderstandings and failed interactions, communicators must monitor the communication process and flexibly choose communicative means that are familiar and accessible to their interaction partner. Children differ in how well they can do this. Bilingual children are suggested to be able to navigate challenging communicative situations better than their monolingual peers. We will present two studies exploring this proposal with 4- to 5-year-old children.

In Study 1, we investigated N = 86 children's communicative behaviour in a task where the experimenter asked them to communicate which target objects they should pick up from a shelf with a set of ambiguous objects. We assessed how often children used information about the entity, appearance, or location of those objects in their verbal and non-verbal communication. Compared to monolingual children, bilinguals focused more on the location of the objects in both their gestures and verbal statements. Given the goal of the task, they were more informative and thus more sensitive to their interaction partner's communicative needs.

In study 2, we disentangled whether these differences in children's communicative behaviour are due to bilinguals having a greater repertoire of communicative means at their disposal or a greater flexibility in using these means. We achieved this by first equating N = 120 children's repertoire through the introduction of study-exclusive communicative means and then assessing children's flexibility in using this repertoire. Bilingual children were less flexible in using the newly learnt repertoire to communicate compared to monolingual children.

Together, these studies suggest that bilingual children better adapt to the communicative needs of their interaction partner than monolingual children, and that this is probably based on their greater repertoire of communicative means. Bilingualism is an important source of individual differences in children's communicative development.

Abstract 3479

NURTURING HONESTY OR LYING: PARENTAL SOCIALIZATION OF CHILDREN'S LIE-TELLING

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Introduction. Many parents across the world lie to their children, for example, to influence children's behavior and emotions (parenting-by-lying; lifetime prevalence rates 67-100%; Roza et al., 2024; Setoh et al., 2024). However, most parents also explicitly teach their children that lying is not acceptable (Heyman et al., 2009; Lavoie et al., 2016). Although socialization theories propose that parental teaching, modeling, and inconsistencies between them affect children's tendency to lie, it remains underexplored.
Purpose. In this study, we explore these socialization pathways to advance understanding of how children learn to be honest or lie through parental influence.
Method. We conducted a hypothetical vignette study in 150 Dutch children aged 8-13. Parent figures gave consistent moral messages (It is not OK to lie + modeling honesty) or inconsistent moral messages (It is not OK to lie + modeling lying) to a child figure. Subsequently, children were asked if they think the child in the story would lie or tell the truth after receiving these socialization messages. We vary the type of lie (instrumental, prosocial, or antisocial) and the recipient of the child's lie, to explore generalization of socialization.
Results. Currently, data of 139 Dutch children (68 females, Mage = 10.29 years, SD = 1.31) have been collected. The following research questions will be preregistered and analyzed: (1) How do parental modeling, teaching, and inconsistent moral messages regarding lie-telling influence children's lie-telling? (2) Are these effects person-specific (e.g., only towards parents, but not teachers)? (3) Do these socialization effects vary by lie type?
Conclusions. These data provide an understanding of how moral socialization and potential discrepant moral messages affect children's lie-telling. As parents are primary socialization agents for children, this study will provide unique insights to advance not only science, but also to provide better parenting advice about the socialization of honesty.

Abstract 3481

INDIVIDUAL AND CONTEXTUAL PREDICTORS OF PARENTING BY LYING IN A FRENCH SAMPLE

Caillault E.*, Lancelot C.

Angers University, Laboratoire de Psychologie des Pays de la Loire ~ Angers ~ France

One of the most important aspects of children's social development is their understanding of the role of honesty in relationships, which is primarily influenced by their parents (Lavoie et al., 2017; Setoh et al., 2020). A specific parenting practice that may shape children's honesty is parenting by lying, which refers to parents' use of deception typically to elicit children's conformity (Heyman et al., 2009).

This study aims to examine the relationship between parenting by lying and several individual and contextual factors, such as lie acceptability, parents' socialization of lying, parents' practices and socialization goals for their children, and religiosity in a French population. It also explores the frequency and types of lies more commonly used among French parents.

Participants are parents of children aged 5 to 12. Data are being collected through an online questionnaire comprising six scales. Parenting by lying is assessed using a modified version of Jackson's (2021) scale. Socialization of honesty is measured using the Revised Socialization of Lying scale (Talwar et al., 2022), whereas lie acceptability is evaluated with the Lie Acceptability scale (Oliveira & Levine, 2008). Parental socialization goals are assessed with the Goals and Values in Adulthood Scale (Suizzo, 2007). We also evaluate parental practices using the short parental EMBU questionnaire (Castro et al., 1997), cultural values with the Singelis (1994) scale, and religious practices with the DUREL (Duke University Religion Index; Koening & Bussing, 2010). Participants are being recruited via social media, posters in public settings (schools, sports establishments, etc.), and snowball sampling. The target sample size is at least 150 parents.

Data collection is ongoing, and preliminary analyses will be available by the time of the conference. This study will provide the first empirical evidence on parenting by lying in France, highlighting how cultural and individual factors relate to this parenting practice.

Abstract 3483

INDIVIDUAL AND CONTEXTUAL PREDICTORS OF PARENTING BY LYING IN A ROMANIAN SAMPLE

Prodan N.*, Magyarossy N., Visu--Petra L.

Research in Individual Differences and Legal Psychology Lab (RIDDLE), Department of Psychology, Babes-Bolyai University ~ Cluj-Napoca ~ Romania

A particular form of parental rearing practices that could model children's honesty is parenting by lying, which refers to parents' lie-telling behavior for children's compliance. Previous literature shows that 78% of American and 98% of Chinese parents used such lies (Setoh et al., 2023). Nevertheless, most studies were conducted in WEIRD nations, which differ from middle- to low-income countries, such as Romania.

The current study aimed to evaluate the prevalence of parenting by lying and explore the relationship between parenting by lying and parental socialization goals, parental practices, socialization of lies towards children, lie acceptability, and cultural values.

Participants were 260 parents of 5-to-12-year-olds. Parenting by lying was assessed using a modified version of Jackson's (2021) scale. Socialization of honesty was measured using the Revised Socialization of Lying scale (Talwar et al., 2022), whereas lie acceptability was evaluated with the Lie Acceptability scale (Oliveira & Levine, 2008). The Goals and Values in Adulthood Scale assessed parental socialization goals for their children (Suizzo, 2007). We also evaluated parental practices using the short parental EMBU questionnaire (Castro et al., 1997) and cultural values with the Singelis (1994) scale.

Results showed a high prevalence of parenting by lying (over 60%). Parental instrumental lies (e.g., fake promises/threats) were predicted by parental involvement ($\beta = 0.11$, $p = .044$), parental control ($\beta = 0.30$, $p = .000$), and lie acceptability ($\beta = 0.16$, $p = .011$). In contrast, comparison lies (e.g., praising lies) were associated with parental warmth ($\beta = 0.13$, $p = .033$), interdependent cultural values ($\beta = 0.13$, $p = .038$), and parental education ($\beta = -0.17$, $p = .008$).

Summarizing, highly involved yet more controlling parents used more instrumental lies, whereas less educated yet emotionally supportive ones reported using more comparison lies. Implications for the parental socialization of children's behavior are discussed.

Abstract 3477

TO LIE OR NOT TO LIE: THE ROLE OF COSTS AND BENEFITS IN CHILDREN'S DECISION-MAKING

Plotnikowska J.*[1], Filip A.[2]

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Introduction
Lies can be placed on a continuum ranging from purely self-serving lies, which benefit the liar at others' expense, to altruistic lies, which benefit others at the liar's cost. Adults, adolescents, and preadolescents decide whether to lie or tell the truth by weighing costs and benefits for themselves and the message receiver. In sender–receiver games, they are most likely to lie for mutual benefit. Additionally, unlike adults, adolescents and preadolescents are more likely to lie when lying incurs a personal cost than when it negatively affects another player. Moreover, preadolescents are more self-oriented than older groups: they lie as readily for mutual benefit as for their own benefit.
Purpose
Although prior studies with adults, adolescents, and preadolescents show clear cost–benefit tradeoffs, it remains unclear how cost–benefit ratios influence primary school–age children's decisions to lie or tell the truth.
Method
We examined 52 children aged 6 to 10 using a modified sender–receiver game. In a within-subjects design, we manipulated payoff rates for the child (the sender) and a fictional partner (the receiver).
Results
The material cost–benefit ratio influenced children's decisions to lie or tell the truth, $\chi^2(2, 52) = 9.45$, $p = .009$. Children were more likely to lie for their own benefit ($z = 2.75$, $p = .003$) or for mutual benefit ($z = -3.33$, $p < .001$) than solely for the other player. However, there was no difference in lying rates when both parties benefited compared to when only the liar benefited ($z = -1.31$, $p = .096$).
Conclusion
Our findings confirm that 6- to 10-year-olds engage in a quasi-rational evaluation of cost–benefit ratios when making decisions. Similar to preadolescents, children's choices to lie or be truthful rely more on costs and benefits for themselves than on outcomes for the recipient.

05 - Division 5: Education and School Psychology

Online risks

Friday 24 July 2026 from 11:00 to 11:45

(H-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1072

DIGITAL GAME-BASED ANTI-BULLYING TRAINING WITH PROCESS AND EXPERIENCE ANALYSIS: A PILOT STUDY

Chang C.*, Liu Y.

National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan

Introduction: Bystanders play an important role in shaping the dynamics of bullying situations. Although digital games have been applied in anti-bullying programs, most prior efforts have emphasized knowledge transmission or behavioral strategies, with limited attention to cultivating individuals' socio-emotional skills such as empathy and resistance to peer pressure, which critically determine real-life bystander intervention.
Purpose: This study conducted a pilot test of a digital game designed to train bystanders' skills in responding to bullying, focusing on socio-emotional skills. In addition, we analyzed in-game data to understand the participants' learning process.
Method: Twenty-five eighth-grade students in Taiwan participated in the study. The game consisted of three chapters focusing on empathy, resistance to peer pressure, and pro-social skills. After gameplay, participants completed a game experience questionnaire to evaluate engagement and learning, and answered open-ended questions about their experiences. In-game logs were used to summarize time and response patterns on tasks across chapters.
Results: Participants demonstrated good knowledge and responses in simulated bullying scenarios, suggesting gains in cognitive and behavioral skills. However, affective aspects such as empathy and resistance to peer pressure remained more challenging, and students spent longer on these parts. Most participants evaluated the game positively, reporting strong engagement and focus.
Conclusions: This preliminary study suggests that digital game is a promising tool for anti-bullying education, particularly for enhancing knowledge and intervention strategies. At the same time, it highlights the challenges of cultivating socio-emotional competencies, which may require more intensive or sustained interventions. Future research should involve larger and more diverse samples, longitudinal evaluations, and integration into school curricula to maximize educational impact.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1879

SAFE-PHOTO-SHARE APP: IMPORTANCE OF INDIVIDUAL AND FAMILY RELATED FACTORS FOR THE LONG-TERM EFFECTIVENESS OF A PERSONALIZED FEEDBACK INTERVENTION TO REDUCE PROBLEMATIC ONLINE PHOTO SELF-DISCLOSURE AMONG ADOLESCENTS

Cepukiene V., Paluckaite U., Žardeckaite -- Matulaitiene K.*

Dr. ~ Kaunas ~ Lithuania

Introduction. There is a lack of evidence-based interventions targeting adolescents problematic photo self-disclosure on social networking sites (SNS). Given the success of the Prototype Willingness Model (PWM) in reducing adolescent risk behaviors, a mobile app, Safe-Photo-Share (SPS), was developed. The aim of this presentation is to present the importance of individual and family level factors related to the long-term effectiveness of the SPS app.
Methods. A randomized experimental study design was used, with pre-, post-, and follow-up evaluations integrated into the app. Study participants had to be aged 15-16 years and had to be sharing at least one problematic photo online in the past week. All elements of PWM as well as number and frequency of sharing problematic photos were measured three times (at the initial survey, in one and in three months). Two individual (narcissism and self-control) and two family level (perceived interparental conflicts and perceived parental mediation (active and restrictive) factors were measured in the initial survey. 154 adolescents (51.1%) in the experimental group started using SPS. At post-intervention, dropout rates were 64.3% in the experimental group (n = 54) and 70.6% (n = 88) in the control group. Follow-up retention was 12% in the experimental group (n = 36) and 16% in the control group (n = 48).
Results. Controlling for baseline scores, the experimental group showed statistically significant improvements in the number of problematic photo shares, subjective norms, attitudes, and willingness. Effect sizes indicated medium impacts across these outcomes. Different individual and family level factors were related to higher positive change of different PWM elements and number of shared photos.
Conclusion. The SPS app demonstrated medium, long-term effects on key PWM constructs, supporting its potential as a digital intervention to reduce problematic photo self-disclosure among adolescents on SNS, including various individual and family level factors contributing to this change.

Division 5: Education and School Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 859

CROSS-LAGGED ANALYSIS OF CYBERBULLYING VICTIMIZATION, SCHOOL CONNECTION, AND DEPRESSION AMONG HIGH SCHOOL STUDENTS

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[1]Vrije Universiteit Brussel ~ Brussels ~ Belgium, [2]Zhejiang Normal University ~ Jinhua ~ China, [3]South China University ~ Guang Zhou ~ China

Cyberbullying is a prevalent social problem that significantly influences adolescents' psychological and emotional health. Victims often experience isolation and weakened school connection, reducing opportunities for social support and increasing vulnerability to depression. To clarify these relationships, this study employed a longitudinal design with two waves of data collection six months apart, involving 622 high school students. Participants completed the Cyberbullying Victimization Scale, the School Connection Scale, and the Depression Scale. Using cross-lagged analysis, we examined the longitudinal associations among cyberbullying victimization, school connection, and depression.

Findings showed that cyberbullying victimization at T1 negatively predicted school connection and positively predicted depression. Moreover, depression at T1 significantly predicted higher levels of cyberbullying victimization at T2, suggesting a bidirectional cycle between victimization and depressive symptoms. School connection and depression also demonstrated reciprocal predictive effects, indicating that weakened school connection may increase depressive symptoms, while heightened depression may further erode students' sense of belonging. Importantly, school connection at both T1 and T2 mediated the relationship between cyberbullying victimization and depression, underscoring its protective role.

Overall, these results suggest that cyberbullying victimization not only directly increases the risk of depression but also indirectly exacerbates it through reduced school connection. Prevention and intervention efforts should therefore focus on reducing cyberbullying incidents and enhancing students' sense of connection with the school community. Strengthening school connection may serve as a buffer against the negative psychological consequences of cyberbullying and help break the vicious cycle between victimization and depression.

05 - Division 5: Education and School Psychology

Poster Session 6 - Division 5

Friday 24 July 2026 from 11:25 to 12:55

(X- Poster 1)

Division 5: Education and School Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 4577

FUNCTIONING WELL BUT FEELING BURNED OUT: EXECUTIVE FUNCTIONS AND EDUCATIONAL BURNOUT AMONG UNIVERSITY STUDENTS

Bochniarz K.*, Buzniak A., Skoczko M.

University of Gdansk ~ Gdansk ~ Poland

Burnout is a well-documented phenomenon in the occupational context. However, an increasing body of research suggests that the burnout process may begin already during the educational stage. Experiencing educational burnout may have serious negative consequences for students' mental health.

Moreover, persistent academic demands and elevated expectations from educational institutions and/or parents contribute to chronic stress in young adults, which may undermine cognitive functioning and self-regulatory processes, ultimately increasing vulnerability to educational burnout. Previous research has primarily focused on the associations between occupational burnout and cognitive functioning, while comprehensive investigations in student populations remain relatively limited. Therefore, the aim of the present study was to examine the relationships between executive functions—assessed using both self-report and performance-based measures—and educational burnout. Additionally, the study investigated the role of rumination as a potential mediating mechanism in the relationship between self-reported executive dysfunctions and exhaustion.

The questionnaire-based phase of the study included 738 university students, while 120 students participated in the second phase involving performance-based executive function tasks. Valid and reliable instruments were used to assess educational burnout (School Burnout Inventory), executive dysfunctions (Cognitive Failure Questionnaire, WCST, Digit Span Task), and rumination (Ruminative Response Scale). The results indicate that self-reported difficulties in executive functioning are significantly associated with higher levels of educational burnout, whereas no relationships were found for performance-based measures of executive functions. Furthermore, rumination significantly mediated the relationship between self-reported executive dysfunctions and exhaustion.

The findings will be discussed in light of self-regulation models, with particular emphasis on the role of rumination. Implications for sustainable education and students' long-term well-being will be outlined.

Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2460

PROMOTING TEACHERS' SELF-EFFICACY IN PERSONAL AND PROFESSIONAL DOMAIN: EVIDENCE OF THE "ME4YOU LEVEL 2" TRAINING PROGRAM

Ciucci E.*[1], Facci C.[1], Carpenzano D.[2], Sanesi M.[2], Taddei M.[2], Tomberli L.[1], Baroncelli A.[3]

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The promotion of teachers' wellbeing and the improvement of their social-emotional competence are key aspects in enhancing healthy classroom climate. The training program "ME4YOU [ME for YOU]" fosters teachers' self-reflective competences to deal with emotional and relational dimensions of teaching. Two levels of the ME4YOU program were realized. Level 1 encompasses experiential activities that encourage participants to reflect on their professional practices and their general functioning as individuals. Level 2, the focus of this contribution, is proposed to teachers who have completed level 1 and uses a narrative technique that leads participants to explore their life stories and professional careers, highlighting the interconnection between personal characteristics and professional role. Each training group included teachers from kindergarten, primary, and middle school.

56 teachers took part in the training group (52 females; M professional experiences = 22.27 years, SD = 9.64 years), and 67 teachers constituted the control group (62 females; M professional experiences = 15.25 years, SD = 8.84 years).

The effectiveness of the ME4YOU was evaluated with reference to three variables, that were assessed before (pre-test) and after (post-test) the training activities: professional self-efficacy (PSE), self-efficacy as emotional socializers toward students (SEES), and emotional self-efficacy (ESE). Analyses of variance (ANOVA) for repeated measures were implemented. Results evidenced a significant effect Time x Group both for PSE (Wilks' λ = .92, F (1,113) = 10.294, p = .002, $\eta p2$ = .08), SEES (Wilks' λ = .97, F (1,120) = 4.045, p = .047, $\eta p2$ = .03) and ESE (Wilks' λ = .92, F (1,119) = 10.037, p = .002, $\eta p2$ = .08). In all cases, the training group demonstrated higher self-efficacy in both personal and professional domains compared to the control group.

The results highlight the importance of strengthening teacher agency to promote both individual and classroom well-being.

Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2412

THE ROLE OF CRÈCHE EDUCATORS' META-EMOTIONS ON THEIR STYLES TOWARD CHILDREN'S EMOTIONS

Ciucci E.*[1], Baroncelli A.[2]

[1]Department of Education, Languages, Interculture, Literatures and Psychology, University of Florence ~ Florence ~ Italy, [2]Department of Philosophy, Social Sciences and Education, University of Perugia ~ Perugia ~ Italy

Introduction: Crèche educators work as socializers of children's emotions. Consistently with the literature about parents, they can adopt two emotional styles toward children's emotions (Ciucci et al., 2015, 2018): the coaching style that involves the awareness, acceptance, and regulation of children's emotions, and the dismissing style that is characterized by the tendency to minimize, ignore, or reject children's emotions, above all the negative ones. According to the Meta-emotion philosophy conceptual framework (Gottman et al., 1996, 1997), these styles encompass an organized set of feelings and thoughts concerning one's own emotions as well as the child's emotions. So, meta-emotions - emotional reactions about one's emotions - can illuminate processes in (non-)acceptance of emotions.
Purpose: This study aims to investigate educators' personal meta-emotions that underpin coaching and dismissing styles.
Methods: 233 crèche educators from Center of Italy (average age = 40.38 years, SD = 10.68) were requested to fill out the MES (Mitmansgruber et al., 2009) and the CEESQ (Ciucci et al., 2015) questionnaires that provided, respectively, a measure of meta-emotions (i.e., interest, suppression, compassionate care) and two styles used to deal with children's emotions (i.e., Coaching and Dismissing).
Results: Regression analyses showed that higher levels of interest and compassionate care uniquely and independently contribute to coaching style toward children's emotions; higher levels of interest and lower levels of suppression uniquely account for dismissing toward children's emotions; moreover, compassion - if associated with high levels of suppression - also accounts for greater dismissing.
Conclusion: Results evidenced that crèche educators' emotional experience (i.e., meta-emotions) may play an important role in the way they socialize children's emotions. We discuss the role of meta-emotions on personal and professional life.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 4546

BUILDING BELONGING IN ASYNCHRONOUS PSYCHOLOGY COURSES: AN APPLIED MODEL FROM A COMMUNITY COLLEGE CONTEXT

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Fully asynchronous courses often limit opportunities for social connection, placing community college students at increased risk of isolation, disengagement, and attrition. These challenges are especially pronounced among first-generation, working, veteran, and Native Hawaiian and Pacific Islander students who frequently balance academic responsibilities with significant family and employment demands. This study presents an applied model for fostering belonging in online psychology courses developed and implemented across multiple semesters at a community college in Hawai‘i.

The model integrates structured peer interaction, culturally responsive curriculum design, and instructor practices that can be scaffolded for various courses. Key components include facilitated peer mentorship, weekly reflective discussion prompts connecting psychological concepts to local community experiences, micro-check-in surveys, and short personalized instructor feedback. Open educational resources and locally relevant examples were also incorporated to reduce financial barriers and increase cultural relevance.

Data sources include learning management system analytics, course completion records, student self-report surveys, and qualitative reflections collected from introductory and upper-division psychology courses. Findings indicate consistent improvements in perceived social belonging, academic self-efficacy, help-seeking behavior, and course persistence. Students reported increased confidence in navigating online learning environments and greater willingness to engage with peers and instructors.

Results suggest that intentional, relationship-centered course design can help manage the social limitations of asynchronous instruction without overly increasing faculty workload. This applied model offers a potential strategy for promoting equity, psychological well-being, and academic success among diverse community college learners. Implications are discussed for faculty development, institutional policy, and cross-functional collaboration in distance education.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others
SDG 3: Good Health and Well-being

Abstract 2314

EXPLORING THE RELATIONSHIP BETWEEN SOCIAL MEDIA USE AND LONELINESS IN ADOLESCENTS: A SYSTEMATIC REVIEW AND META-ANALYSIS

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Introduction: Social media is embedded in adolescents' daily routines, and concerns have grown about its links with loneliness, a common social-emotional challenge in this period. Clarifying whether general exposure or dysregulated engagement is more relevant may explain when and how social media relates to loneliness.

Purpose: This meta-analysis estimates the association between social media use and loneliness, contrasts engagement patterns (problematic use, time spent, active use, and passive use), and tests moderation by geographic region, gender, and study year.

Method: We searched six databases from January 2000 to May 2025 for studies reporting associations between social media use and loneliness among adolescents or emerging adults. The dataset included 59 studies, 67 independent samples, and 81,344 participants (59.5% female; mean age = 17.6 years; range = 12.5–24.9). Random-effects models synthesized effects, and meta-regression tested the moderators. Engagement patterns were modeled separately to reduce construct confounding.

Results: Problematic social media use showed a moderate and consistent association with greater loneliness ($r = 0.29$, 95% CI [0.22, 0.35], $p < .001$). Time spent on social media was positively but more weakly related to loneliness ($r = 0.07$, 95% CI [0.01, 0.12], $p = .014$). No reliable differences emerged between active and passive use in their associations with loneliness. Meta-regression indicated no significant moderation by geographic region, gender, or study year, which implies broad generalizability across the contexts and cohorts sampled to date.

Conclusion: Differentiating normative time-based exposure from problematic engagement is essential when evaluating psychological correlates of social media use. The results point to mechanisms such as social comparison, displaced offline connection, and difficulties with emotion regulation as promising explanatory targets. Future longitudinal and experimental studies should clarify causal pathways and guide developmentally appropriate interventions to reduce loneliness in adolescence.

Division 5: Education and School Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2495

CAUSE, CONSEQUENCE, OR RECIPROCAL RELATION? LONGITUDINAL ASSOCIATION BETWEEN BULLYING VICTIMIZATION AND EXECUTIVE FUNCTIONS AMONG EARLY ADOLESCENTS

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Background: Bullying victimization is a long-standing global issue that leads to range of cognitive, psychological, and social adjustment problems among adolescents. Executive functions, involving top-down cognitive processes, are crucial for regulating adolescents' social interactions and behavior. However, the directionality of the relation between bullying victimization and executive functions remains unclear, with debates surrounding cause, consequence, and reciprocal relations. Guided by the developmental cascades model, this study investigated the longitudinal association between bullying victimization and executive functions among early adolescents.
Methods: A four-wave longitudinal design was employed, with data collected at six-month intervals from 2,045 Chinese adolescents (51.0% boys; Mage = 12.92; SD = 0.62) across eight secondary schools. Students completed a self-report measure of bullying victimization, and their parents completed a parent-report measure of executive functions at each wave. A random intercept cross-lagged panel model was used to analyze the within- and between-person associations.
Results: At the between-person level, there were positive relations between bullying victimization and the two main dimensions of executive functions (behavioral regulation and metacognition). At the within-person level, significant autoregressive paths from T1 to T4 were observed for bullying victimization, behavioral regulation, and metacognition. This suggests that adolescents who reported higher-than-expected levels of bullying victimization, behavioral regulation difficulties, or metacognitive deficits tended to maintain these elevated levels at subsequent time points. The bidirectional, time-lagged paths consistently emerged across the waves from T1 to T4, indicating that increased bullying victimization was associated with worsening behavioral regulation over time, and vice versa. Additionally, the model revealed a significant within-person time-lagged path from behavioral regulation to subsequent metacognition.
Conclusions: The findings support the developmental cascades model, demonstrating the reciprocal relation between bullying victimization and behavioral regulation during adolescent development. These results highlight the importance of developing targeted prevention and intervention strategies to disrupt the negative interaction between bullying victimization and executive functions.

Division 5: Education and School Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 4568

ADVANCING ADOLESCENT PREVENTION: DEVELOPING THE 2026 AUSTRALIAN PRINCIPLES FOR DRUG EDUCATION IN SCHOOLS THROUGH APPLIED PSYCHOLOGY AND CO-DESIGN

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Objective

Adolescent substance use and related mental health harms remain a significant public health challenge, underscoring the need for developmentally appropriate, evidence-informed prevention in schools. This presentation introduces the revised Australian Principles of Drug Education in Schools, a national framework to strengthen early intervention and public mental health approaches through education systems. In 2024, the New South Wales Ministry of Health and the Department of Education initiated a collaborative review of the 2004 Principles to align them with contemporary prevention science, applied psychology, and future-focused teaching practice. The revision integrated advances in adolescent development, wellbeing promotion, and school-based intervention research, while improving accessibility and practical relevance for educators. The updated Principles are scheduled for release in 2026.

Methods

Turning Point and Monash University led a national mixed-methods review with education, health, and research stakeholders. The review examined relevance, evidence alignment, and redesign opportunities to address emerging adolescent health and educational needs. Methods included an international systematic review of reviews, an implementation-focused scoping review, a national educator survey, co-design workshops with teachers and students, and consultations with national experts and policymakers. Findings were synthesised using an applied implementation science lens to prioritise feasibility and translation into classroom practice.

Results

The review identified limited awareness and uptake of the existing Principles revealed a substantial implementation gap. Evidence synthesis identified effective prevention components, including whole-school approaches, developmental tailoring, skills-based learning, and alignment with mental health and wellbeing curricula. Co-design and stakeholder consultation highlighted the need for clarity, flexibility, culturally responsive resources, and explicit implementation guidance. These findings informed redevelopment of the Principles alongside an implementation guide to support consistent, psychologically informed delivery across schools.

Discussion

The 2026 Principles shift from static guidance to an implementation-oriented framework grounded in applied psychology and prevention science. The presentation will discuss implications for public mental health, workforce capability, and cross-sector collaboration.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2344

PREVENTION OF GENDER-BASED VIOLENCE: THE ROLE OF APPLIED PSYCHOLOGY IN DECONSTRUCTING MASCULINITY AND STRENGTHENING RESILIENCE IN EDUCATIONAL AND CARE CONTEXTS

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Istituto degli Innocenti ~ Firenze ~ Italy

This work focuses on masculinity and gender representations within educational and care settings for children aged 0–6, with particular attention to the psycho-emotional wellbeing of boys and girls.
From an applied psychology perspective, the study analyses how educational practices influence the early development of identity and relationships, affecting inclusion processes and the prevention of violence.
The poster will present concrete data and field experiences, offering models of intervention and good practices aimed at promoting gender equality, nurturing relationships, and counteracting stereotypes.
These models derive from consolidated experience in the management of educational and care services, from monitoring and research activities for national and international bodies, and from training programmes for educational, social and psychological professionals.
Participation in the congress represents an opportunity to highlight the contribution of our Institution in preventing violence and building inclusive educational environments that foster harmonious early childhood development.
The contents presented are further explored in the Infanzia e Adolescenza (Childhood and Adolescence) series — a scientific and editorial tool accompanying fieldwork, offering theoretical and operational insights on protection, early identity, listening, and respect for differences.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2524

HOW 7-YEAR-OLDS GRASP IRONY: THE IMPACT OF COMMUNICATIVE CONTEXT

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Recognizing that what someone says is not always what they truly think or feel is a key social skill, and understanding irony reflects this ability. Around age seven, children begin to interpret ironic messages similarly to adults. Irony comprehension is not uniform: ironic criticism tends to be easier to grasp than ironic praise. Ironic statements might also differ in the way they are delivered to a child, e.g., via indirect speech in stories or in a natural communicative context. However, it remains unknown whether a child's context-based, natural engagement with an ironic message might enhance their understanding of irony; thus, the aim of this study was to examine that.

We analyzed the performance of 182 children (girls, n = 88) aged seven years, who responded to questions about standardly used illustrated stories (two depicting praise and two depicting criticism), presented in a counterbalanced order. At the end of each session, children participated in quasi-natural interactions in which the experimenters acted out a scene in which one experimenter ironically criticized or praised the behavior of the other. The tone of the message was manipulated: half of the children heard a neutral tone, and the others an ironic tone.

Consistent with previous research, children were better at recognizing ironic criticism than praise in both tasks. They also performed slightly better at understanding irony in the interactive than in the story-based tasks. Moreover, while the tone of speaking did not improve comprehension of ironic criticism, it facilitated understanding of ironic praise.

To conclude, 7-year-olds find ironic praise more difficult to detect than criticism. A context-based task is likely to enhance understanding of ironic messages, and the ironic tone facilitates comprehension of ironic praise. Our results suggest that children's social skills, such as interpreting irony, may be fostered through natural context experiences.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 2505

FROM COGNITIVE SCAFFOLDING TO ENDURING SKILL: A LONGITUDINAL STUDY OF KNOWLEDGE CONSTRUCTION IN STUDENT-AI CREATIVE COLLABORATION

Xie Y.*, Yue H., Wu X.

Beihang University ~ Beijing ~ China

The integration of generative artificial intelligence (GenAI) into education presents a critical paradox: does it act as a temporary "cognitive crutch" that enhances immediate performance at the cost of long-term skill, or can it serve as a "cognitive gymnasium" for enduring learning? Cross-sectional studies have been unable to resolve this tension. Adopting a social constructivist perspective, this longitudinal study investigates the dynamic process through which students' skill in querying AI fosters creative capacity over time. We conducted a two-wave study with university students, measuring their creative performance immediately after a GenAI-supported task (Time 1) and again one week later (Time 2). Results from a moderated mediation model revealed a distinct temporal shift. At Time 1, AI inquiry quality influenced immediate creativity through two parallel paths: a strong direct effect and an indirect effect via critical thinking. However, at Time 2, the mechanism transformed entirely: the direct effect vanished, and AI inquiry quality influenced delayed creativity solely through the enduring indirect pathway of critical thinking. Crucially, this pathway of internalization was exclusively available to students with a high learning-goal orientation. This finding demonstrates that the cognitive benefits of the engagement were not automatic but were sustained over time through a motivated process of knowledge construction. This study contributes a dynamic model of AI-supported skill acquisition, highlighting that lasting creative gains are not a function of AI use alone, but of a motivated, constructivist engagement. We provide clear evidence that pedagogies must shift from teaching how to get answers from AI to fostering the inquiry skills and learning mindsets that drive internalization.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 2354

INTERCULTURAL EDUCATION AND TEACHING ROMA HISTORY IN ROMANIA: EDUCATORS' PERSPECTIVES, CHALLENGES, AND PEDAGOGICAL PRACTICES

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Introduction
The Roma community represents Romania's largest ethnic minority, facing systemic discrimination and educational marginalization. Although intercultural education has potential to combat stereotypes and promote inclusion, Roma-focused curricula remain poorly represented, a deficit amplified by teachers' lack of preparation. Anti-Roma prejudices are frequent in schools, while topics such as five centuries of slavery, the Holocaust, and deportations are rarely discussed.
Purpose
This study explores how Romanian teachers understand and practice intercultural education focusing on Roma culture and history. The research evaluates how teachers define and implement these practices, perceive racism manifestations in schools, use pedagogical strategies for teaching Roma history, and encounter personal, professional, and institutional barriers when managing inclusive education.
Method
We analyzed responses from 25 female teachers (age: 23-54, experience: 1-34 years) from urban and rural settings with varying percentages of Roma students (0-100%). Participants completed an open-ended questionnaire following training on intercultural education and Roma history in September 2025. Thematic analysis was used.
Results
Five main themes emerged: (1) educators conceptualize intercultural education through empathy, respect, diversity, and equality; (2) essential competencies include socio-emotional skills, reflective thinking, cultural knowledge, and conflict management; (3) racism manifests through labeling, social exclusion, spatial segregation, low expectations, and cultural invisibility; (4) intervention strategies emphasize immediate action, educational opportunities, and empathy promotion; (5) barriers exist at personal (prejudices, fear), professional (inadequate training, lack of resources), and institutional (rigid curriculum, segregation, insufficient support) levels.
Conclusions
Although teachers demonstrate empathy, creativity, and theoretical understanding of inclusion, significant gaps persist between problem awareness and practical strategy implementation. Participants' good intentions are insufficient without comprehensive training, quality resources, clear policies, and institutional support. Findings indicate the need for continuous professional development programs, culturally adapted teaching materials, and systemic reforms to support the inclusion and cultural identity affirmation of Roma students.

05 - Division 5: Education and School Psychology

Identity and Inclusion 1

Friday 24 July 2026 from 11:45 to 13:15

(H-Spadolini)

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2073

DYSLEXIA IN DIVERSE LANGUAGES: IMPLICATIONS FOR INTERVENTION

Padakannaya P.*

Christ University ~ Bangalore ~ India

Dyslexia is a neurodevelopmental disorder affecting reading acquisition. It is different from reading difficulties children may exhibit due to disadvantages related to general intelligence, sociocultural background, or school-teaching conditions. However, the manifestation of dyslexia across languages varies significantly, despite its neurobiological origin, due to variations in language structure, phonological structure, script features such as grain size, orthographic depth, visual complexity, and cultural practices. While English has dominated dyslexia research, cross-linguistic studies reveal that interventions must be tailored to the linguistic and cultural context of each learner. This presentation explores dyslexia across diverse languages—Kannada, Hindi, Japanese, Urdu, Persian, and Chinese—highlighting both universal cognitive markers and language-specific challenges, with implications for assessment and intervention. Each of the above languages is very different from English in many linguistic and orthographic features. I juxtapose the critical features of these languages with each other and with English, and draw evidence-based implications for diagnosis and intervention of dyslexia in individuals as well as bilingual/multilingual settings. Though phonological deficit is a universal marker of dyslexia, its effect is modulated by specific orthographic features of many languages. Language-specific challenges and their consequences will be highlighted. More importantly, the presentation will highlight the importance of cultural embeddedness of interventions for specific situations, focusing more on an asset-based approach than a deficit-based approach in planning effective intervention models for dyslexia.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2316

THE POLICY–PRACTICE GAP IN INCLUSIVE SCHOOLING: INSIGHTS FROM REFLEXIVE THEMATIC ANALYSIS

Basu S.*

Azim Premji University ~ Bengaluru ~ India

Inclusive education in India, though advancing in policy, continues to stay uneven in practice, particularly in urban-rural contexts. The present qualitative study aims to explore how teachers and schools understand, enable, and drive inclusion across socioeconomic contexts. Five themes emerged using reflexive thematic analysis of semi-structured interviews and school observations. The first theme explored teachers' awareness of inclusive education from a systemic lens, wherein teachers' awareness was frequently policy-centric but fragmented, with limited translation into classroom decision-making. The second theme explored teacher functioning in an inclusive setup. Topics such as teachers' responsibilities, associated strain, improvisational adaptations, and emotional labour amidst limited mentorship and high caseloads were discussed. The third theme explored the provisions and infrastructure of inclusive education. It consisted of challenges in assistive technologies, accessible spaces, and specialist supports with pronounced rural shortfalls. The fourth theme explored topics on the essence of inclusion according to the schools, while the final theme explored the functioning of the school through collaborative routines, accommodations, and a strong psychosocial environment. Across these themes, teacher self-efficacy, attitudes towards disability, emotional demands of care, and stigma management emerged as key drivers of inclusive education. Findings highlight a policy-practice gap sustained by limited professional development, a lack of contextualized tools (such as universal design strategies and behavioural supports), and weak professional linkages. This study contributes to a grounded map of where and how inclusion falters and how psychologically informed supports can strengthen teachers and systems. Implications of this study include redesigning teacher education to promote reflective practice, embedding psychosocial supports in school routines and targeting rural capacity gaps through mobile expertise and shared services.

Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2247

SUBGROUPS OF GIFTED CHILDREN: A LATENT PROFILE ANALYSIS OF COGNITIVE, AFFECTIVE, AND CONTEXTUAL PATTERNS

Niederlechner J.*

Ludwig Maximilian University of Munich (LMU) ~ Munich ~ Germany

Introduction:
Intellectual giftedness is traditionally defined by high cognitive ability, but it also involves diverse cognitive, affective, and contextual characteristics. Understanding intra-group variability is essential to provide effective educational and clinical support.
Purpose:
This study aimed to identify empirically based subgroups of gifted children by integrating cognitive, affective, and contextual variables, and to describe their distinct profiles. The goal was to provide a foundation for differentiated interventions and to inform educational and clinical practices that address both intellectual potential and psychosocial well-being.
Method:
The sample included N = 200 children (IQ ≥ 125; mean age = 8.3, SD = 2.51), including 72 girls (36%) and 128 boys (64%). Cognitive abilities were assessed using WISC-V and WPPSI subscales. Affective and contextual variables, including emotional difficulties, peer problems, hyperactivity, prosocial behavior, family and school stress, motivation, and social integration, were measured using the Strengths and Difficulties Questionnaire (SDQ) and supplementary questionnaires. Latent profile analysis (LPA) was used to identify subgroups.
Results:
LPA revealed three distinct subgroups. Profile 1 (n = 69) included children with average cognitive abilities but elevated emotional and behavioral difficulties, often associated with familial stress. Profile 2 (n = 86) comprised emotionally sensitive, socially reserved children with average cognitive abilities and unstable peer relationships. Profile 3 (n = 45) consisted of highly gifted, socially competent, and emotionally stable children with strong prosocial skills. These findings underscore substantial intra-group variability, demonstrating that cognitive talent alone does not capture the full spectrum of needs.
Conclusions:
Implications include the necessity for targeted interventions addressing emotional regulation, social confidence, and intellectual stimulation, tailored to each subgroup's characteristics. The study extends existing models of giftedness by integrating cognitive, affective, and contextual dimensions and illustrates the utility of person-centered methods such as LPA in elucidating heterogeneity within gifted populations.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 724

BRIDGING LANGUAGE, COMMUNICATIVE, COGNITIVE AND SOCIO-EMOTIONAL DEVELOPMENT: INSIGHTS INTO PREDICTORS OF SOCIO-EMOTIONAL DEVELOPMENT IN DEAF AND HARD-OF-HEARING CHILDREN

Siebert L.*, Steiner K., Avemarie L.

Ludwig-Maximilians-Universität München ~ Munich ~ Germany

Introduction: Compared to children with typical hearing (TH), deaf and hard-of-hearing (DHH) children often experience greater challenges in developing language skills, communicative competence, executive functioning (EF), and socio-emotional competence. Previous research has suggested associations among these developmental domains.
Purpose: This study investigates the relationships among language skills in sign and spoken languages, communicative competence, EF, and socio-emotional competence in DHH children.
Method: In this cross-sectional study, data were collected from N = 77 DHH first graders aged 5 to 10 years (M = 6.95, SD = 0.63). Standardized assessments and validated teacher-rated questionnaires were administered. Data analysis included Pearson correlations, simple bivariate regression analyses conducted with SPSS as well as path analysis conducted with AMOS.
Results: Significant associations were found across the developmental domains, with moderate to strong positive correlations ($r = .24–.85$, all $p < .05$). Communicative competence significantly predicted both EF ($\beta = .24$, $p = .034$, $R^2 = .06$) and socio-emotional competence ($\beta = .24$, $p = .034$, $R^2 = .06$), whereas language skills did not. Furthermore, EF significantly predicted socio-emotional competence ($\beta = .85$, $p < .001$, $R^2 = .72$). Path analysis revealed that language skills predicted communicative competence ($\beta = .36$ and $\beta = .46$), which in turn predicted EF ($\beta = .28$). EF strongly predicted socio-emotional competence ($\beta = .83$), while the direct effect of communicative competence on socio-emotional competence was negligible ($\beta = .02$). These results indicate that the link between language skills an socio-emotional competence is mediated through communicative competence and EF.
Conclusions: The findings of this study highlight the complex interplay among language, communicative, cognitive, and socio-emotional development in DHH children. Ensuring that DHH children have access to language systems, for example through early bimodal-bilingual intervention, may foster communicative competence, which in turn promotes EF development and, ultimately, socio-emotional competence.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 2474

INTEGRATING POSITIVE YOUTH DEVELOPMENT AND HUMAN RIGHTS EDUCATION TO FOSTER INCLUSION AND RESPECT FOR RIGHTS IN KINDERGARTEN

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Introduction: Contemporary school environments are highly diverse, posing challenges to social inclusion and peer relationships. This diversity can lead to bullying, discrimination, and social exclusion, violating participation rights associated with inclusion and sustainability. Such violations particularly affect students with stigmatized attributes (e.g., disabilities, overweight) or identities (e.g., ethnic minorities, immigrants). This study explores a transdisciplinary approach integrating Positive Youth Development (PYD), which fosters inclusive social skills, with Human Rights Education (HRE), which promotes knowledge and respect for participation rights. This integration may recover collective responsibility for constructing inclusive and peaceful societies, starting with rights-respectful school contexts among kindergarten children.
Purpose: This pilot study evaluates the efficacy of "A Puzzle of Rights" in promoting knowledge and respect for participation rights, enhancing recognition of rights violations, and developing assertive responses among kindergarten children.
Method: Sixty children (aged 4-6) attending their final kindergarten year were randomly assigned to intervention or control groups. The intervention comprised ten 40-minute sessions addressing human rights from the Convention on the Rights of the Child (UN, 1989) and animal rights from the Universal Declaration of Animal Rights (UNESCO, 1978). Sessions included discussions of rights-violating situations, identification of positive social behaviours and assertive reactions, and simulated role-playing exercises. Pre- and post-intervention assessments measured peer acceptance/rejection (sociometric nominations), recognition of rights violations, and assertive responses.
Results: Repeated-measures analyses revealed that intervention group participants demonstrated significantly higher positive sociometric nominations, and enhanced recognition of and assertive responses to rights violations compared to the control group.
Conclusions: Integrating PYD and HRE effectively promotes rights-respectful, inclusive and sustainable school contexts. This transdisciplinary approach demonstrates psychology's role in fostering inclusive social skills such as the ability to assertively react to rights violations, and collective responsibility for respecting participation rights, aligning with SDG 16 for building inclusive and peaceful societies.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1363

THE ROLE OF ETHNICITY AND TYPE OF NARRATIVE FEEDBACK IN STUDENT FEEDBACK PERCEPTION OF ACADEMIC ASSIGNMENTS

Van Buel S.*[1], Born M.[1], Stegers--Jager K.[3], Oostrom J.[2]

[1]Erasmus University Rotterdam ~ Rotterdam ~ Netherlands, [2]Tilburg University ~ Tilburg ~ Netherlands, [3]Radboudumc Health Academy ~ Nijmegen ~ Netherlands

Feedback is considered fundamental for student learning and academic achievement. Rojek et al. (2019) found that language use in feedback differed depending on a student's ethnicity, with minority students receiving significantly less feedback on their competencies than majority students. While the effect of feedback on various aspects of students' lives has been studied extensively, fewer studies have focused on how feedback is perceived by students, let alone to what extent a student's ethnicity affects these perceptions. This study aims to understand how students in higher education perceive feedback on their assignments. The main objective is to establish whether students' ethnicity influences the extent to which feedback is perceived as (1) reflecting what needs to be assessed, (2) facilitates equal treatment, and (3) aligns with students' self-concept, and whether that relationship is mediated by the extent to which they identify with their ethnicity. Furthermore, we want to explore whether this relationship exists depending on the language used in feedback. We aim to collect data on 550 students via an online survey. Using a cross-sectional mixed design, participants will be presented with several types of narrative feedback, inspired by Rojek et al. (2019): Social-oriented feedback (i.e., individual disposition), agency-oriented feedback (i.e., task behaviour), and cognitive-oriented feedback (i.e., intellectual ability). An example item for social-oriented feedback would be "You are a lovely person to work with!". For each type of narrative feedback, we measure participants' perceptions of feedback fairness, feedback usefulness, and self-concept. Data will be analyzed using a multi-group structural equation model. While data collection is currently still ongoing, with 223 of the 550 participants having participated, preliminary results suggest that ethnic identification might mediate the relationship between ethnic background and perceived usefulness as well as perceived fairness when feedback targets an individual's disposition or task behaviour, rather than their intellectual ability.

05 - Division 5: Education and School Psychology

Identity and Inclusion 2

Friday 24 July 2026 from 13:15 to 14:00

(H-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 279

SUPPORTING CHILDREN IMPACTED BY TRAUMA IN EDUCATION SETTINGS: LEARNINGS FROM THE EVALUATION OF IMPLEMENTING TRAUMA-INFORMED PRACTICES IN SOUTH AUSTRALIAN SCHOOLS

Harman--Smith Y.*, Button E., Plueckhahn T., Ankers M., Gross M.

The Kids Research Institute Australia ~ Adelaide ~ Australia

There has been increasing recognition of the impact of trauma on children and young people's development and the implications this has for engagement in learning and wellbeing within education settings. The South Australian (SA) Department for Education implemented Trauma-informed practices in education (TIPiE) with a view to support teachers and school leaders to develop a deeper understanding of trauma, increase knowledge of impact on children's development, and inform their practices in order to create safe and inclusive environments for children and young people impacted by trauma. Participants included school leadership, educators and corporate staff. A mixed-methods evaluation measured changes in self-reported confidence, skill and knowledge of trauma-informed practices; the extent to which trauma-informed practices were present; and perceptions of working with children who have experienced trauma. Participants felt that TIPiE training had increased their knowledge, skills and confidence, but the extent to which they felt the training translated into their work with students varied. Findings demonstrate the need to support educators beyond initial training as they begin to apply and reflect on the effectiveness of their practices. The evaluation findings add to a growing literature about what supports schools to create inclusive learning and social environments to for children who have been impacted by trauma.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 1: No Poverty

Abstract 2719

THEORY OF MIND DEVELOPMENT IN ROMANI AMONG ROMA CHILDREN AND ADULTS WITH AND WITHOUT DISORDERS (CASE STUDIES)

Kyuchuk H.*

University of Silesia ~ Katowice ~ Germany

Introduction: In most of the European countries if the Roma children do not speak well the official language of the country they live in, they are considered to have “psychological disorders”.
Purpose. The study aims to investigate the knowledge of wh- complements and the Theory of Mind in Romani of Roma children and adults with and without disabilities.
Method. The method used is individual testing of Roma children and adults with wh-complements and The two classical Theory of Mind Tasks: unexpected content and misdisplacement. If the children and adults pass the Theory of Mind tests, they are tested also with the language test. The number of the tested children are as follows: 41 normally developing Roma children: 21 children from Turkey (3-6 years old), 12 Roma children from Serbia (6-8 years old) , 8 Roma children form Lithuania, (6-12 years old), 1 Roma child (9 years old with Autism) and 8 adult Roma from Bulgaria, with disabilities.
Results. The children from Turkey, Lithuania and from Serbia are also normally developing. The Turkish and Serbian Roma children are balanced bilinguals. The Lithuanian children are bilinguals, but their dominant language is Russian. The Bulgarian Roma child and the Bulgarian adults are balanced bilinguals. Result show that the Roma children from Turkey and Serbia understand the Theory of Mind tasks because, they are good in wh-complements. The Roma children from Lithuania who do not know Romani well, they can not solve the Theory of Mind tasks. Their results are similar to the results of the Roma child with Autism and Roma adults with disabilities.
Conclusions. The study shows that knowledge of Romani grammatical category – wh-question facilitates the Theory of Mind development and that helps the children to be educated better in their second language.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2385

NAVIGATING TWO WORLDS: ACCULTURATION PROCESSES AND SCHOOL INTEGRATION EXPERIENCES OF MIGRANT AND REFUGEE CHILDREN IN IRISH EDUCATIONAL SETTINGS

Zheng B.*

Trinity College Dublin ~ Dublin ~ Ireland

This study examines the acculturation experiences of migrant and refugee children within Irish primary and post-primary schools through Bronfenbrenner's Ecological Systems Theory. As Ireland's student population becomes increasingly diverse, understanding how children navigate cultural adaptation within educational environments has become critical for psychological wellbeing and academic integration.

Using a mixed-methods approach, we conducted semi-structured interviews with educators and school management teams alongside quantitative surveys examining school climate, inclusion practices, and educator preparedness across DEIS and non-DEIS schools in urban and rural settings. The bioecological framework enabled analysis of microsystem interactions, mesosystem connections, exosystem influences, and macrosystem values affecting children's acculturation trajectories.

Findings reveal that migrant and refugee children navigate complex bicultural identity formation processes, balancing heritage culture maintenance with host culture adoption. However, significant disconnections between ecological system levels create psychological stress and impede healthy acculturation. While educators demonstrated strong commitment to fostering belonging, they operate within inadequately supported structures. Children's sense of belonging and psychological adjustment varied significantly based on culturally responsive practices, multilingual support, peer relationships, and teacher understanding of acculturation challenges.

Critical barriers included linguistic isolation, cultural misunderstandings affecting self-concept, social exclusion experiences, and limited institutional capacity for supporting bicultural identity development. Many children experience acculturative stress from conflicting cultural expectations across home and school environments.

This research demonstrates how ecological systems interact to shape adaptation outcomes for migrant and refugee children in educational contexts, with implications for developing trauma-informed, culturally responsive educational practices that support healthy bicultural identity formation, reduce acculturative stress, and promote psychological wellbeing alongside academic integration.

05 - Division 5: Education and School Psychology

Identity and Inclusion 3

Friday 24 July 2026 from 14:00 to 15:30

(H-Spadolini)

Division 8: Health Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 202

MEDIATING ROLE OF GRIT AND OPTIMISM IN ASSOCIATION BETWEEN SELF-ESTEEM AND PSYCHOLOGICAL WELL-BEING AMONG STUDENTS WITH MOBILITY DISABILITY: A SERIAL MEDIATION MODEL

Lata S.*, Kumar S.

Banaras Hindu University ~ Varanasi ~ India

This study investigates the relationship between self-esteem and psychological well-being among students with mobility disabilities, focusing on the mediating roles of grit and optimism. Grounded in positive psychology, the research adopts a cross-sectional quantitative design involving a sample of university students with disabilities. The present study employed the serial mediation model to examine the serial mediation effects of grit and optimism in the relationship between self-esteem and psychological well-being. 203 participants with mobility disability were selected using a purposive sampling technique from various institutions of Uttar Pradesh. Standardized measures were used to assess self-esteem, grit, optimism, and psychological well-being. The findings indicate a significant positive association between self-esteem and psychological well-being. Moreover, grit and optimism were found to partially mediate this relationship, suggesting that higher self-esteem contributes to greater psychological well-being through enhanced grit and a more hopeful outlook. These results underscore the importance of fostering self-esteem and cultivating personal strengths like grit and optimism to promote mental health and well-being in students with physical disabilities. Implications for educational policies and support programs aimed at inclusive psychological development are discussed.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 346

AWARENESS OF STAKEHOLDERS ABOUT INCLUSIVE EDUCATION

Berwal S.*

Chaudhary Ranbir Singh University ~ Jind, Haryana ~ India

Inclusive education in India involves educating children with disabilities alongside non-disabled children in the same physical, social, and emotional environment with necessary support services. Despite two decades of its implementation, the educational status of children with disabilities remains disheartening, primarily due to the lack of awareness among stakeholders about inclusive education. This study aims to assess the level of awareness among stakeholders in Haryana State, providing recommendations to improve the educational standards of children with disabilities. The sample includes 30 school heads, 108 class teachers, 44 parents, and 28 School Management Committee members, with data collected through a self-constructed thirty-item awareness questionnaire and analysed using descriptive statistics. The findings indicate that stakeholders are generally well-informed about inclusive education, with parents being the most aware. Female stakeholders and those with higher educational qualifications demonstrated greater awareness. However, the study reveals that awareness alone is not a significant factor contributing to the poor educational standards of children with disabilities in Haryana. This study is justified by the need to identify the actual barriers to effective inclusive education and to provide actionable insights for policymakers. It recommends that authorities allocate more funds to determine the root causes of poor academic performance and organize continuous capacity-building programs, such as workshops, seminars, and conferences, to enhance stakeholder awareness further.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 885

THE RELATIONSHIP BETWEEN PARENT–CHILD COMMUNICATION FREQUENCY AND MATHEMATICS LEARNING BEHAVIOR: THE MEDIATING ROLE OF LEARNING ANXIETY WITH GENDER DIFFERENCES

Chang Y.C.*, Tang Y.

National Cheng Kung University ~ Tainan City ~ Taiwan

Parent–child interactions play a vital role in students' learning and development. In today's families, these interactions occur in diverse ways—sometimes squeezed into busy routines, sometimes through digital tools—and tend to be brief and fragmented. As a result, the frequency of interaction has become a meaningful reflection of consistent parental involvement. Gender differences also warrant attention. Prior research has indicated that girls tend to interact more frequently with parents than boys, yet boys' achievement is not necessarily weaker, suggesting different psychological pathways. Most studies focus on achievement, with less attention to underlying psychological mechanisms.

This study conducted a secondary analysis using PISA 2022 data from 17,304 students in Taiwan, Japan, and Korea. Missing data were addressed with multiple imputation. The analysis was carried out in R using multi-group SEM to examine the mediating role of learning anxiety, and Wald tests were applied to assess gender differences.

The results revealed three key findings.
(1) Communication frequency and learning behaviors:
More frequent parent–child discussions about schoolwork and daily life were linked to stronger mathematics learning behaviors, such as more active class participation and attentiveness.
(2) Partial positive mediation of learning anxiety:
Frequent communication was associated with higher anxiety, which in turn fostered more active learning behaviors.
(3) No significant gender difference:
Boys and girls showed a similar pattern with frequent communication, experiencing higher anxiety alongside stronger learning behaviors. This suggests that all students benefit from regular parental interaction.

Parent–child communication frequency is related not only to students' emotions but also to their concrete behaviors. For parents, this may help ease concerns, as simply keeping regular conversations can support positive mathematics learning behaviors for both boys and girls. At the same time, the findings suggest that moderate levels of anxiety may sometimes motivate greater effort, reflecting its complex role in learning.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 7

INTERTWINING IDENTITIES: THE DEVELOPMENT OF GENDER IDENTITY AND LEADERSHIP AMONG LGBTQ+ STUDENT LEADERS IN TAIWANESE UNIVERSITIES

Chang T.*[1], Wong G.[1], Chung D.[2], Wang C.[1]

[1]National Dong Hwa University ~ Hualien ~ Taiwan, [2]Soochow University ~ Taipei ~ Taiwan

This study explores the interconnected development of gender identity and leadership among LGBTQ+ student leaders in Taiwanese universities. Motivated by Taiwan's gender movement—from the Peng, Wan-Ru case and the Yeh, Yung-Chih incident to marriage equality—this research examines the significant role LGBTQ+ student organizations play in shaping campus activism and gender discourse. Unlike general student organizations, LGBTQ+ groups exhibit distinct recruitment, community-building, leadership, and mobilization dynamics, shaped by their members' diverse gender experiences.

Despite the legalization of same-sex marriage, negative stereotypes about LGBTQ+ individuals persist in Taiwan. University student organizations, including LGBTQ+ groups, face increasing operational challenges, compounded by the absence of leadership training programs tailored for LGBTQ+ students. This study seeks to document and preserve the leadership experiences of past LGBTQ+ student leaders.

Using qualitative narrative interviews and data simplification analysis, this research investigates the leadership journeys of 10 LGBTQ+ students who came out during university and held leadership roles in LGBTQ+ student organizations. Semi-structured interviews reveal that five cisgender male participants experienced gender-based oppression during their formative years. LGBTQ+ identity development, from personal recognition of sexual orientation to a broader affirmation of "I am LGBTQ+," was significantly reinforced through participation in LGBTQ+ student groups. While leadership identity varied, all interviewees expressed a strong sense of purpose, encapsulated in the idea of "doing something meaningful for one's life and identity."

This study addresses the gap in research on LGBTQ+ leadership identity development in Taiwanese higher education and beyond. Its findings offer insights for future gender education, university administration, student affairs curriculum development, and policy-making, contributing to more inclusive leadership training and support structures for LGBTQ+ students.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1182

PERCEPTIONS AND CONTESTATIONS OF HETERONORMATIVITY AMONG ASPIRING HUMAN RESOURCES PROFESSIONALS IN SPAIN

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[1]Universidad de Valladolid ~ Segovia ~ Spain, [2]Universidad de Sevilla ~ Sevilla ~ Spain

Heteronormativity in workplace settings can adversely affect LGBTQ+ individuals as well as cisgender heterosexual people who do not fully align with its norms. This qualitative study examines how aspiring Human Resources professionals in Spain perceive, reproduce, and challenge heteronormativity within organizational contexts. Through four focus groups involving 24 university students, participants engaged with a fictional scenario to explore manifestations of heteronormativity. Their discussions revealed its presence in gendered role assignments, leadership structures, aesthetic expectations, and interpersonal dynamics. A recurring theme was the power imbalance that privileges hegemonic masculinity, with men facing stricter penalties than women when deviating from normative standards. Although participants acknowledged evolving societal attitudes in Spain, they observed that men often resist change due to the advantages conferred by heteronormative norms. Furthermore, despite a general climate of acceptance toward LGBTQ+ identities, traditional family expectations continue to generate tension. Participants expressed a range of attitudes, from reinforcing heteronormativity to critically reflecting on it, sometimes recognizing their own complicity or using humor to expose normative pressures. The study underscores the pivotal role of educational institutions in shaping the values and perspectives of future organizational leaders.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 188

MULTIDISCIPLINARY COLLABORATION WITHIN TRANSITION SERVICES FOR STUDENTS WITH NEURODEVELOPMENTAL DISORDERS

Sekula M.*[1], Sekula A.[2], Hajovsky D.[1]

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Research suggests that 8.5% of children in the United States, and 15% worldwide have a neurodevelopmental disorder (NDD) (Gidziela et al., 2023; Yang et al., 2022). NDDs include autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), intellectual disorder (ID), communication disorders, learning disabilities (LD), and motor disorders (APA, 2015). These disorders persist across the lifespan yet, there is limited research on the developmental trajectory after children leave K-12 education. Transition services are aimed at assisting the student and family to continue to reach goals in post-secondary education. The goals of this presentation will be to illustrate a multidisciplinary perspective on transition services, highlight current literature and recommendations on collaboration, and inform the audience on techniques for successful transition.

05 - Division 5: Education and School Psychology

Prevention at school

Friday 24 July 2026 from 15:30 to 16:15

(H-Spadolini)

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2178

SEXUAL EDUCATION IN SCHOOL

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[1]Pontifícia Universidade Católica do Rio Grande do Sil ~ Porto Alegre ~ Brazil, [2]Universidad Autónoma de Madrid ~ Madrid ~ Spain

The term sexual education encompasses a whole set of information, skills and values to allow young people to exercise their sexual and reproductive rights and make decisions about their health and sexuality (UNESCO, 2010). The objective of this study is to present the results of the pilot study of the cross-culturally adapted version of the SATZ intervention for middle school students in Porto Alegre (Brazil). This is a quantitative study with a quasi-experimental design with pre and post intervention evaluation. Participants were 30 adolescents with an average age of 15.2 years (DE=0.92). The variables evaluated were the intention to use the condition, assertive communication, knowledge and stigma related to HIV. Preliminary results indicate that 36.4% of adolescents declare that they have had sexual relations. Comparing the responses to pre and post intervention, there is a greater intention to always use the condition in the coming months (68.6% pre and 87.1% post). Respect for knowledge and stigma about HIV: “Healthy profit even with HIV?” (68.6% responded that it was before and 93.5%). In the question “whether young people with HIV should be allowed to attend school” they argued that 62.9% pre and 87.1% post. In the same direction, to the statement “I would visit a friend who was infected with HIV”, 62.9% responded “accordingly” (previously) and 80% in the post. It is observed that a greater proportion of adolescents reported feeling comfortable talking about using the conditioner with their couple (pre 70.6% and post 90.3%) and convincing their couple to use the conditioner (pre 74.3% and post 93.1%). The data presented are preliminary, but they show that students have adhered to the intervention, and the initial results indicate that the intervention has positive effects, which must be confirmed with the expansion of the sample.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1342

EXPLORING IMPLEMENTATION STRATEGIES IN A NATIONWIDE SCHOOL MENTAL HEALTH PROGRAM: A MIXED-METHODS APPROACH

Leiva L.*, Sanchez F., Carreño C.

University of Chile ~ Santiago ~ Chile

Introduction: School-based mental health interventions constitute one of the most effective responses to the increasing prevalence of mental health problems among children and adolescents, demonstrating a positive impact globally. However, their implementation faces significant challenges related to the need to identify and adapt strategies to the school context in order to achieve the intended objectives.
Objective: This study aimed to explore the implementation strategies of a preventive school mental health intervention at the national level, incorporating the perspectives of the involved educational communities.
Methodology: A sequential exploratory mixed-methods design was employed. In the qualitative phase, a multiple-case study was conducted, with implementation teams as the units of analysis. Four cases were included, in which the following were carried out: (a) structured observations of school-based mental health prevention sessions (10 sessions per case; N = 40), and (b) semi-structured interviews with members of the implementation teams (n = 16). Data were analyzed using content analysis, which allowed for the identification and systematization of implementation strategies. Subsequently, in the quantitative phase, hierarchical cluster analysis was applied based on a consensus clustering matrix that integrated the qualitative findings.
Results: Fifteen implementation strategies were identified and organized into four clusters: (1) Diagnosis and Planning, (2) Training and Technical Support, (3) Collaboration and Networking, and (4) Implementation and Sustainability.
Discussion and Conclusions: The findings highlight that effective implementation requires not only technical training but also the consolidation of collaborative networks, the promotion of the well-being of school actors, and the development of sustainability mechanisms. In this regard, the proposed model—based on initial diagnosis, capacity building, alliance formation, and adaptive monitoring—constitutes a comprehensive framework that enhances the feasibility and impact of school mental health practices.

Division 5: Education and School Psychology Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 269

FIVE YEARS AFTER THE PANDEMIC: ENHANCING PREADOLESCENTS' SOCIAL SKILLS, SOFT SKILLS, AND SELF-EFFICACY THROUGH A SCHOOL-BASED INTERVENTION IN THE BERGAMO AREA

Pelizzari S.[1], Zambetti E.[1], Crepaldi M.[1], Regonesi M.[2], Barbato L.[2], Pontoglio F.[2], Greco A.*[1]

[1]University of Bergamo ~ Bergamo ~ Italy, [2]ASST Bergamo Ovest ~ Bergamo ~ Italy

Introduction: The pandemic has led to greater reflection on the well-being of pre-adolescent students, who have experienced a period of isolation. The literature highlights the emergence of problems such as social withdrawal, risk of school dropout, and difficulties in social communication.
Purpose: Organize psychoeducational groups, led by local psychologists, using strategies to improve self-efficacy and promote soft skills to help students cope with possible isolation and loneliness.
Method: A total of 395 preadolescents participated in the intervention, with an average age of 10.7 years (M = 207, 52.4%; F = 188, 47.6%). Six psychoeducational sessions were conducted across five middle schools in the province of Bergamo, focusing on emotion regulation, assertive communication, self-efficacy and group dynamics. A battery of pre- and post-intervention assessments was administered, including the Soft Skills Self-Evaluation Questionnaire (3SQ), the Perceived Social Self-Efficacy Scale (ASP/G), the Perceived Self-Efficacy Scale for Negative Emotions (APEN/G), and the Perceived Self-Efficacy Scale for Positive Emotions (APEP/G). Paired-sample t-tests were performed to analyze the data.
Results: The results show an improvement in self-efficacy beliefs post-intervention related to negative emotions ($t(369)=-2{,}17$, $p<0.05$) and in beliefs of social self-efficacy ($t(369)=-3.11$, $p<0.05$). Furthermore, the results of the Soft Skills show a slight decrease in the autonomy scores ($t(369)=-1{,}77$, $p<0.05$) and collaboration ($t(369)=-2{,}22$, $p<0.05$). Finally, a trend towards significance in self-confidence is highlighted with an improvement in the score ($t(369)=-1{,}51$, $p=0{,}065$).
Conclusions: The results highlight the value of projects focused on the development of soft skills. Improvements in self-efficacy related to the management of negative emotions and social interactions suggest a positive impact on social difficulties and the risk of school dropout.

05 - Division 5: Education and School Psychology

Teachers Well-being 1

Friday 24 July 2026 from 16:15 to 17:45

(H-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 457

A MIXED-METHODS EXPLORATION OF TEACHER SOCIAL-EMOTIONAL COMPETENCE: PROFILES AND PSYCHOLOGICAL ADJUSTMENT

Chang C.*, Lan Y.C.

Tamkang University ~ New Taipei City ~ Taiwan

Teachers serve as pivotal change agents, and robust social-emotional competencies (SEC) are essential for promoting student development and managing classroom complexities. This multi-site, mixed-methods study investigated distinct teacher SEC profiles and their associations with psychological adjustment across two cultural contexts using person-centered analytical approaches. Quantitative and qualitative data were collected from K–12 teachers in Canada (N = 100), primarily in Quebec and Saskatchewan, and from elementary teachers in the Greater Taipei area, Taiwan (N = 238). Both studies were guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, with outcome measures including work engagement and general well-being. Five core SEC domains were assessed: relational self-efficacy (teachers' confidence in building supportive relationships with diverse students), multicultural attitude (beliefs in the value of culturally inclusive education), warmth provision (emotional support and caring behaviors), emotional regulation (cognitive reappraisal and expressive suppression), and decision-making skills (option generation and consequence evaluation). Cluster and latent profile analyses identified four SEC profiles among Canadian teachers— "Socially Engaged," "Rational," "Emotionally Suppressed," and "Emotionally Uncontrolled"—and three profiles among Taiwanese teachers— "Socially Engaged," "Open Expression," and "Decision-Making Deficient." Across both sites, teachers with more adaptive SEC profiles consistently reported significantly higher levels of work engagement and well-being, while less adaptive profiles were associated with lower psychological adjustment. Qualitative findings further illuminated culturally embedded coping strategies, including distinctive patterns of emotional suppression observed in the Taiwanese context. The present study highlights the universal relevance of SEC in supporting teacher well-being and professional functioning. The identification of culturally nuanced profiles underscores the importance of differentiated professional development and institutional support tailored to educators' socio-emotional needs. Strengthening SEC across diverse educational systems may cultivate a more resilient, emotionally competent, and engaged global teaching workforce, ultimately enhancing classroom climate and advancing student social-emotional learning.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 671

HOW TO REDUCE TEACHER BURNOUT? THE EFFECTS OF TEACHER PROFESSIONAL IDENTITY, COMPETENCE AND GROWTH, WORK ENGAGEMENT, AND PERCEIVED ORGANIZATIONAL SUPPORT

Li X.*[1], Gong M.[2], Zhang Y.[1]

[1]Zhejiang Normal University ~ Jinhua ~ China, [2]Lanxi Shuguang School ~ Lanxi ~ China

Introduction. Teacher burnout is the exhaustion of emotions, attitudes, and behaviors caused by teachers' long-term stress experience. Long-term job burnout affects not only teachers' physical and mental health but also students' academic achievement, learning motivation, and happiness. To alleviate the negative effects of teacher burnout, exploring the protective and moderating factors is necessary. Purpose. This study explored the mediating mechanism underlying the relationship between professional identity and teacher burnout and the moderating roles of competence and growth values (i.e., personal resource), and perceived organizational support (i.e., organizational resource). Method. 2,710 teachers from kindergarten, primary schools, middle schools, and high schools completed a survey. SPSS 23.0 (PROCESS macro) was used to conduct the mediation analysis, moderation analysis, and moderated mediation analysis. Results. Results showed that work engagement partially mediated the relationship between professional identity and teacher burnout. Moreover, when the scores of competences and growth as well as perceived organizational support, are high, the predictive effect of teacher professional identity on burnout through work engagement was the biggest. Conclusions. This study indicated that different resources may play different roles in the process of reducing teacher burnout. Some implications were provided for alleviating teacher burnout.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 677

TEACHERS' AI LITERACY: LINKING DIGITAL READINESS TO SUBJECTIVE WELL-BEING

Liang Q.[1], Wang Y.[1], Chen L.L.*[2], Zhuo J.[3], Li W.[4], Li M.[5]

[1]Jinan University ~ Guangzhou ~ China, [2]University of Hong Kong ~ Hong Kong SAR ~ Hong Kong, [3]Beijing Normal University at Zhuhai ~ Zhuhai ~ China, [4]Lingnan University ~ Hong Kong SAR ~ Hong Kong, [5]Nanjing Normal University ~ Nanjing ~ China

Given the evolving digitalization in education, teachers' artificial intelligence (AI) literacy has become increasingly important for professional development. On the basis of the data collected from 189 primary and secondary school teachers, this study aims to (1) assess teachers' AI literacy in four dimensions (i.e., affective, behavioral, cognitive, and ethical learning), (2) investigate how teachers' background characteristics (e.g., gender, teaching experience, and educational background) and technological knowledge (e.g., digital readiness) are related to their AI literacy, and (3) examine whether AI literacy mediates the relationship between digital readiness and subjective well-being. Results show that the participating teachers generally demonstrated a high level of overall AI literacy, with outstanding performance in the ethical and behavioral dimensions, yet room for improvement in the cognitive dimension. Gender, teaching experience, and educational background did not significantly link to AI literacy, whereas digital readiness was positively related to AI literacy. Furthermore, AI literacy played a significant positive mediating role between digital readiness and subjective well-being. This study reveals AI literacy's contribution to teachers' holistic development, underscoring its importance in promoting teachers' subjective well-being in the digital education context.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 508

CLUSTER ANALYSIS OF RISK–PROTECTION PROFILES BASED ON TEACHER WORK STRESS AND SAVORING STRATEGIES: ASSOCIATIONS WITH PSYCHOLOGICAL WELL-BEING

Lu C.*[1], Ma Y.[2], Chen H.[1]

[1]Department of Educational Psychology and Counseling, National Taiwan Normal University ~ Taipei ~ Taiwan, [2]New Taipei Municipal Zhongshan Junior High School ~ New Taipei ~ Taiwan

Teachers' psychological well-being is closely linked to the effectiveness of teaching, making its promotion a critical priority for fostering high-quality education. However, teaching is widely recognized as a highly stressful profession, and work-related stressors can pose substantial risks to well-being. While previous research has suggested that savoring strategies may buffer the negative effects of work stress on psychological well-being, these variable-centered studies often assumed homogeneity in teachers' work stress levels, thereby limiting the ecological validity of their findings. To address this gap, the present study adopted a person-centered approach, using cluster analysis to identify distinct risk–protection profiles based on teacher work stress and savoring strategies. Participants were 328 secondary school teachers who completed the Teacher Work Stress Scale, the Psychological Well-Being Scale, and the Savoring Strategies Scale for Teachers developed for this study. Descriptive statistics, cluster analysis, chi-square tests, and analysis of covariance (ANCOVA) were conducted using SPSS, revealing four distinct clusters: Moderate Stress–High Savoring, Low Stress–High Savoring, Moderate Stress–Moderate Savoring, and Low Stress–Moderate Savoring. Gender and teaching position (teaching-only, teaching with homeroom duties, teaching with administrative duties) were not significantly associated with cluster membership. Teachers in the Moderate Stress–High Savoring and Low Stress–High Savoring clusters reported the highest levels of psychological well-being, whereas those in the Moderate Stress–Moderate Savoring cluster reported the lowest; the Low Stress–Moderate Savoring group demonstrated significantly higher well-being than the Moderate Stress–Moderate Savoring group, but lower than both high-savoring clusters. These findings provide strong evidence that promoting savoring strategies can protect teachers from the detrimental effects of work stress across different stress levels. The study offers actionable implications for school psychology research and practical applications aimed at enhancing teacher well-being.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 46

WILL STUDENTS' INCIVILITY AFFECT TEACHERS' THRIVING AT WORK?

Luo Y., Xu A.*, Chen C.

Beijing Normal University ~ Zhuhai ~ China

Thriving at work, i.e., the sense of learning and vitality, is an important indicator of individual psychological well-being. Understanding what promotes teachers' thriving is critical for effective school functioning. While accumulated studies have revealed the impact of work resources and contexts on teachers' thriving, we know little about whether students' behaviors will affect teachers' thriving. This is important to know because students' behaviors stand as an important work context facing teachers. And revealing how and when this happens will help scholars and practitioners further gain a better knowledge to foster teachers' thriving.

By integrating the interpersonal sensemaking theory into the socially embedded model of thriving at work, this study investigates whether, how, and when students' incivility, an increasingly common behavior in school, impacts teachers' thriving. We propose that students' incivility undermines teachers' work meaningfulness, thereby negatively affecting their thriving. Nevertheless, a high-quality leader-member exchange relationships with immediate supervisors are hypothesized to mitigate the detrimental effects of students' incivility on teachers' work meaningfulness and subsequent thriving. Results from a two-wave survey study involving 180 primary and secondary school teachers in the Guangdong Province of China support our hypotheses.

Our study contributes to extant literature in multiple ways. First, this study adds new knowledge to the antecedents of teachers' thriving at work from a teacher-student interaction perspective. The integration of the interpersonal sensemaking theory into the socially embedded model of thriving further enriches the theoretical foundations of existing thriving studies. Second, while existing studies have employed job characteristics model to reveal the impact of different job characteristics on teachers' work meaningfulness, our focus on the interpersonal sensemaking process preceding work meaningfulness extends this line of research. Third, on a practical level, the moderating role of LMX further enlightens practitioners regarding how to promote teachers' thriving by helping them cope with students' incivility.

Division 5: Education and School Psychology Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 692

IDENTIFYING WELL-BEING-RELATED FACTORS IN TEACHERS: AN APPLICATION OF MACHINE LEARNING AND NETWORK ANALYSIS

Xue D.*[1], Xiao W.[2]

[1]KU Leuven ~ Leuven ~ Belgium, [2]Zhejiang normal university ~ Jinhua ~ China

As the primary implementers of educational activities, teachers' sense of well-being directly shapes their career sustainability and quality of life, while also exerting an indirect influence on students. In recent academic research, a shift has occurred toward adopting more robust methodological approaches, such as machine learning, to identify critical predictors of teachers' workplace well-being (WWB). The present study evaluated four distinct machine learning algorithms and ultimately selected the optimal model (random forests) to identify factors associated with educators' WWB. Complementarily, network analysis was employed to examine the associations between these predictive factors and WWB, aiming to inform targeted intervention strategies for future application. A total of 4,081 Chinese teachers participated in this study. Through latent profile analysis, these participants were categorized into three distinct subgroups: the "low WWB" profile, the "medium WWB" profile, and the "high WWB" profile. The random forest model, which demonstrated satisfactory performance, identified the top 10 predictive features from 19 variables linked to WWB. Results from the network analysis revealed notable differences in core predictive nodes across the three WWB subgroups. Specifically, increasing structural job resources emerged as the core node in the low WWB subgroup; role values functioned as the central variable in the medium WWB subgroup; and increasing challenging job demands stood out as the primary central node in the high WWB subgroup. Additionally, a directed acyclic graph was constructed to model the potential causal relations among the items under investigation. Furthermore, these key identifying factors provide valuable insights for designing future intervention programs tailored to teacher groups with medium and low levels of WWB.

05 - Division 5: Education and School Psychology

Teachers Well-being 2

Friday 24 July 2026 from 17:45 to 19:00

(H-Spadolini)

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 474

CRACKS IN THE CHALKBOARD: THE INTERPLAY OF ORGANIZATIONAL DEMANDS, RESOURCES, AND PRACTICES AND TEACHERS' (UN)WELL-BEING AND PERFORMANCE

Oliveira S.[1], Marques--Pinto A.*[2]

[1]ISCTE - Instituto Universitário de Lisboa, Business Research Unit (BRU-Iscte) ~ Lisbon ~ Portugal, [2]Universidade de Lisboa, Faculdade de Psicologia, CICPSI ~ Lisbon ~ Portugal

Teacher burnout is a critical issue worldwide, leading to teacher shortages and high turnover rates. Although theoretical perspectives often highlight the influence of contextual factors on burnout, the role of (positive) organizational characteristics is frequently overlooked, with most focus placed on individual factors. The HEalthy and Resilient Organization (HERO) Model suggests that healthy organizational resources and practices contribute to developing healthy employees and achieving organizational success. Our study aimed to adapt and evaluate the Portuguese version of the HERO Check diagnosis tool. We also explored the relationship between organizational demands, resources, and practices and teachers' (un)well-being and performance in a subsample of education professionals. Our sample consisted of 1,295 Portuguese workers (74.7% female, M = 49.17 years, SD = 10.22), comprising 924 teachers and 371 general workers. The HERO check tool consists of three questionnaires: Healthy Organizational Practices and Resources (job demands, job resources, and practices); Healthy Employees (personal resources and (un)well-being); and Healthy Organizational Outcomes. Factor analysis confirmed the structural validity and reliability of the questionnaires. Structural equation modeling revealed an acceptable fit of the theoretical HERO model for applied settings. Multi-group invariance was attained across gender, work context, and instructional level. Comparative analyses indicated that teachers perceived higher job demands than non-educational workers, but perceived similar levels of job and personal resources, (un)well-being, and organizational outcomes. This suggests that while support structures were perceived as similarly accessible, the specific pressures of education appear to be more salient. Additionally, healthy organizational practices were perceived as underdeveloped across Portuguese workplaces. Regression analyses supported the predictive role of organizational demands, resources, and practices on teachers' personal resources, (un)well-being, and performance. These findings underscore the importance of context-sensitive tools in assessing and promoting healthy workplaces. Addressing teaching demands while strengthening organizational resources is key to retaining and engaging teachers effectively.

Division 5: Education and School Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2555

DEVELOPMENT AND PRELIMINARY VALIDATION OF THE “TEACHERS’ BOUNDARIES BETWEEN PERSONAL LIFE AND PROFESSIONAL ROLE QUESTIONNAIRE

Baroncelli A.*[1], Facci C.[2], Iacopino M.[3], Paoli M.[1], Tomberli L.[2], Capurso M.[1], Mazzeschi C.[1], Del Vecchio E.[1], Ciucci E.[2]

[1]University of Perugia ~ Perugia ~ Italy, [2]University of Florence ~ Florence ~ Italy, [3]Independent Scholar ~ Independent Scholar ~ Italy

Introduction
By applying some principles of Salvador Minuchin's Structural Family Therapy, it is possible to describe teachers as systems including two interconnected subsystems: one referring to personal characteristics and skills, and the other to characteristics and skills related to their professional role (Baroncelli et al., 2024). In line with this, three types of boundaries between personal and professional life have been described: rigid, which indicate a clear separation between personal and professional dimensions; diffuse, reflecting overlapping or confusion between roles; and clear, which represent an adaptive exchange between the characteristics of the two subsystems.

Research objectives
This study presents the development and preliminary validation of the "Teachers' Boundaries between Personal Life and Professional Role Questionnaire - TBQ", a self-report tool based on the theoretical framework proposed by Baroncelli and colleagues (2024).

Methodology
738 teachers (95.00% females; mean professional seniority = 19.00 years, SD =11.30), from kindergartens, primary schools, and lower secondary schools located in north-central Italy completed self-report questionnaires, including the TBQ and other measures concerning personal well-being and professional burnout.

Results
A CFA showed satisfactory fit indices ($\chi 2 = 276$, $df = 87$, $p < .001$; CFI = .918, TLI = .901, SRMR = .056, RMSEA = .059) for a three-factor structure: rigid boundaries (5 items, Mc Donald's $\omega = .77$), diffuse boundaries (5 items, Mc Donald's $\omega = .74$), and clear boundaries (5 items, Mc Donald's $\omega = .74$). Multi-group invariance was demonstrated across levels of professional seniority, role category (subject vs. special education teachers), and school level. Associations with measures of personal well-being and professional burnout emerged, moderated by professional seniority and school level.

Conclusions
The results highlight the importance of considering teachers both as professionals and as individuals, two facets that need to interact through well-defined boundaries to foster well-being and adequate role adaptation.

Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 847

WHEN FLOW MEETS EMOTION REGULATION: MULTILEVEL EVIDENCE FROM STUDENTS' CARDIAC RESPONSES IN EDUCATIONAL SETTINGS

Huang E.*, Chang Y., Lo M.

National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan

Learning involves both psychological and physiological processes, yet few empirical studies have examined these dimensions concurrently in educational contexts. Prior research has separately linked motivation- and engagement-related factors (e.g., perceived challenge, competence beliefs, flow) and emotion regulation (ER) to cardiac responses such as heart rate (HR) and heart rate variability (HRV). However, little is known about how these factors jointly shape students' cardiac activity during the learning process. Therefore, this study aimed to investigate these associations and to examine whether ER interacts with motivation- and engagement-related factors in predicting HR and HRV.

Thirty-three university students participated in a computer-based programming learning task aimed at developing proficiency in the R programming language. The task consisted of seven phases with specific activities. ER was assessed at the training session. Throughout learning, participants were equipped with Biosignalplux wireless monitoring patches on their hands and body to record cardiac activity and reported perceived challenge, competence beliefs, and flow immediately after each phase. Physiological and self-report data from 231 learning events were analyzed with multilevel modeling.

Students with strong competence beliefs and better ER showed lower HR, whereas higher flow was linked to elevated HR. For HRV, greater levels of competence beliefs and ER corresponded to increased HRV, while higher levels of flow were associated with reduced HRV. Perceived challenge showed no significant effect on either HR or HRV. Furthermore, ER moderated the effect of flow on physiological responses, with greater ER attenuating HR and promoting HRV.

This study provides new insights into the relationships between perceived challenge, competence beliefs, flow, ER, and cardiac responses during learning. Importantly, ER moderated the impact of flow, buffering the increase in HR and supporting HRV. In particular, students with greater emotional regulatory capacity were better able to maintain optimal cardiac responses during higher flow states.

Division 5: Education and School Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 289

"IT'S NOT ABOUT PASSION NOW-IT'S RESPONSIBILITIES": CHINESE TEACHERS' EXPANDING ROLES AND BURNOUT UNDER THE DOUBLE REDUCTION POLICY

Lin P.[1], Ma J.[1], Zhou Q.[2], Zhang J.[1], Zou W.[3], Li Q.*[1]

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The "Double Reduction" policy (DRP), enacted by the Chinese government in 2021, was primarily designed to reduce students' academic burdens by limiting homework assignments and off-campus tutoring activities. Nevertheless, the policy essentially reshaped the professional responsibilities and roles of teachers, emphasizing a notable increase in non-instructional tasks such as after-school services and psychological counseling. Employing a mixed-method research design, this study explored the relationship among teachers' perceived changes in workload following the DRP implementation, their experiences of role ambiguity and overload, and resultant burnout. Quantitative analysis based on responses from 325 teachers indicated significant increases in non-instructional workloads, which were (in)directly associated with elevated levels of burnout, mediated primarily through increased role ambiguity and overload. Complementing these findings, qualitative insights from semi-structured interviews with 13 teachers provided a deeper understanding. Interviewees highlighted a pervasive role ambiguity arising from unclear standards and expectations surrounding their expanded non-instructional responsibilities, compounded by inadequate institutional training and support. Teachers frequently expressed feeling overwhelmed by diverse new duties, resulting in role overload. They described the necessity of becoming multi-functional professionals to fulfill expectations in areas previously beyond their scope. Furthermore, teachers reported substantial role conflict as these non-instructional duties encroached upon their core instructional responsibilities, causing increased stress, reduced efficiency, and diminished teaching effectiveness. Collectively, these pressures contributed to a pronounced shift in professional identity—from traditional educators toward service-oriented public providers—required to balance multifaceted demands from students, parents, and broader societal expectations. Despite the challenges faced by teachers, the DRP positively impacted students by alleviating academic stress and increasing their engagement in extracurricular physical activities. Yet, the policy's effectiveness displayed notable variability, influenced significantly by regional disparities, economic contexts, and specific professional roles held by teachers (e.g., class supervisors versus non-supervisors, subject-specific teachers with administrative duties), resulting in sharply polarized outcomes.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 4579

POSITIVITY RESONANCE IN EDUCATION: A RELATIONAL INTERVENTION TARGETING TEACHER AND STUDENT WELL-BEING

Wang J.*

The University of Hong Kong ~ Hong Kong ~ Hong Kong

Educational systems face interconnected challenges: declining student mental health and rising teacher burnout, particularly in high-pressure academic contexts. While positive teacher-student relationships are foundational to student academic and emotional outcomes and teacher well-being, existing interventions adopt individual-focused approaches that fail to leverage relational dynamics through which well-being naturally emerges in social interactions.

This research aims to investigate positivity resonance—moments of shared positive emotions, mutual care, and behavioral synchrony—as a relational mechanism uniquely suited to address these challenges. As teacher burnout compromises the capacity to provide one-way emotional support, this approach builds upon the reciprocal nature of teacher-student relationships, where positivity resonance operates bidirectionally, benefiting both simultaneously. The study examines whether structured practices cultivating these micro-moments accumulate over time to promote sustainable outcomes across individual, relational, and classroom levels.

A longitudinal mixed-method study will involve approximately 200 Chinese high school students (ages 15-18) and 20 teachers assigned to intervention and comparison conditions. The 8-week intervention integrates shared positive emotions (positivity journals, appreciation circles), mutual care (focused acknowledgment), and synchronous practices (loving-kindness meditation). Analyses will employ pre-post comparisons, multilevel modeling to capture nested data structures, and mediation analyses to test relationship quality as a mechanism linking intervention to outcomes.

The study is expected to demonstrate intervention effects at multiple levels: enhanced individual well-being and personal resources for both students and teachers, strengthened teacher-student relationship quality, and improved classroom climate and collective resilience. Findings are anticipated to show that relationship quality mediates intervention effects on individual outcomes, while repeated micro-moments of positivity resonance accumulate to generate emergent collective benefits.

This research extends positivity resonance theory to hierarchical educational relationships, advancing understanding of how interdependent well-being processes address individual and systemic challenges. Findings may inform relationship-focused approaches that promote sustainable well-being within educational systems and generate mutually beneficial outcomes for teachers and students.

05 - Division 5: Education and School Psychology

INTEGRATING SOCIAL EMOTIONAL LEARNING ACROSS EDUCATIONAL CONTEXTS: STAKEHOLDER EXPERIENCES AND IMPLEMENTATION CHALLENGES

Saturday 25 July 2026 from 09:30 to 11:00

(H-Spadolini)

Chinu Agrawal (SAM Global University ~ Bhopal ~ India), Chair and Discussant
Tushar Singh (Banaras Hindu University ~ Varanasi ~ In), Co-Chair

It is well established that fostering well-rounded individuals requires the integration of Social Emotional Learning (SEL) with academic learning from early childhood. A purposeful emphasis on SEL leads to improved coping mechanisms, enhanced academic performance, and the development of crucial life skills. In this context, the National Education Policy (NEP,2020) of India emphasized experiential and project-based learning in schools. Following this, various SEL curricula entered the mainstream, receiving mixed responses from stakeholders such as teachers, students, parents, and school counsellors.

This symposium brings together five complementary perspectives that explore SEL integration across diverse educational contexts, ranging from primary schools in India and Malaysia to higher education institutions and multicultural schools in Dubai. They highlight stakeholder experiences, including insights from students, school counsellors, and school leaders, and emphasize the importance of culturally and contextually responsive program design.

Evidence from various studies that have explored the impacts of India's HEMA Foundation SEL program across various stakeholders demonstrates the benefits of project-based SEL in enhancing teamwork, creativity, and real-world application. Thes studies also report barriers such as time constraints, limited faculty and counsellor capacity, and alignment with existing curricula which present the need for future research/ policy implications to completely harness the potential of such programs in educational settings. Comparative analyses of findings from Malaysia and Dubai further underscore the need for cultural adaptation, aligning core SEL competencies with local values, traditions, and educational philosophies.

Conclusively, this symposium present evidence-based insights, practical strategies, and cross-cultural lessons to underscores the multifaceted contributions of educators, counsellors, and institutional leaders as agents of change in cultivating socially and emotionally competent learners. The symposium is an effort to equip the participants/ audience with understanding of the ways in which SEL can be effectively implemented, scaled, and adapted across diverse educational settings for ensuring both student well-being and holistic development.

Abstract 3730

SOCIAL-EMOTIONAL LEARNING IN MALAYSIA: CULTURAL CONTEXTUALIZATION WITH REFERENCE TO ITS APPLICATION IN INDIA BY HEMA FOUNDATION

Ng A.L.O.*

Sunway University ~ Jaya ~ Malaysia

This paper presents review of research that have studied the outcomes of the application of Social Emotional Learning (SEL) in the Malaysian educational system and highlights some of the issues that warrants further exploration. The paper also makes an effort to compares the applications of Malaysian SEL initiatives with existing SEL initiatives in India, particularly those by the Hema Foundation.

SEL is widely recognized in Malaysia as a key component of holistic education, especially at the preschool and special education levels, and is integrated into subjects such as Health Education for primary school students. Malaysia's national education philosophy emphasizes values-based education and holistic development, integrating spirituality, morality, and ethics. SEL interventions in Malaysia, often based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, have generally shown positive outcomes, including enhanced emotional resilience, improved academic performance, and reduced emotional issues such as anxiety and school refusal. A significant finding from the literature is the need for cultural adaptation of SEL constructs. While the core SEL themes align with the CASEL model, underlying subskills—such as maintaining interpersonal relationships and using experiential and expressive strategies for emotion regulation—reflect unique Malaysian, collectivist cultural values.

Despite its recognition, SEL implementation in Malaysia remains inconsistent. Integration in higher education is minimal, and at the primary level, teachers often report moderate knowledge of SEL but low application in practice. These challenges are discussed in relation to best practices by the Hema Foundation in India, which integrates SEL approaches with traditional cultural values to promote holistic education within the community.

Abstract 3731

UNDERSTANDING STUDENTS' PERSPECTIVES ON SOCIAL EMOTIONAL LEARNING: A QUALITATIVE STUDY

Jindal S.K.*[1], Mukherjee C.M.[2]

[1]Amity University ~ Gurgaon ~ India, [2]Artemis Hospital ~ Gurgaon ~ India

Social Emotional Learning (SEL) is increasingly recognized as a vital element of holistic education. However, the research and program designs for the implication of SEL in education often ignore students' perspectives. This study was designed to explore how students belonging to classes 3 to12 perceive and experience SEL program being implemented through the HEMA Foundation's program. Using focus group discussions and reflective responses, we examined students' insights on the program's relevance, its influence on relationships, self-awareness, and decision-making, as well as the challenges they encountered during project-based activities.

The findings indicate that, in general, students appreciate SEL as meaningful, practical, and closely connected to real-world situations, which suggest that such programs can foster essential life skills beyond the classroom. However, participants also highlighted constraints such as limited time availability and academic pressures, which occasionally hinders their full engagement into these programs. These insights underline the importance of acknowledging students' voices in the development and refinement of SEL initiatives.

By centring student experiences, educators and program designers can create interventions that are both developmentally appropriate and contextually sensitive, enhancing the effectiveness and relevance of SEL. This study demonstrates that listening to learners not only improves program design but also supports their overall well-being and readiness to navigate social and emotional challenges.

Abstract 3732

EXPLORING SCHOOL COUNSELLORS' PERSPECTIVES ON INTEGRATING SOCIAL EMOTIONAL LEARNING INTO THE CURRICULUM

Neogy P.*

IILM University ~ Gurgaon ~ India

Social Emotional Learning (SEL) has been recognized as a critical component of holistic education by researchers, educators, and policy makers. Integration of SEL in school curriculum not only fosters academic success but also promotes emotional well-being, resilience, and positive interpersonal relationships among students. Although these benefits are repeatedly reported by research, the successful integration of SEL into school systems often depends on the active engagement and expertise of school counsellors. They play a very pivotal role in guiding both students and teachers throughout the implementation period of the program.

The present study was an attempt to explore the perspectives and attitudes of school counsellors who have been actively involved in implementing the HEMA Foundation's SEL program across diverse schools in India. In-depth interviews and reflective discussions were carried out with the school counsellors, and the data was analysed using reflexive content analysis.

Findings of the analysis revealed that school counsellors studied in this study strongly value SEL as essential for students' academic growth, emotional regulation, and overall well-being. However, they also reported several challenges which includes limited time, insufficient resources, and varying levels of administrative support, which can hinder consistent program delivery. To address these challenges, counsellors often employed Project-Based Learning (PBL) strategies enabling students to engage actively with SEL concepts. These efforts simultaneously allowed counsellors to reflect upon and enhance their own professional skills.

These findings highlight the critical role of school counsellors as catalysts for sustainable SEL integration, suggesting that their capacity-building and ongoing professional development are essential for long-term success. Furthermore, the study emphasizes that systematic support from school leadership and the provision of adequate resources are key to overcoming implementation barriers.

Abstract 3734

INTEGRATING SOCIAL EMOTIONAL LEARNING (SEL) IN HIGHER EDUCATION

Singh T.*

Banaras Hindu University ~ Varanasi ~ India

Although researchers and educational administrators worldwide have considered Social Emotional Learning (SEL) as a critical component of holistic education, its application in higher education setting is few and far behind. Building on the emphasis of the National Education Policy (NEP, 2020) in India, which encourages the integration of experiential and project-based learning, the present paper tried to examine the potential benefits, challenges, and contextual considerations of embedding SEL into university curricula. Drawing inferences from existing literature and comparative analyses of SEL bases programs in various Asian countries, this paper highlights the ways in which SEL initiatives can foster emotional intelligence, resilience, and interpersonal skills among college going students.

An amalgamation of the findings from existing studies resulted in various key factors that influence successful integration of SEL into university curriculum. These include the need for culturally and contextually relevant program content, flexible alignment with existing academic structures, and targeted capacity-building for faculty and counsellors.

Insights from focused-group interviews of students conducted at a national university in northern India reveals both opportunities and obstacles that are relevant to be considered for ensuring the success of such programs in developing emotionally competent, resilient and socially responsible graduates. It indicates that students at higher education levels show enthusiasm for SEL adoption but also highlight challenges such as limited teacher-taught ratio, faculty preparedness, time constraints, and diverse student populations that must be addressed for ensuring success of such programs.

Conclusively, the findings of the study are important as they suggest that higher education can benefit significantly from incorporating SEL principles not only in terms of academic outcomes but also in forms of students' social and emotional development. These insights provide a foundation for policy recommendations, curriculum development, and contextual adaptation of SEL integration into higher education settings.

05 - Division 5: Education and School Psychology

Classroom management and teaching 2

Saturday 25 July 2026 from 09:30 to 11:00

(J-Spadolini)

Division 5: Education and School Psychology SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 1839

HOW MAY SCHOOL SOCIOECONOMIC AND ACADEMIC STATUS BIAS ITS WEBSITE CONTENTS? AN APPLICATION OF STRUCTURAL TOPIC MODELLING IN SINGAPORE

Chan H.S.*[1], Chiu C.Y.[2]

[1]The Chinese University of Hong Kong ~ Hong Kong ~ Hong Kong, [2]City University of Hong Kong (Dongguan) ~ Dongguan ~ China

Schools have specific expectations to the students according to their socioeconomic status (SES) and academic standing. The school webpage content can reflect these expectations. If students browse their school webpages frequently, school websites may communicate these expectations to the students and unintentionally become an accessory for reproducing social class differences in learning behaviours and academic performance. Nonetheless, few past studies of the function of school websites have examined the use of websites to signal schools' expectations. The present study applied structural topic modelling (STM) to analyse the webpage contents of secondary schools in Singapore and to examine how the SES and academic ability of the students are related to the contents of the school webpages. Webpages of about 90% of secondary schools in Singapore (10089 webpages from 133 schools) have been collected and analyzed. Results show that schools' socioeconomic and academic statuses are related to the relative prevalence of different topics on the school websites. Among the schools that admitted high-ability students, those located in more affluent districts had a greater tendency to mention co-curricular activities that are associated with high society (e.g., art). Moreover, schools in more affluent neighborhoods and those that admitted higher-ability students more frequently showcased their students' achievements in national competitions. In contrast, schools that admitted lower-ability students or those located in less privileged neighborhoods more frequently mentioned outdoor activities and special events, and non-specifically mentioned competitions and prizes. These results indicate that schools admitting students with higher ability and in more affluent neighborhoods have higher expectations on their students. These specific expectations may shape students' behaviors and may infleunce students' academic outcomes. These findings deepen our understanding of how schools signal their expectations according to students' socioeconomic and academic status and provide a policy reference for ameliorating educational inequality.

Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2069

TEACHING PSYCHOLOGY IN ITALY: A STATE-OF-THE-ART ANALYSIS OF MASTER'S DEGREE PROGRAMS

Delbosq S.*[1], Branda M.[1], Bertolini H.[1], Velati E.[1], Picco E.[2], Vecchio L.[1]

[1]Università degli Studi di Milano-Bicocca, Dipartimento di Psicologia ~ Milano ~ Italy, [2]Aalto University ~ Espoo ~ Finland

Introduction
Universities constitute the main providers of education for psychologists. However, recent data indicates that Italian psychologists complain about a low value of university education. It is therefore crucial to investigate the implementation of degree programs, to understand what is taught and how.
Furthermore, as psychology is a rather varied and segmented science, its teaching could be operationalized in different ways. An overview of university education in Italy could provide insights about different ways of teaching psychology, tailoring programs to the needs of professionals, and activate reflective processes.

Purpose
The purpose of the study is providing an overview of all Master degree programs in Psychology taught in Italy, describing their characteristics (public or private, on-site or online, language of the programs, number of curricula, number of ECTS, etc.) and their didactical activities (courses, workshops, and other activities and their contents).

Method
The list of programs was retrieved from the website "Universitaly", managed by the Ministry of University and Research. Specifically, we selected the programs starting in the academic year 2023-2024, which was also the first cohort to introduce the "qualifying degree" in Italy. For each program, the list of didactical activities was retrieved by consulting the "teaching plan" and/or the "course regulation document".

Results
Information was retrieved with respect to 91 Master degree programs in 42 Universities. A total of 2570 didactical activities were retrieved; 63% of which included courses related to the 8 psychological "scientific sectors" recognized in Italy. More information, on a quantitative and qualitative level, will be provided and discussed.

Conclusion
This is the first comprehensive overview of all master's degree courses in psychology in Italy, providing a factual picture of the entire range of courses that is on offer and allowing readers to understand their content in terms of prevalence, variability, and emerging themes.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education

Abstract 1750

CHILDREN'S REACTIONS TO HOLISTIC SEXUALITY EDUCATION IN PRIMARY SCHOOLS: AN OBSERVATIONAL STUDY IN CZECHIA

Macháčková M.*, Smetáčková I.

Charles University, Faculty of Education, Department of Psychology ~ Prague ~ Czech Republic

Sexuality education in primary schools remains controversial in many countries, often framed narrowly and delayed out of concern for children's innocence. However, research shows that children actively engage with topics related to their bodies, emotions, and relationships. Presented study examined how Czech children aged 8–10 react during lessons of a holistic sexuality education program.

An observational mixed-methods design was applied during the pilot implementation of My Body, My Feelings – My Superpower!, an eight-lesson program developed in line with WHO Standards for Sexuality Education in Europe. The curriculum covers topics such as emotions, intimate body parts, personal boundaries, gender identity, friendship and love, media and body image, sexual behavior, and children's rights. Data were collected in six classes across different Czech primary schools (n = 120) as part of evaluation analysis of pilot run of the program. Each lesson was observed in person and through video recordings. The analysis focused on the frequency, content, and meaning of children's emotional expressions, levels of engagement, and questions raised during and after lessons. Written pupil feedback and demographic characteristics of pupils and teachers were also included. Data are being analyzed using thematic analysis to identify patterns of reactions across lessons and contexts.

Preliminary analyses suggest that children express a wide range of emotions—including embarrassment, curiosity, and humor—depending on lesson topics and classroom dynamics. Early findings indicate that teacher approach, demographics of children, and the sequencing of lessons influence type and stregth of expressed emotions.

This study contributes evidence on how primary school children experience sexuality education. By documenting children's spontaneous reactions, it highlights both opportunities and challenges in creating safe, supportive learning environments in diverse school collectives. The results can inform teacher preparation, curriculum development, and policy debates on the timing and framing of sex education in primary schools.

Division 5: Education and School Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 582

PROFILES OF TEACHERS' WORK ENGAGEMENT IN CHINA: EVOLUTION AND RELATIONS WITH PERCEIVED ORGANIZATIONAL SUPPORT, PROFESSIONAL IDENTITY, AND BURNOUT

Xiao W.*, Xu L., Sun B.

Zhejiang Normal University ~ Jinhua ~ China

Teacher work engagement is central to sustaining educational quality and teacher well-being, yet prior studies have largely overlooked individual heterogeneity and developmental change. This study applied a person-centered, longitudinal design to identify engagement profiles, examine transitions, and explore predictors and outcomes among Chinese teachers. Drawing on the Job Demands–Resources (JD-R) model, we focused on perceived organizational support (POS) as a contextual resource, teacher professional identity (TPI) as a personal resource, and job burnout as an outcome. Data were collected from 1,018 teachers across kindergarten, primary, junior high, and senior high schools at two waves over 39 months. Work engagement was measured via vigor, dedication, and absorption; POS and TPI at Time 1; and burnout at Time 2. Latent Profile Analysis and Latent Transition Analysis were conducted. Three profiles emerged consistently at both time points: Low Dedication Engagement, Moderate Engagement, and High Engagement. Dedication was the most discriminative dimension, underscoring its cultural salience in the Chinese teaching context. While profiles showed structural stability, many teachers transitioned upward: nearly one-third of the Low Dedication group moved to higher engagement, and 30% of the Moderate group advanced to High Engagement. Regression analyses indicated that POS predicted upward shifts from Low Dedication to High Engagement, whereas TPI predicted transitions from Moderate to High Engagement. Both resources reduced risks of downward movement. Engagement profiles were strongly linked to burnout: highly engaged teachers reported the lowest levels, while those in the Low Dedication group reported the highest. These results demonstrate that engagement protects against stress and resource depletion. Overall, this study highlights the dynamic and culturally embedded nature of teacher engagement and suggests differentiated strategies, enhancing organizational support for disengaged teachers and strengthening professional identity for moderately engaged teachers, to sustain well-being and educational quality.

Division 5: Education and School Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 34

ONLINE SEXUAL HARASSMENT AMONG ELEMENTARY SCHOOL STUDENTS IN INDIGENOUS COMMUNITIES: EXPERIENCE, PERCEPTION, HELP-SEEKING DELAY, AND HELP-SEEKING BEHAVIOR

Ho Y.[1], Chang T.*[2]

[1]Baosang Elementary School, Taitung, Taiwan ~ Taitung ~ Taiwan, [2]Department of Education and Human Potential Development, National Dong Hwa University ~ Hualien ~ Taiwan

The increasing exposure of children to digital devices and online platforms has led to a rise in online-related risks, including online sexual harassment (OSH). While most existing studies focus on adolescents or adults, research on OSH among younger children, particularly in Asian or indigenous contexts, remains scarce. This study aims to fill that gap by investigating the experiences, perceptions, delay factors, and help-seeking behaviors of elementary school students in Taitung County, Taiwan, many of whom come from indigenous communities.

The Attitude Scale Toward Online Sexual Harassment for Elementary School Students was developed and applied to the study. This quantitative survey was administered to 926 students.

Results showed that approximately 10% of students had encountered online sexual harassment, such as receiving inappropriate messages or being asked to send personal images. A high percentage (90%) reported feeling discomfort when imagining OSH scenarios. Gender differences were significant: girls were more likely to report discomfort, while boys were more likely to delay or avoid seeking help. Notably, younger students and boys expressed a stronger belief that they could handle such incidents independently.

Regression analyses revealed that students' perception of discomfort, experience with OSH, and grade level were significant predictors of their delay in help-seeking. Key delay factors included fear of being blamed, fear of not being believed, and a lack of trust in adult responses. Despite high levels of reported discomfort, around 10% of students said they would not seek help even if they experienced OSH, highlighting a critical gap between awareness and action.

This study contributes to applied psychology by developing and validating an age-appropriate OSH attitude scale, Identifying cognitive and emotional predictors of help-seeking behavior, uncovering the gendered and cultural nuances in young students' responses to OSH, and proposing a predictive model that educators and school counselors can use to identify at-risk students.

05 - Division 5: Education and School Psychology

THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL: CHALLENGES, IMPLEMENTATIONS, NATIONAL PERSPECTIVES, AND STUDENT/EDUCATOR PERCEPTIONS

Saturday 25 July 2026 from 11:00 to 12:30

(H-Spadolini)

Susan Nolan (Seton Hall University ~ Orange ~ United), Chair and Presenter

We present the International Competences for Undergraduate Psychology (ICUP) Model, developed through the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project. Created through extensive collaboration among over 120 psychology educators from over 47 countries, the Model comprises 24 competence statements across seven categories: two core competences (Psychological Knowledge; Research Methodologies) and five Psychology-relevant competences (Values and Ethics; Cultural Responsiveness and Diversity; Critical Thinking and Problem Solving; Communication and Interpersonal Interaction; Personal and Professional Development). The ICUP Model is intended to be used alongside existing local and national competence models as appropriate to the specific context. The first presentation of this symposium will provide a brief overview of the 'why, how and what' of the ICUP Model. The second presentation highlights the value of the ICUP Model from stakeholder (student, educator, employer, community/society) perspectives. The third presentation will provide examples of (a) implementation of the Model in national and local contexts, and (b) national perspectives on the ICUP Model. The fourth presentation will provide a specific example of how the ICUP competences have been integrated into an undergraduate program through a curriculum renewal process. The fifth presentation will introduce international research on student and educator perceptions of (a) the value of the ICUP Model, and (b) the extent to which the ICUP competences are covered in their current foundational psychology curriculum. ICAP Relevance Statement: The ICUP competences constitute a unique international Model designed to guide foundational undergraduate psychology curricula globally, while remaining adaptable across diverse national and institutional environments. The competences include emphasis on application of psychological knowledge, skills and values/attitudes to personal, work and community/societal contexts.

Abstract 4178

OVERVIEW OF THE INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY (ICUP) MODEL: "WHY, HOW, AND WHAT"

Gauer G.*[1], Job R.[2], Machin M.A.[3]

[1]Universidade Federal do Rio Grande do Sul ~ Porto Alegre ~ Brazil, [2]University of Trento ~ Rovereto ~ Italy, [3]University of Southern Queensland ~ Toowoomba ~ Australia

We introduce the ICUP Model, developed through the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) project. Created through extensive collaboration among 120 psychology educators from 47 countries, the Model comprises 24 competence statements across seven categories: two core competences (Psychological Knowledge; Research Methodologies and Methods) and five Psychology-relevant competences (Values and Ethics; Cultural Responsiveness and Diversity; Critical Thinking and Problem Solving; Communication and Interpersonal Interaction; Personal and Professional Development). We give a brief overview of the background to the ICUPO project, and of its inclusive methods. The Model aims to guide curriculum development while remaining adaptable to diverse national and institutional contexts.

Abstract 4179

INTERNATIONAL COMPETENCES FOR UNDERGRADUATE PSYCHOLOGY: HIGHLIGHTING THE VALUE OF UNDERGRADUATE PSYCHOLOGY EDUCATION FROM DIVERSE STAKEHOLDER PERSPECTIVES

Cranney J.*[1], Nolan S.[2], Hulme J.[3]

[1]University of New South Wales ~ Sydney ~ Australia, [2]Seton Hall University ~ Orange ~ United States of America, [3]Nottingham Trent University ~ Nottingham ~ United Kingdom

The value of undergraduate foundational psychology education has been questioned, particularly in nations where the majority of graduates do not obtain further education/training to acquire the professional psychology competences necessary for registration/licensure as a psychologist. We developed the International Competences for Undergraduate Psychology (ICUP) Model partly to address this issue, in that the Model focuses on how graduates can contribute meaningfully in the workplace, but also in personal and community contexts. Specifically, we address the value of foundational psychology undergraduate education from the perspectives of the major stakeholders: students, educators, employers, communities/society. We answer common questions from each of these groups, with reference to the ICUP competences, and the broader literature. For example: Students may ask: How can I use the ICUP competences to achieve goals in my personal, work, and community life? Educators may ask: How can I use the ICUP Model to better prepare my students for diverse careers? They may also raise specific queries regarding the Model, for example: Aren't some of the ICUP competences at a professional rather than foundational level? Employers may ask: What do psychology graduates with ICUP competences bring to the workplace that distinguishes them from other graduates? Community/societal groups may ask: How do the ICUP competences better prepare students to be good local and global citizens? In answering these questions, we make reference to specific competences, and provide examples of educational resources that demonstrate integration/implementation of the Model. Such guidance should facilitate educators supporting students to (a) be aware of the competences that they have acquired, (b) apply such competences to their personal and community lives, and (c) communicate such competences to potential employers. In essence, we assert that the integration/implementation of the ICUP Model should increase the perceived and actual value of undergraduate psychology education.

Abstract 4180

PERSPECTIVES AND IMPLEMENTATIONS REGARDING THE ICUP MODEL - CHALLENGES AND OPPORTUNITIES

Nolan S.*[1], Boeta Madera V.[2], Muazzam A.[3], Petrovic I.[4]

[1]Seton Hall University ~ Orange ~ United States of America, [2]Marist University of Mérida ~ Mérida ~ Mexico, [3]Lahore College for Women University ~ Lahore ~ Pakistan, [4]University of Belgrade ~ Belgrade ~ Serbia

We describe existing examples of the implementation, impact and challenges regarding the International Competences for Undergraduate Psychology (ICUP) at a range of levels and with broad geographic diversity. First, we will share a variety of cases in which educators used the ICUP to further develop their courses/units. These include cases from across the subdisciplines of psychology and from several continents, and we will share detail on some of these, including from the USA, whereby the psychology department used the ICUP along with the national guidelines to overhaul the curriculum for the psychology major. We consider the case of Mexico, and how the ICUP was considered by the National Council for Teaching and Research in Psychology (CNEIP), Mexico's regulatory body for psychology education, as an input for the analysis of potential changes in the graduation profiles of psychology programs in Mexico. We also consider national contexts in which the adoption of the ICUP Model is particularly challenging, but where educators can still integrate the ICUP Model into their pedagogical approach. We highlight the existence of a 'living' summary 'ICUP Educational Resources' document at the ICUPO OSF website, as well as published examples of teaching strategies focusing on Competence 7.5 (which highlights the United Nations Sustainable Development Goals). Finally, we will provide an opportunity for conference attendees to share their own perspectives and/or experiences in using the ICUP in their own contexts, as well as suggestions for how the ICUP might be used going forward.

Abstract 4181

INTEGRATING THE ICUP MODEL TO FOSTER WORK READINESS AND PSYCHOLOGICAL LITERACY IN MONASH UNIVERSITY'S PSYCHOLOGY PROGRAM

Gullifer J.*

Monash University ~ Melbourne ~ Australia

At Monash University, the psychology program is designed to equip students with the foundational knowledge and skills necessary for careers in psychology, which typically require postgraduate training in Australia. Recognizing the need to better prepare undergraduates for diverse career opportunities, Monash has restructured its psychology curriculum to produce job-ready graduates with a broad skill set. The redesigned program integrates an accredited psychology major with a concurrent stream of applied psychology units, leveraging a flipped curriculum approach that emphasizes psychological literacy. This innovative structure aligns with the International Competences for Undergraduate Psychology (ICUP) Model, which highlights the development of psychological literacy and global citizenship. The ICUP Model outlines seven competence categories, including Psychological Knowledge, Research Methodologies & Methods, and core areas such as Critical Thinking & Problem-Solving, Communication & Interpersonal Skills, Cultural Responsiveness & Diversity, Values & Ethics, and Personal & Professional Development. By adopting the ICUP Model, the program ensures that students not only acquire essential psychological knowledge but also learn how to apply this knowledge in real-world contexts. A key feature of the program is the work-integrated learning unit, offering students the chance to participate in industry, clinical, community, or research-based capstone projects. These opportunities help students develop critical competences from the ICUP Model while also fostering personal and professional growth. Emphasis is placed on reflection, self-awareness, self-care, and addressing global challenges, such as sustainability and social justice. This approach ensures that graduates are well-prepared for diverse careers and equipped to make a meaningful impact in both local and global contexts. Integrating the ICUP Model enhances employability, adaptability, and the ability to contribute effectively to global communities.

Abstract 4182

HOW TO SAMBA WITH THE ICUP MODEL: PERSPECTIVES FROM BRAZILIAN AND OTHER INTERNATIONAL EDUCATORS AND STUDENTS

De Souza L.K.*[1], Gauer G.[1], Nolan S.[2], Bevilaqua Trevisan S.[1], Alves Marques F.[1]

[1]Universidade Federal do Rio Grande do Sul ~ Porto Allegre ~ Brazil, [2]Seton Hall University ~ Orange ~ United States of America

The goal of the current study is to elicit input from psychology students and educators with regard to whether each of the competence categories and statements of the International Competences for Undergraduate Psychology (ICUP) Model are important to their (or to their students') future educational and career goals, as well as whether they believe their undergraduate psychology program – in which they are a student or faculty member – is currently addressing the categories and statements. From April 2025, an online English-language version of surveys for students and educators is being distributed by ICUPO Committee and advisory group (IRGUPO) members. We will report on the findings, including any national differences and differences between students and educators. In Brazil, we are not only contributing to recruiting for the original English-Language version of the survey, but we also providing the translation and cultural adaptation of the ICUP Model into Brazilian-Portuguese. Brazil has more than 550 thousand registered/licensed psychologists, more than 700 undergraduate psychology courses, 70% from the private sector. This study will allow Brazilian stakeholders to assess the ICUP Model and provide valuable feedback that will contribute to the cultural responsiveness that drives the ongoing development and implementation of the Model. We will conduct the study through eight steps, using professional translators and experts in psychology education in Brazil. Moreover, ten educators and 30 students intensely involved with undergraduate psychology programs will interact with the ICUP Model and have the opportunity to present their perceptions, understanding, and suggestions for the Model. Finally, the future of this research project will be outlined.

05 - Division 5: Education and School Psychology

Classroom management and teaching 3

Saturday 25 July 2026 from 11:00 to 11:45

(J-Spadolini)

Division 5: Education and School Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2645

UNDERSTANDING MYSTERIOUS RESOLUTIONS TO REAL ISSUES THROUGH ANALYTICAL PSYCHOLOGY

Mishra S.*

Manav Rachna International Institute of Research and Studies ~ Gurgaon ~ India

In the world of globalization, young individuals are competing for survival not just within community that they reside in but with youngsters across the globe. Their struggles are real and magnitude high. In this paper we explore how dreams support these young adults as they transition into higher education and negotiate the complex terrain of early adulthood. It focuses on dreams as a coping mechanism within the context of major life-stage changes. This is understood through Carl Gustav Jung's analytical psychology.

The study is anchored in the psychological challenges that accompany significant developmental shifts. This then often disrupts both the conscious and unconscious mind of the individual, influencing emotional regulation, behaviour, and inner conflict. By observing how young adults dream during these periods, the paper investigates how symbolic imagery and recurring patterns provide insight into their internal struggles and their evolving coping strategies. It also examines how these dream experiences, in turn, shape waking behaviour, emotional processing, and decision-making.

The research adopts an Interpretative Phenomenological Approach (IPA), incorporating both primary and secondary data. Primary data includes detailed dream diaries maintained by first-year graduation students, complemented by reflective notes, symbolic drawings, and expert interpretations. Depth interviews and self-reflective accounts help uncover the subjective meanings embedded in dream patterns. Secondary sources consist of scholarly works on dream analysis, trauma, and analytical psychology. The Gioia method is employed to systematically code and organize data, allowing for the emergence of coherent themes and theoretical insights.

Preliminary findings indicate that dreams offer a subconscious space for processing emotional overload and unresolved issues, especially when conscious coping mechanisms are insufficient. Ultimately, the study positions dream analysis as a valuable therapeutic and introspective tool, offering practitioners and scholars a nuanced framework for understanding trauma, emotional conflict, and psychological growth through the symbolic language of the unconscious mind.

Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 951

HOW CAN WE INTEGRATE THE SUSTAINABLE DEVELOPMENT GOALS INTO MENTAL HEALTH TRAINING? A SCOPING REVIEW OF PEDAGOGICAL STRATEGIES

Pownall M.*[1], Harris R.[1], Ejova A.[2], Turnbull D.[2], Van Antwerpen N.[2]

[1]University of Leeds ~ Leeds ~ United Kingdom, [2]University of Adelaide ~ Adelaide ~ Australia

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, set 17 global objectives addressing interconnected social, economic, and environmental challenges to be achieved by 2030. Achieving these goals requires a workforce equipped with the skills, knowledge, and competencies to contribute effectively to sustainable development. This is particularly critical for the interdisciplinary mental health workforce, given the escalating global mental health crisis and its direct and indirect impacts on progress across multiple SDGs. Despite this, limited evidence exists on how pedagogical approaches and practices in higher education and professional training embed SDG-related content for mental health professionals.

This scoping review examined the extent to which SDGs have been incorporated into degree programs and professional training relevant to frontline mental healthcare delivery. Specifically, we sought to identify pedagogical approaches, educational frameworks, and practices used to integrate SDG content, as well as to track instances of global mental health literacy within curricula. A total of 48 papers were included for full-text review. Analysis revealed three broad pedagogical approaches underpinning integration: (1) active and critical learning, (2) collaborative learning, and (3) experiential and service learning. These approaches reflect efforts to foster critical engagement, interdisciplinarity, and practical application of knowledge in diverse contexts.

Key challenges emerged in embedding SDGs within mental health education, including limited curricular space, variability in institutional priorities, and the need for ongoing professional development. Findings highlight the importance of coordinated, interdisciplinary strategies to ensure that mental health education equips graduates to engage with and advance the SDGs.

This review contributes to understanding how sustainable development principles are being translated into education for the global mental health workforce. Implications for future psychology curriculum design, policy, and professional training are discussed, with emphasis on strengthening global mental health literacy as a driver of sustainable development.

Division 5: Education and School Psychology Division 18: History of Applied Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2452

TRANSLATING THE MIND: OTTO JÖRGENS' OUTLINE OF PSYCHOLOGY (1925) AND THE CROSS-CULTURAL FOUNDATIONS OF APPLIED PSYCHOLOGY IN CHINA

Zhang J.*

Zhejiang Agricultural and Forest University ~ Hangzhou ~ China

Introduction:
The global history of applied psychology has largely been written from a Euro-American viewpoint, often neglecting early intercultural exchanges that shaped the discipline's applied dimension. In 1925, the German missionary Otto Jörgens (SVD) published Xinlixue Gangling (Outline of Psychology) in Chinese, introducing scholastic and experimental psychology to China's teacher-training context and initiating one of the earliest encounters between Western psychological science and Chinese educational reform.

Purpose:
This paper explores Outline of Psychology as an early case of cross-cultural application of psychological knowledge. It asks how psychological concepts were linguistically transformed, pedagogically localized, and ethically adapted to Chinese educational modernization, emphasizing translation as an active site of knowledge creation rather than transmission.

Method:
Archival materials from the SVD Generalate Archives (Steyl) and the United Evangelical Mission Archives (Wuppertal) were examined. A trilingual corpus (German–English–Chinese) was built to compare terminology and translation patterns. Corpus-linguistic tools (AntConc, Sketch Engine) traced semantic migration of key terms such as sensation, apperception, and will. Genealogical mapping situated these conceptual shifts within the broader circulation between European scholastic psychology and Chinese normal-school pedagogy of the 1920s.

Results:
Findings indicate that Jörgens's textbook was not a literal translation but a conceptual mediation between theology and emerging empirical psychology. Its Chinese terminology re-semanticized Seele ("soul/mind") into culturally resonant categories of xin (心 heart-mind) and li (理 principle). By redefining mental functions through moral and educational behavior, the work operationalized psychological knowledge for classroom use, prefiguring the institutionalization of applied psychology in modern China and offering a historical lens on how global psychology first took root in a non-Western intellectual setting.

Conclusions:
This study highlights translation as a formative process of application in early global psychology. It reframes "application" not only as practical use but as cultural negotiation through which psychological knowledge became pedagogically meaningful across civilizations, revealing how linguistic adaptation fostered the global plurality of psychological thought.

06 - Division 6: Clinical and Community Psychology

STORIES OF STRUGGLE AND HOPE: TRAUMA-INFORMED MULTI-LEVEL SUPPORT FOR PEOPLE SEEKING ASYLUM ACROSS BORDERS IN THREE GEOGRAPHIC AREAS

Wednesday 22 July 2026 from 08:00 to 09:30

(G-Spadolini)

Donna San Antonio (Lesley University ~ Cambridge, MA ~ Unit), Chair and Presenter

This panel will discuss applied psychology at the intersections of ethics, cross-cultural collaboration, and social justice to support mental health and wellbeing among migrant youth and families. Each presenter will draw from their own experience in holding space for the voices of migrant people and in offering support at multiple levels—immediate (at the border), intermediate (upon relocation), and long-term (on-going support for social, emotional, economic, and vocational well-being). Using academic research and practice-based knowledge, presenters will address the experiences of people seeking protection across borders in Sub-Sahara Africa, the Mediterranean, and North America. Specifically, this symposium will explore these questions: What are the mental health concerns for people seeking asylum and migrant people?
What are the current conditions, policies, and practices in our regions? What are effective interventions that support youth and families to sustain hope across time during this transition? What are the benefits and challenges for receiving communities? Through group dialogue we will share ideas and clarify promising responses that strengthen possibility development and connection, while alleviating the long-term impact of physical and emotional suffering

Abstract 3105

THE EXPERIENCE OF ASYLUM SEEKERS AND REFUGEES IN AFRICA

Doe P.*

Médecins Sans Frontières ~ Juba ~ South Sudan

Africa hosts over 30 million forcibly displaced people, including 7.8 million refugees and asylum seekers, mainly due to conflicts and instability. Top hosting countries are Uganda (1.5 million), Sudan (1.1 million), Ethiopia (880,000), Kenya (610,000), and Chad (580,000). Despite resource challenges, countries like Uganda are praised for progressive policies supporting refugee integration (Kalyegira, 2023). In the context of the refugee crisis in Africa, addressing the mental health of asylum seekers and migrants is critical. Refugees face multiple challenges, including pre-migration trauma, migration-related stress, and post-migration struggles such as legal uncertainty, discrimination, and poor living conditions. These challenges often undermine the satisfaction of basic psychological needs, which is essential for psychological well-being (Kalyegira, 2022). Additionally, the perceptions and attitudes of host communities significantly impact refugees' integration and mental health (Hellmann et al., 2021). Kalyegira, Kühnen, and Boehnke (2025) found that satisfying basic psychological needs, especially autonomy and relatedness, is key to refugees' well-being, and that refugees develop diverse coping mechanisms. Community-based interventions, task-shifting approaches, and culturally sensitive psychosocial programs have shown promise in bridging this gap. Advocacy for faster asylum processes and inclusive healthcare policies is essential to reduce stress and improve well-being. Receiving communities play a pivotal role in supporting or hindering integration. Positive actions such as inclusive services, employment opportunities, and awareness campaigns can foster belonging, while hostility and exclusion worsen isolation and mental health challenges. Strengthening community-based coping mechanisms and fostering dialogue between refugees and host populations is vital. Recommendations for effective practices include integrating MHPSS services into humanitarian responses, training local mental health workers, and ensuring sustainable referral pathways. Collaborative research and evidence-based policies, as highlighted in Kalyegira (2022) and Hellmann et al., are critical to improving mental health support and promoting integration.

Abstract 3106

CREATING HEALING ENVIRONMENTS ON THE U.S./MEXICO BORDER: 2019-2025

Mageary J.*

Lesley University ~ Cambridge, MA ~ United States of America

Using the work done between 2019 and 2025 by a collective of Expressive Therapists, Psychologists, and counselors known as Voces Arts and Healing in Ciudad Juarez, Mexico as a case example, this presenter will discuss practical and arts-based applications of the Harvard Program in Refugee Trauma's Healing Environment And Restorative Therapies (H.E.A.R.T.) model to support people seeking asylum in the United States. Focus will be paid to the importance of training and supporting the agencies, communities, and organizations that host the asylum seekers – especially in light of the geopolitical and policy changes that have impacted the experience of people seeking asylum in the United States.

References:

McLaughlin, S., Klauck, L., Eshel, M., Ramirez, K., Govoni, D., & Mageary, J. (2023). Decolonizing Internal and External Borders: Reflections on Therapeutic Engagements with Asylum Seekers. The Arts in Psychotherapy, 86. https://doi.org/10.1016/j.aip.2023.102083

Ramirez, K., Kossak, M. & Mageary, J. (2021). Voces Arts and Healing: Working on the US-Mexico Border with Asylum Seekers. In J. Scarce (Ed.), Art Therapy in Response to Natural Disasters, Mass Violence, and Crises. London, England: Jessica Kingsley Publishers.

Abstract 3107

REPORT ON MOVEMENT OF MIGRANTS AND REFUGEES IN CASERTA, ITALY: MENTAL HEALTH CONCERNS, CAUSES, AND REMEDIES

Doe P.*

Centro Sociale Ex-Canapificio ~ Caserta ~ Italy

The City of Castelvolturno of Caserta in the Southern part of Italy is populated with mixed immigrants and refugees from different parts of the world and most especially of those from Africa. This population faces diverse challenges and problems in everyday living, including mental health and physical health concerns, sometimes facing serious psychological and psychiatric issues. This presentation will touch on the mental health challenges, their causes and the remedies. Our interactions and interviews with people that come to Centro Sociale Ex-Canapificio, help us to discern and understand the major factors that contribute to their mental health challenges, specifically due to events that happened to them in life.

First and foremost, most were traumatized due to the experiences they had while on their way to Italy. Another factor to this mental health crisis is denial of regular permits to stay in Italy. Mental health is negatively impacted when people are denied permits to stay in Italy, after going through various applications and requests. Many try to alleviate their suffering through the use of alcohol or taking hard substances, which can further harm mental health.

This presentation will also address traditions and beliefs, the impact of stigma and the rejection of society and loved ones, and the draw toward detrimental associations. Centro Sociale has a long history of implementing effective approaches and practices to respond to psychological and physical trauma. I will outline our practices that support mental health and well-being, including, intake and follow-up procedures, welcoming projects, regular appointments in our office to talk with others, reintegration activities, courses, and referrals to health centers, psychologists, and psychiatrists.

Abstract 3108

BEYOND BARRIERS: STRATEGIES OF RESISTANCE AND EMPOWERMENT IN MIGRATORY CONTEXTS

Santilli S.*

University of Padova ~ Padova ~ Italy

This study investigates the transformative potential of critical participatory action research as a psychosocial intervention with African unaccompanied minors hosted in a reception center (CAS) in Padua, Italy. Employing an exploratory, process-oriented approach, the project aimed to foster critical consciousness through artistic and dialogical activities involving 18 participants and 5 researchers. Utilizing methods such as photovoice, discussions, and abductive thematic analysis, the research uncovered strategies of resistance within the "liminal hotspots" of migratory contexts, highlighting their emancipatory dimensions. The findings emphasize the importance of collaborative practices, empowering narratives, and acts of solidarity, proposing a redefinition of psychosocial support toward less hierarchical, experiential, and participatory frameworks.

Abstract 3109

OVERVIEW OF CURRENT POLITICAL CONTEXTS AND COMMUNITY RESPONSES SUPPORTING THE WELL-BEING AND SOCIAL INTEGRATION OF MIGRANT AND REFUGEE CHILDREN AND FAMILIES

San Antonio D.*

Lesley University ~ Cambridge, MA ~ United States of America

Globally, policies are being enacted that have devastating consequences for migrant people fleeing violence, poverty, and climate change. In many countries, there is an increased possibility of deportation and people seeking asylum who have already suffered traumatic experiences fear what will happen to them and their family members. The way communities and schools respond to migrant and refugee children depends on community, social, economic, political and historical contexts. Some schools and communities have responded with increased support and possibilities for social integration and healing for children and families. This presentation will overview the ways that psychologists and counselors are collaborating with educators, faith-based communities, and agencies to help migrant children and families with multiple mental health challenges. The stories of tragedy are in the news daily, but the stories that are less widely known are the stories of collaboration, compassion, integration, cultural awareness, and intercultural identity development. This presentation will provide brief case studies on cross-role collaboration and activism to support social integration and well-being of migrant children and families.

06 - Division 6: Clinical and Community Psychology

Dynamics of Psychopathology 2

Wednesday 22 July 2026 from 08:00 to 09:00

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 549

A MODERATED MEDIATION MODEL OF INFIDELITY AND SEPARATION ANXIETY: THE ROLE OF OPENNESS AND OBSESSIVE-COMPULSIVE SYMPTOMS

Genc E.*[2], Isik R.[1]

[1]Bartin Üniversitesi ~ Bartin ~ Turkey, [2]Bartin University ~ Bartin ~ Turkey

Introduction: Infidelity is a salient relational stressor linked to anxiety, yet the mechanisms and boundary conditions of this link are not fully understood. Prior research indicates that individual differences shape psychological responses to relational threats, underscoring the need to examine personality-related moderators.
Purpose: This study tested whether obsessive-compulsive symptoms (OCB) mediate the association between infidelity and separation anxiety, and whether openness in romantic relationships moderates this indirect pathway.
Method: Participants (N = 297) completed measures of infidelity, OCB, separation anxiety, and openness. A moderated mediation model (PROCESS Model-7) tested infidelity as X, obsessive-compulsive thoughts as M, separation anxiety as Y, and openness as W.
Result: The direct effect of infidelity on separation anxiety was not significant, b = −0.00, SE = 0.06, t(295) = −0.05, p = .96, 90% CI [−0.11, 0.10]. Higher obsessive-compulsive thoughts predicted greater separation anxiety, b = 0.29, SE = 0.04, t(295) = 6.77, p < .001, 90% CI [0.22, 0.36]. The a-path showed a marginal interaction with openness, b = 0.26, SE = 0.15, t(295) = 1.76, p = .08. Conditional indirect effects were significant at high openness (+1 SD), b = 0.07, BootSE = 0.03, 90% CI [0.02, 0.13], but not at mean or low openness. The index of moderated mediation was significant, b = 0.07, BootSE = 0.04, 90% CI [0.01, 0.15].
Conclusion: Openness amplifies the indirect effect of infidelity on separation anxiety through obsessive-compulsive thoughts. Individuals higher in openness appear more susceptible to obsessive-compulsive responses following infidelity, which, in turn, elevates separation anxiety. This suggests that openness not only shapes emotional reactivity to relational stressors but may also influence the cognitive patterns that maintain anxiety.

Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2056

THE END OF ANALYSIS AS LIMIT: A LACANIAN-MATHEMATICAL MODEL AND A SINGLE-CASE STUDY

Kartal F.*

Middle East Technical University, Department of Psychology ~ ANKARA ~ Turkey

Within Lacanian psychoanalytic theory, the "end of analysis" resists closure. Lacan outlined several endpoints—revelation of subjective truth, traversal of fantasy, identification with the symptom, and identification with the sinthome—while stressing that analysis promises neither cure nor happiness. This study reframes these endpoints through a mathematical analogy, treating the analytic process as a function over signifiers and its ending as a matter of limits rather than final values.

The subject's discourse is modeled as a function F mapping signifiers to meanings. Traumatic points appear where F is undefined, yet limits may still exist nearby. An analytic "end" is thus conceptualized as convergence: the limit of F(x) as x approaches a, where the process circles around objet a without reaching a final value. The sinthome, in this view, names a re-knotting that stabilizes this orbit of jouissance, permitting consistency without closure.

To explore this model clinically, the study draws on a single-case design (Ms. S., 20 sessions). Clinical material, anonymized for confidentiality, showed her repetitive positioning as the object of the Other's demand—"serving"—and her occupational shift from engineering to flight attendant work ("hosting"). Findings indicate a shift from symptomatic repetition toward a reconfiguration consistent with Lacan's later teaching: rather than abolishing the symptom, Ms. S. moved toward an identification that stabilized jouissance. In functional terms, the signifier "hostess/host" rewrote the mapping so that trajectories once divergent circulate within a bounded neighborhood; the limit exists even if the value is not taken.

These results clarify why analytic endings are not cures or definitive closures but convergences toward a workable regime of desire and jouissance, often through identification with the sinthome. Thus, the end of analysis is best conceived not as a last word but as a limit.

Division 6: Clinical and Community Psychology Division 7: Applied Gerontology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 2218

DYNAMIC CHANGES IN EXTENDED NETWORKS OF DEPRESSIVE SYMPTOMS AND COGNITIVE FUNCTIONS IN RESILIENT VS. PROGRESSIVELY DEPRESSED OLDER ADULTS FOLLOWING BEREAVEMENT

Semkovska M.*, Zhang D.

University of Southern Denmark ~ Odense ~ Denmark

Introduction
Late-life depression affects nearly one-fifth of older adults, while approximately 16% experience mild cognitive impairment. These conditions are reciprocally related: depression may signal prodromal dementia, while cognitive deficits can increase vulnerability to depression. Stressful life events, such as bereavement, represent additional risk factors for both outcomes. Network theory posits that depressive symptoms and related risk factors form interdependent systems, where their dynamic interactions may reveal pathways toward resilience or depression onset, highlighting potential prevention targets.

Purpose
This study investigated how interactions between depressive symptoms and cognitive functions evolve over time in older adults following bereavement. We compared individuals who developed depression with those who remained resilient, aiming to identify temporal patterns that distinguish flexible versus rigid symptom networks.

Method
Participants were 1,992 Danish adults aged >70 who met the following eligibility criteria: (1) recent bereavement, (2) no prior depression, (3) complete depressive symptoms and cognitive function data at baseline and two-year follow-up. At follow-up, 1,770 participants remained non-depressed, while 222 developed depression. Contemporaneous and cross-lagged panel networks (CLPNs) were estimated to examine cross-sectional and longitudinal associations between 15 depressive symptoms and five cognitive functions.

Results
Both groups showed an increase in depressive symptom severity over time, though the difference widened at follow-up. Resilient networks displayed significant structural change, indicating flexibility, while depression-onset networks remained rigid. In CLPN analyses, the resilient group exhibited few repeated temporal predictions, whereas the depression-onset group showed consistent bidirectional influences between cognition and depression. Depressive symptoms predicted later verbal fluency decline, while poorer baseline attention, working memory, and memory functions predicted greater depressive symptoms.

Conclusions
Following bereavement, resilient elders demonstrated flexible network restructuring, whereas those who developed depression showed rigid, self-perpetuating interactions. Lower baseline cognitive function within an inflexible network increased depression risk by activating later anhedonia and worthlessness. Preventive strategies should target sustaining attention and memory functions in older adults.

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2168

NEUROSCIENCE-BASED TEMPERAMENT FRAMEWORK AND ITS APPLICATIONS

Trofimova I.*

McMaster University ~ Hamilton ~ Canada

Temperament traits are linked to specific patterns in the relationships between neurotransmitters, and similar links were found between neurotransmitters and mental disorders. Temperament and mental illness are considered therefore to be variations along the same continuum of imbalance in neurochemical systems regulation of behaviour. This talk will discuss contributions of neurophysiological systems regulating consistent aspects of behaviour that emerge both as temperament traits and/or symptoms of mental disorders. Several results in clinical psychology will be discussed, with possible applications in both, clinical and forensic psychology.

06 - Division 6: Clinical and Community Psychology

Dynamics of Psychopathology 1

Wednesday 22 July 2026 from 09:00 to 10:00

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 112

THE WINDING ROAD TOWARDS PTSD SYMPTOMATOLOGY. THE ROLE OF PERSONALITY, UNCERTAINTY AND ANXIETY SENSITIVITY. A TWO-WAVE PROSPECTIVE STUDY

Altungy P.*[1], Liébana S.[1], Navarro--Mccarthy A.[1], Garcìa Vera M.P.[2], Sanz J.[2]

[1]Universidad Europea de Madrid ~ Madrid ~ Spain, [2]Universidad Complutense de Madrid ~ Madrid ~ Spain

There is significant amount of scientific literature regarding psychological variables that account as vulnerability/protective variables for the onset and maintenance of PTSD symptomatology. Among them, Big Five personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism). However, there is still little evidence regarding the underlying mechanisms that may explain that relationship. Transdiagnostic variables, such as intolerance of uncertainty or anxiety sensitivity, arise as potential candidates for being (at least partially) part of these mechanisms. Method. A sample of 300 participants from Spanish general population (Mage = 38.72; 54.7% women) completed an on-line survey in two separated moments: personality traits (NEO-FFI), intolerance of uncertainty (IUS-27) and anxiety sensitivity (ASI-3) at T1, and PTSD symptomatology (PCL-5) at T2, three months later. Results. Neuroticism (βstandarised = .144), intolerance of uncertainty (βstandarised = .195) and anxiety sensitivity (βstandarised = .269) at T1 predicted 25.5% of PTSD symptomatology at T2. Moreover, intolerance of uncertainty (a1a2 = .129) and anxiety sensitivity (b1b2 = .119) partially and complementary mediated the relationship between neuroticism at T1 and PTSD symptomatology at T2 (c' = .144). Discussion. This study is the first to analyse together, in a two-wave prospective study, the predictive capacity of personality traits, intolerance of uncertainty and anxiety sensitivity, over PTSD symptoms, and to test a mediation model that may help understanding the underlying mechanisms in the proved relationship between neuroticism and PTSD symptomatology. These results have significant implications for future development of targeted prevention and intervention programs aimed to traumatic events survivors.

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 274

A SCHEMA-BASED INVESTIGATION INTO DESIRE INTOLERANCE: THE MEDIATING ROLE OF EMOTION REGULATION STRATEGIES AND THE MODERATING ROLE OF EMOTION MYTHS

Gunduz I.D., Can S.*, Meral Y.

Izmir University of Economics ~ Izmir ~ Turkey

Emotion regulation is a fundamental psychological process that encompasses both intrapersonal and interpersonal strategies to manage affective experiences. However, the effectiveness of these strategies may be shaped by underlying cognitive-emotional structures developed during early life, such as maladaptive schemas, as well as by meta-emotional belief systems, often referred to as emotion myths. Meanwhile, difficulty in coping with intense internal urges—conceptualized as desire intolerance—has emerged as a transdiagnostic self-regulatory vulnerability. Desire intolerance refers to an individual's perceived inability to endure the internal tension associated with strong desires (e.g., for food, alcohol, or social approval), and is increasingly recognized as a significant component of emotional dysfunction. This study investigates whether emotion regulation strategies mediate the relationship between early maladaptive schemas and desire intolerance, and whether this mediating effect is moderated by the endorsement of rigid emotion-related beliefs. Participants completed a set of validated measures including the Young Schema Questionnaire–Short Form 3 (YSQ-S3), the Emotion Regulation Strategy Scale (ERSS), the Desire Intolerance Questionnaire (DIQ), and the Emotion Beliefs Scale. Although data collection is still ongoing, preliminary findings indicate a significant positive association between early maladaptive schemas and desire intolerance. Initial analyses suggest that emotion regulation strategies may partially mediate this relationship, highlighting their potential role. Moreover, the strength of this indirect effect appears to vary depending on individuals' levels of endorsement of emotion myths; participants with more rigid beliefs about emotions seem to benefit less from adaptive regulation strategies. These findings point to a complex interaction between schema-driven vulnerabilities and regulatory mechanisms, underscoring the value of integrated interventions targeting both early cognitive structures and emotion-related beliefs.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 262

WHEN SELF-KINDNESS MEETS RUMINATION: THE MODERATING ROLE OF SELF-COMPASSION IN REPETITIVE NEGATIVE THINKING AND PSYCHOLOGICAL SYMPTOMS

Meral Y.*[1], Gökdag C.[2], Dumlu Gündogan S.[1]

[1]Izmir University of Economics ~ Balcova ~ Turkey, [2]Manisa Celal Bayar University ~ Manisa ~ Turkey

Introduction: Repetitive negative thinking (RNT), characterized by persistent and intrusive thought patterns, is recognized as a transdiagnostic cognitive process contributing to a wide range of psychological disorders. On the other hand, self-compassion - encompassing self-kindness, a sense of common humanity, and mindfulness - has been associated with improved emotional resilience and reduced psychological distress. Drawing on the transdiagnostic perspective and contemporary therapeutic approaches that emphasize how individuals relate to their thoughts rather than the content itself, this study investigated how self-compassion might buffer the negative effects of RNT.

Purpose: The present study aimed to investigate the moderating role of self-compassion in the relationship between RNT and general psychological symptoms in a non-clinical adult sample.

Method: A large sample of 776 non-clinical individuals (M_age=28.27, SD=6.55) participated in the study. Participants completed the Repetitive Thinking Questionnaire-10, the Self-Compassion Scale-Short Form, and the Brief Symptom Measure-25.

Results: Findings revealed that higher levels of RNT were significantly associated with elevated psychological symptoms, confirming its detrimental impact on mental health. Moreover, moderation analysis revealed a significant interaction effect, indicating that self-compassion moderated the relationship between RNT and general symptoms. Specifically, higher levels of self-compassion weakened the association between RNT and symptoms.

Conclusion: These results reveal that self-compassion can serve as a protective factor, weakening the intensity and impact of RNT on overall psychological well-being. These findings suggest that enhancing self-compassion could be a valuable component of interventions aimed at addressing the pervasive and transdiagnostic nature of RNT.

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 596

VALIDITY AND RELIABILITY EVIDENCE FOR NEO PI-R PSYCHOPATHY SCORES IN COMMUNITY SAMPLES OF ADULTS

Sanz--García A.*, Garcìa Vera M.P., Sanz J.

Universidad Complutense de Madrid ~ Madrid ~ Spain

A growing body of scientific literature conceives psychopathy as a maladaptive variant of normal personality, reflecting the more general interest in understanding personality disorders from the five-factor model (FFM) or Big Five. Sanz-García et al. (2022) developed a psychopathy scale (known as EP-NEO for its name in Spanish) based on Costa and McCrae's (1992) NEO Personality Inventory Revised (NEO PI-R), the standard instrument for assessing the FFM. The aim of this presentation is to summarize the results of several studies conducted to examine the reliability and validity of EP-NEO scores in samples of adult volunteers from the general Spanish population (N = 682, 239, and 525). The EP-NEO presented a structure of three correlated factors (Interpersonal, Affective, and Lifestyle) similar to those of Hare's model of psychopathy underlying the PCL-R. Internal consistency coefficients were excellent for the total score (alpha/omega = 0.85-0.89) and between adequate and excellent for the scale scores (alpha/omega = 0.76-0.89). The convergent correlations with measures of antisocial personality disorder from the NEO PI-R (r = 0.88–0.96) and with the psychopathy measure from the SRP-4 (r = 0.76) were excellent and greater than the discriminant correlations with measures of other personality disorders from the NEO PI-R. These results suggest that the EP-NEO provides reliable and valid measures of psychopathy in Spanish adults assessed in situations where there is no direct interest in distorting responses.

06 - Division 6: Clinical and Community Psychology

RISKS TO ADDRESS IN INDIVIDUAL AND COMMUNITY PSYCHOLOGY: CLIMATE CHANGE, TERRORISM, PANDEMICS, AND COMMUNITY INTERVENTIONS

Wednesday 22 July 2026 from 09:30 to 11:00

(G-Spadolini)

Jesús Sanz (Complutense University of Madrid ~ Madri), Chair and Presenter

Countries around the world are facing various challenges that impact society (WHO, 2020). The world is exposed to health challenges, such as health pandemics like COVID-19 and mental health pandemics, such as depression. In addition, for years, violent activities such as terrorism have caused environmental, health, and mental health problems for thousands of affected people. Furthermore, we are exposed to climate change, and people around the world are suffering the consequences of floods, droughts, and other weather conditions. In this symposium contributions of psychology to the biggest challenges worldwide will be discussed. Dr. María Paz García-Vera will examine the results of a national psychological care program in Spain for people affected by the COVID-19 pandemic and lessons that can be learned for future pandemics and disasters. For his part, Dr. Jonhrev Guilaran will explore the role of social and community support in the promotion of positive psychological outcomes during the COVID-19 pandemic. Dr. Jesús Sanz will speak about depression as a global challenge for mental health and the problems facing its adequate prevention and treatment. Terrorism remains one of the most serious global issues, affecting a significant number of individuals. Even during the same year as the pandemic, and despite the restrictions imposed by COVID-19, terrorist attacks continued. Dr. Rocío Fausor will focus on the contributions of psychology in the field of terrorism. Last, but not least, Dr. Daniel Dodgen will focus on how climate change is impacting in terms of individual and community mental health and social impacts and also how these effects differ across people and nations.

Abstract 3220

IF YOU FAIL TO PREPARE, PREPARE TO FAIL: RESULTS AND LESSONS LEARNED FROM A NATIONAL PSYCHOLOGICAL CARE PROGRAM FOR PEOPLE AFFECTED BY COVID-19 IN SPAIN

Garcìa Vera M.P.*[1], Navarro--Mccarthy A.[1], Fausor R.[2], Sanz--García A.[1], Sanz J.[1]

[1]Complutense University of Madrid ~ Madrid ~ Spain, [2]Valencian International University ~ Valencia ~ Spain

The severity and extension of the COVID-19 pandemic and the social and economic consequences of the measures taken to control it impacted the mental health of many people. Between March and May 2020, the Ministry of Health and the General Council of Psychology of Spain launched the Psychological First Aid Service (Servicio de Primera Ayuda Psicológica or SPAP), a national helpline designed to provide early psychological care to people affected by COVID-19. This service attended more than 15,000 calls and carried out more than 11,000 interventions and 9,500 follow-ups with the general population, healthcare and other essential professionals and the patients and relatives of the sick or deceased. This oral communication presents the results of the SPAP regarding the sociodemographic characteristics and psychological problems of the people served and the follow-up of these problems one and a half years after the end of the SPAP. It also discusses the lessons learned from the analysis of the SPAP's activities and results, which should be taken into account when planning the necessary measures to prepare countries for the psychological impact of future pandemics and other large-scale disasters.

Abstract 3221

THE PSYCHOLOGICAL IMPACTS OF CLIMATE CHANGE AND EXTREME WEATHER

Dodgen D.*

IAAP Division of Clinical & Community Psychology ~ Washington, DC ~ United States of America

Climate change represents a significant global threat. Extreme weather events are increasing in frequency and intensity, varying from heat waves to wildfires, floods, and hurricanes. One thing these events have in common is that they all have significant health and mental health consequences. This presentation will describe the individual and community mental health and social impacts of climate change. It will also describe how these effects differ across people and nations. Finally, we will consider what psychologists can do to participate in preparing for, responding to, and mitigating the needs emerging from climate change.

Abstract 3222

CONTRIBUTIONS OF PSYCHOLOGY IN THE CHALLENGE OF TERRORISM

Fausor R.*[1], Navarro--Mccarthy A.[3], Altungy P.[3], Garcìa Vera M.P.[2], Sanz J.[2]

[1]Valencian International University ~ Valencia ~ Spain, [2]Universidad Complutense de Madrid ~ Madrid ~ Spain, [3]Universidad Europea de Madrid ~ Madrid ~ Spain

Terrorism remains one of the biggest challenges for societies and states across the globe. 156,025 incident fatalities took place since 2018 around the world (counter terrorism report, 2024). This phenomenon has been widely studied from a psychological perspective, with hundreds of scientific papers currently available on the topic. No study to date has gathered the qualitative experiences accumulated by those experts who have led the study of terrorism. Therefore, the aim of the present study is to: (1) gain insights from international experts on terrorism regarding their experiences and perspectives for the future through a qualitative approach and (2) provide a scoping review of the most relevant scientific literature recommended by these experts in the areas of terrorism. To this end, 740 international expert psychologists were contacted, 76 of whom completed an online survey and provided more than 100 bibliographic references to articles considered especially relevant in this field. Most relevant contributions will be discussed as so future lines of research and policy recommendations will be proposed.

Abstract 3223

THE PANDEMIC OF THE FUTURE: DEPRESSION AND THE RIGHT TO HEALTH CARE

Sanz J.*[1], Fausor R.[2], Sanz--García A.[1]

[1]Complutense University of Madrid ~ Madrid ~ Spain, [2]Valencian International University ~ Valencia ~ Spain

Depression is a common mental disorder that may affect more than 380 million people worldwide, with an estimated 5.5% of the adult population in high-income countries and 5.9% of the adult population in middle- or low-income countries having experienced a major depressive episode in the past year. Moreover, in many countries, depression is one of the ten leading causes of mortality and disability in terms of disability-adjusted life years lost. Although effective prevention and treatment programs for depression exist, many people affected by or at risk for depression do not receive such programs or do not receive the most appropriate prevention and treatment programs. This paper analyzes some of the causes that may explain this lack of prevention and treatment, especially in high-income countries, ranging from misinformation, overprescription of psychotropic drugs, lack of psychologists at the different levels of mental health care, or the rise of pseudosciences. Likewise, some of the measures that can be implemented to address these causes and their difficulties will be analyzed, taking as an example the situation of these causes and measures in Spain.

Abstract 3224

PRELIMINARY FINDINGS OF A SYSTEMATIC REVIEW OF SOCIAL SUPPORT INTERVENTIONS AND PSYCHOLOGICAL OUTCOMES IN THE GENERAL POPULATION DURING THE COVID-19 PANDEMIC: IMPLICATIONS ON COMMUNITY MENTAL HEALTH

Guilaran J.*, Adenix K., Navarro J.J.

University of the Philippines Visayas ~ Miagao ~ Philippines

Social support refers to behaviors and social interactions that provide actual assistance and embed people in a web of social relationships that are perceived to be loving, caring, and readily available (Hobfoll & Stokes, 1988). It is one of the most reliable predictors of mental health outcomes after disasters. However, disasters, like the pandemic, disrupt community dynamics, including social support mobilization, provision, and utilization. This paper aims to systematically review the evidence on mental health outcomes and social support dynamics in the general population during the COVID-19 pandemic. Published social support studies on social in community settings during the pandemic will be searched in various academic databases (i.e., Scopus, PubMed, Web of Science). Reference lists and articles cited will also be searched. This paper will present the mental health outcomes associated with the pandemic. This paper aims to highlight the differential effects of the various facets and types of social support, as well as their psychological and social correlates. Implications on community mental health will be discussed, particularly in harnessing the salutary effects of social support to promote positive psychological outcomes.

06 - Division 6: Clinical and Community Psychology

Public & Community Care 1

Wednesday 22 July 2026 from 10:00 to 11:00

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 901

UNCOVERING THE LIVED EXPERIENCES OF SKIN PICKING: A QUALITATIVE INQUIRY

Çakir M.*[1], Ünal E.[2], Gençöz T.[1]

[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Ondokuz Mayis University ~ Samsun ~ Turkey

Pathological skin picking, or dermatillomania, is a body-focused repetitive behavior that remains underexplored in psychological research, particularly with respect to subjective lived experience. Existing studies predominantly emphasize neurobiological and behavioral accounts, while the affective meanings and personal narratives surrounding the symptom have been insufficiently addressed.

From a psychoanalytic perspective, self-inflicting behaviors such as skin picking may be understood as unconscious attempts to regulate overwhelming affect. When symbolization fails, unrepresented pain is enacted on the body. In this sense, skin picking may function both as an expression of unmet psychic needs and as a somatic means of regulation in the absence of symbolic mediation.

The present preliminary study aimed to capture how individuals themselves describe skin picking, using secondary data from publicly available YouTube videos in which people shared their experiences in search of community. A qualitative approach was chosen to allow access to authentic, unfiltered accounts that may be difficult to elicit in clinical settings, thereby offering unique insight into the lived experience of the symptom. Thematic analysis was selected for its flexibility in identifying and interpreting recurring patterns across narratives while remaining grounded in participants' language. Six videos were selected for relevance, featuring women aged 25–50.

Three overarching themes were identified: (1) Affective and Experiential Cycle: Including trance-like states, numbness, craving, satisfaction, guilt, and shame; (2) Social Perceptions and Stigma: Including secrecy, misunderstanding, bullying, and the search for recognition; and (3) Impact on Life and Coping Strategies: Including sensory triggers, avoidance, functional disruption, and paradoxical relief.

By foregrounding subjective experience and situating it within a psychoanalytic frame, this study addresses a gap in the literature and provides a foundation for subsequent qualitative inquiry. These findings may inform the design of semi-structured interview questions, thereby contributing to a deeper clinical understanding of skin picking.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1028

RAISING VOICES IN RESEARCH: A COMMUNITY-LED MODEL FOR BUILDING INCLUSIVE RESEARCH ECOSYSTEMS

Gray D.*[1], Husted M.[2]

[1]Kingston University ~ London ~ United Kingdom, [2]University of Winchester ~ Winchester ~ United Kingdom

Despite growing recognition of the need for inclusive inquiry, traditional research systems continue to privilege academic and institutional voices, resulting in evidence bases that fail to reflect the lived experiences, needs, and priorities of some communities, which remain under-represented in research. This exclusion not only undermines the relevance and equity of health research but also perpetuates disparities in access, outcomes, and policy influence across local, national, and global contexts. In this paper, we provide insight into Raising Voices in Research (RViR), a programme grounded in community and health psychology principles that seeks to engage underrepresented communities in research, including as participants. Across several phases, RViR has worked with 20 VCSE organisations representing a wide spectrum of communities, including young people, carers, neurodivergent individuals, LGBTQ+ groups, those seeking sanctuary, and people experiencing homelessness. In this paper, we will detail how, through a range of participatory and co-production activities, we sought to foster trust, build research capacity, and create systemic pathways for community-led research influence among communities who are traditionally excluded from health research: moving from research-led to community-led. We also reflect on the challenges we faced in attempting to bring about systemic change in research culture and systems, ethical evolution toward community-led inquiry, and more relevant and inclusive research. Finally, we examine risks such as institutional resistance, capacity, and funding, whilst also showcasing how community empowerment and participatory methods can fundamentally reshape research institutions and practices.

Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 4566

FACTORS INFLUENCING SUSTAINABLE IMPLEMENTATION AND SCALE-UP OF COGNITIVE BEHAVIOURAL THERAPY FOR INSOMNIA (CBT-I) IN THE PERINATAL COMMUNITY

Atzmon O.*[1], Crowther M.E.[1], Bennett C.[2], Davey M.[3], Drummond S.P.A.[1], Manber R.[4], Mol B.W.[5], Mortimer D.[6], Rolnik D.L.[5], Ryan J.[7], Wiley J.F.[1], Bei B.[1], Connor D.A.[8]

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Introduction:Perinatal insomnia is a prevalent sleep concern that affects maternal and infant health. Although CBT-I is the recommended first-line treatment for insomnia, it is not routinely implemented in perinatal care in Australia. This study explored factors (barriers and facilitators) influencing sustainable implementation and scale-up of CBT-I in perinatal care, as investigated in the SHINE (Sleep-Health-in-Perinatal-Care) hybrid effectiveness-implementation type 1 randomised controlled trial.

Methods:507 pregnant females were randomised to either CBT-I or active control. CBT-I was delivered online through psychologist-led sessions and digital materials. Of the 252 randomised to CBT-I, 26 completed a semi-structured interview at six months postpartum to explore implementation. Seventeen key stakeholders (including obstetricians/gynaecologists, general practitioners, psychiatrists and psychologists), and four clinicians who delivered the program were interviewed. Interview guides were developed using implementation science theory. Interviews were analysed thematically to identify implementation barriers and facilitators.

Results:Preliminary results show that most participants found CBT-I beneficial, reporting improved sleep, wellbeing and strong understanding of CBT-I strategies. This was supported by clinicians, with majority observing sleep improvement during delivery. Most participants valued the flexible access to materials, which supported continued engagement postpartum. Some participants expressed insufficient support during postpartum, a concern echoed by clinicians who noted the need for additional structured follow-up/check-ins. Social support was identified by participants and clinicians as a key facilitator of CBT-I adherence. Lastly, stakeholders highlighted the need for clear referral and screening pathways, including easy-to-use tools and a streamlined pathway, alongside ongoing communication about program outcomes to maintain engagement.

Discussion:Participants and clinicians found CBT-I useful, with its flexible digital delivery promoting sustained strategy engagement. Clear referral pathways and ongoing communication with stakeholders are likely essential for scalability. Key barriers and facilitators, including maintenance treatment postpartum and social support, can inform design of a tailored implementation strategy to accelerate sustainable implementation and scale-up of CBT-I into routine care.

Division 6: Clinical and Community Psychology - Others Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1051

BARRIERS AND FACILITATORS TO HELP-SEEKING BEHAVIOUR FOR DEPRESSIVE SYMPTOMS IN THE DUTCH ADULT POPULATION: A GENERAL PUBLIC PERSPECTIVE.

Zandbergen M.*[1], Jansen E.[1], De Kok I.[1], Jabbarian L.[2]

[1]Erasmus MC, University Medical Center Rotterdam, Department of Public Health ~ Rotterdam ~ Netherlands, [2]Erasmus MC, University Medical Center Rotterdam, Department of Psychiatry ~ Rotterdam ~ Netherlands

Introduction
Depression is a major public health problem worldwide, with a 9% prevalence among Dutch adults. Around 70% of individuals experiencing depressive symptoms do not seek timely help, increasing the risk of major depressive disorder (MDD) and long-term problems. Identifying barriers and facilitators may support earlier intervention and improve public mental health.

Method
We conducted semi-structured interviews with 18 participants from Rotterdam area (the Netherlands). Transcripts were thematically analysed by two independent researchers using inductive coding, with overarching themes for barriers and facilitators derived from the data and stratified by demographics (age, gender, education, and cultural background) and by frequencies of mentions at the individual level.

Results
Among the 18 participants (11 woman, ages 18-86, 61.1% Western European), all reported barriers and facilitators, and six overacting themes of barriers and facilitators were identified. Stigma and self-stigma were the most common barriers (88.9% of 18 participants), followed by systemic issues (88.3%), knowledge and literacy (77.8%), accessibility/affordability (77.8%), psychological/illness-related barriers (66.7%), and cultural barriers (61.1%). Demographic differences showed that men more often cited knowledge gaps and cultural norms as barriers for help-seeking while woman emphasised accessibility and systemic issues (e.g. waiting lists or trust in Dutch healthcare). Younger adults highlighted stigma, while psychological barriers were most frequently mentioned by older adults. The most frequently proposed facilitators were improving knowledge/awareness (88.9% of 18 participants), systemic improvements (66.7%), stigma reduction (61.1%), professional training and communication (44.4%), peer/community support (22.2%), and better screening(16.7%).

Conclusion
Although primary care in the Netherlands is freely accessible, stigma, systemic barriers, and knowledge gaps still delay timely help-seeking for depressive symptoms. Targeted strategies, such as addressing knowledge gaps particularly among men and systemic improvements for women, may promotor earlier intervention. Increasing awareness and building more trust in healthcare providers are key areas for future prevention efforts and improve mental health outcomes.

06 - Division 6: Clinical and Community Psychology

Trauma & Resilience 1

Wednesday 22 July 2026 from 11:00 to 12:30

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 295

COGNITIVE EMOTION REGULATION AND NEGATIVE EMOTIONS: THE MODERATING ROLE OF TRAUMATIC NEWS EXPOSURE

Büsra Nur D.T., Gözde I.*

TOBB University of Economics and Technology ~ Ankara ~ Turkey

Introduction and purpose of the study: In the era of constant media exposure, increased exposure to traumatic news has raised concerns about its psychological impact, particularly in terms of emotional distress. This study aimed to examine the relationship between cognitive emotion regulation strategies and negative emotions, with a focus on how traumatic news exposure might moderate this relationship.
Method: The research was conducted in two stages. In Study 1 (n = 72), participants rated a pool of news stories, and items identified as highly traumatic were selected for use in the experimental phase. Study 2 (n = 120) utilized a between-subjects experimental design. Participants were randomly assigned to view either traumatic or neutral news content. The Cognitive Emotion Regulation Questionnaire and the Positive and Negative Affect Schedule were used to assess cognitive emotion regulation strategies and emotions.
Results: Findings indicated that individuals exposed to traumatic news experienced significantly more intense negative emotions than those who viewed neutral content. Moderation analysis revealed that the relationship between rumination as an emotion regulation strategy and negative emotions was moderated by the news types that the participants viewed, suggesting that rumination may function as a vulnerability factor in the context of trauma exposure.
Discussion: In conclusion, the study provides evidence for the critical role of cognitive emotion regulation strategies in shaping emotional responses in the context of traumatic news exposure. The findings highlight rumination as a key target for intervention and contribute to a growing body of literature that emphasizes the psychological consequences of indirect trauma exposure through media and underscore the role of individual differences in coping strategies and emotional processes. The findings also underscore the importance of addressing cognitive emotion regulation strategies in both therapeutic and preventive mental health interventions, especially in the context of widespread media exposure.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 244

FROM DISCOMFORT TO GROWTH: TRAINEE THERAPISTS' CHALLENGES IN FEEDBACK-INFORMED CBT

Meral Y.*[1], Özge Y.[1], Yorulmaz H.[2]

[1]Izmir University of Economics ~ Balcova ~ Turkey, [2]Koç University ~ Istanbul ~ Turkey

Introduction: Feedback-Informed Treatment (FIT) involves systematically tracking patients' progress during psychological treatment using two four-item self-report measures: the Outcome Rating Scale (ORS) and the Session Rating Scale (SRS) (Miller, 2016). he ORS assesses client well-being, while the SRS evaluates the therapeutic alliance. Research shows that incorporating FIT into sessions can lead to shorter treatment durations and improved retention. Moreover, immediate feedback and self-reflection enhance clinicians' ability to respond empathically and collaboratively. However, implementing FIT can be challenging due to therapists' concerns about time constraints, discomfort in receiving feedback, and potential disruptions to therapeutic flow.
Purpose: Understanding how trainee therapists experience these challenges is essential for developing effective training models. This study explores the experiences and challenges faced by trainee therapists in integrating FIT into their practice.
Method: Participants currently include 14 trainee therapists who apply FIT while practicing Cognitive Behavioral Therapy (CBT) under supervision at Izmir University of Economics' public mental health center. The study is ongoing and will continue until December 2025; thus, the sample size may increase as additional therapists join. A longitudinal qualitative design is used, with open-ended surveys administered at the beginning and end of the psychotherapy process. The survey explores their expectations, the challenges they encounter, and the impact of receiving client feedback on the therapy process
Results: Although data collection is ongoing, emerging themes suggest that trainee therapists initially experience discomfort when confronted with direct client feedback and struggle with integrating FIT tools into time-limited sessions. However, preliminary data suggest that over time, trainee therapists begin to feel more comfortable using the scales and become increasingly capable of handling negative feedback effectively.
Conclusions: Based on the potential findings, this study aims to propose practical recommendations for training therapists to engage effectively with client feedback and implement routine monitoring as an integral part of CBT practice.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 880

DIGITAL EXPRESSIONS OF TRAUMA AND HEALING: RESILIENCE AND HOPE IN THE VOICES OF ACID ATTACK SURVIVORS

Mittal S.*[1], Singh T.[2]

[1]Bennett University ~ Greater Noida ~ India, [2]Banaras Hindu University ~ Varanasi ~ India

Acid attack survivors experience profound physical and psychological trauma. This study addresses a significant gap in understanding how survivors grapple with trauma, healing and identity in contemporary digital spaces. The present study aims to explore how acid attack survivors express trauma, resilience, and identity on social media; to analyse how digital storytelling and activism challenge stigma and promote advocacy, and to assess how survivors' online narratives can inform psychological support and awareness programs. By adopting a netnographic approach, the research analyses publicly available content from survivor-led accounts, campaigns, and hashtags across platforms such as Instagram, Facebook, and X (formerly Twitter). Thematic analysis (Braun & Clarke, 2006) was done to identify the recurring patterns in the digital narratives of the survivors pertaining to trauma, identity and resilience. To complement this, visual framing analysis by both Entman (1993) and Goffman (1974) was implemented. Thematic analysis revealed themes including scars as strength, digital advocacy, humanizing narratives, psychosocial resilience, community solidarity, social media healing, body image experiences, and joyful expressions. Analysis through Entman's approach showcases a balance between two main frames: highlighting their suffering and trauma and portraying their resilience and strength. From Goffman's framing approach, the key finding is that acid attack survivors actively manage their online self-presentation by carefully selecting and shaping how they share their stories and images. The research has relevance for practitioners as the findings highlight the value of incorporating survivors' online communication in psychosocial interventions. The research emphasizes the significance of digital stories in informing inclusive awareness campaigns and in spreading survivor agency. Finally, the research contends that resilience and healing in the modern world are not limited to transcending trauma but also in expressions of joy, creativity, and everyday engagement in cultural life.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 300

THE IMPACT OF THE 2023 EARTHQUAKES ON PSYCHOLOGISTS: VICARIOUS TRAUMA, COPING STRATEGIES, AND PROFESSIONAL FACTORS ASSOCIATED WITH GROWTH AND DEPRECIATION

Munevver Rana K.*, Gözde I.

TOBB University of Economics and Technology, Department of Psychology ~ Ankara ~ Turkey

Introduction and Purpose:
Large-scale disasters not only affect individuals directly impacted but also pose psychological risks for mental health professionals providing support. One such risk is vicarious trauma (VT), which may lead to either positive psychological change—vicarious posttraumatic growth (VPTG)—or negative outcomes—vicarious posttraumatic depreciation (VPTD). This study aimed to examine the relationships between VT and both VPTG and VPTD in psychologists who provided psychosocial support after the 2023 Kahramanmaraş earthquakes in Türkiye. It also investigated the mediating role of coping strategies and the moderating roles of supervision and trauma training.
Method:
The sample consisted of 122 psychologists who worked in clinical settings and were involved in post-earthquake psychosocial support. Participants were reached via purposive and snowball sampling on social media. Data were collected using the Demographic Information Form, Vicarious Trauma Scale, Ways of Coping Questionnaire, and the Posttraumatic Growth and Depreciation Inventory – Expanded Version. Analyses were conducted using multiple regression and mediation analysis.
Results:
Coping strategies such as seeking refuge in fate and supernatural forces were found to significantly mediate the link between VT and VPTG. In contrast, no coping mechanism was found to predict VPTD or mediated the relationship between VT and VPTD. Among the professional variables, only supervision showed a positive association with VPTG, while neither supervision nor trauma-related training moderated the relationships between VT and either VPTG or VPTD.
Discussion and Conclusion:
The findings highlight the importance of addressing spiritual coping strategies in post-disaster support programs designed for psychologists. Additionally, the positive association between supervision and VPTG underscores the value of ongoing professional support. Future studies should further explore the mechanisms behind VPTD by incorporating additional psychosocial variables.*
*This abstract is derived from the author's MSc thesis conducted at TOBB University of Economics & Technology, under the supervision of Dr. Gözde İkizer.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 412

A NETWORK ANALYSIS OF GENDER DIFFERENCES IN UNRESOLVED ATTACHMENT, POSTTRAUMATIC STRESS FOLLOWING COVID-19, PSYCHIATRIC COMORBIDITY, AND CONTAMINATION FEAR IN ADOLESCENTS: IMPLICATIONS FOR PSYCHOTHERAPY

Wang N.*[1], Chung M.C.[2], Liu F.[3]

[1]Huazhong University of Science and Technology ~ Wuhan ~ China, [2]Zayed University ~ Dubai ~ United Arab Emirates, [3]Jiangxi Normal University ~ Nanchang ~ China

This study used a network approach to examine gender differences in adolescents regarding unresolved attachment styles, COVID-19 PTSD symptoms, comorbid psychiatric symptoms, and contamination fear. The rationale for the study stems from the suggestion that parents' relationships with adolescents (i.e., attachment) can influence how adolescents cope with distress during COVID-19. Since attachment is linked to gender differences, these differences should also be considered. Furthermore, while much has been documented on secure or insecure attachment, little is known about whether the impact of unresolved attachment can influence psychological distress in adolescents. Adolescents (n = 1,715; 803 females, 912 males) from five Hong Kong secondary schools completed measures assessing unresolved attachment, contamination-related fears, PTSD symptoms, and general psychological disorders. Results showed no significant gender differences in network density or global strength. However, network structure analysis revealed weaker connections among males compared to females. For males, all unresolved attachment aspects were linked to COVID-19 PTSD and comorbid psychiatric symptoms, while for females, only perceived failed protection correlated with depression. Both genders showed associations between PTSD, comorbid symptoms, and contamination fear.
In conclusion, while trauma and psychological reactions were shared, gender differences emerged in how unresolved attachment influenced distress. Males exhibited broader attachment-related distress links, whereas females showed more specific associations. These findings enhance understanding of adolescent psychotherapy needs during crises.

06 - Division 6: Clinical and Community Psychology

Daniel Dodgen,Washington, District of Columbia, USA

Wednesday 22 July 2026 from 13:00 to 13:30

(G-Spadolini)

Abstract 4617

Psychology, Public Health, and Public Service: What They Didn't Teach Us in Grad School

Dodgen D.*

06 - Division 6: Clinical and Community Psychology

María Paz García-Vera,Universidad Complutense de Madrid, Spain

Wednesday 22 July 2026 from 13:30 to 14:00

(G-Spadolini)

Abstract 4638

Psychological Treatments for the Mental Health Consequences of Terrorism

Garcìa Vera M.P.*

06 - Division 6: Clinical and Community Psychology

INNOVATIVE APPLICATIONS OF QUALITATIVE METHODS FOR CHANGE

Wednesday 22 July 2026 from 14:00 to 15:30

(G-Spadolini)

Elisa Guidi (eCampus University ~ Novedrate (CO) ~ It), Chair and Presenter
Patrizia Meringolo (Laboratory "Multisetting Community Actio), Discussant

In recent years, qualitative research has gained increasing attention in psychology. This symposium examines how innovative uses of qualitative approaches can promote positive change across different groups and contexts, including organizational, local community, clinical, and academic-educational settings.

Guidi et al. illustrate the first step toward second-order change in mothers' working conditions in Italy, using qualitative research to capture their voices regarding unmet needs. This work highlights how gender stereotypes constrain well-being and shows the potential of community psychologists to foster support networks and transformative change.

Gavrilovici and Dronic adapt positioning theory/analysis in a narrative qualitative inquiry in search for identity migration and development of participants in bottom-up community running in Romania. The positioning lens describes the identity development process in terms of agency (being positioned/positioning oneself), movement (constancy and change), and difference.

Covelli focuses on the critical application of qualitative narrative research methods in narrative medicine to deepen the understanding of patient experiences, promoting person-centered care and fostering clinical and policy advancements in response to evolving healthcare challenges.

Lateef et al. offer a unique perspective by applying intersectionality theory within an interpretative phenomenological analysis to sexual violence research, presenting how intersecting systems of oppression shape survivors' counseling experiences. This work demonstrates psychology's potential to promote equity in services for survivors from marginalized groups by incorporating intersectionality considerations into practice and research.

Novara et al. present photovoice as a qualitative method fostering reflection, empowerment, and proposals for university governance among university students. The project emphasized informal spaces as sites of belonging and generated actionable suggestions for improving campus life, illustrating photovoice's capacity to drive institutional and cultural change.

This symposium shows how the innovative use of qualitative methods not only brings participants' perspectives to the forefront but also enables researchers to understand how to foster transformative and inclusive change processes across multiple levels and contexts.

Abstract 3461

QUALITATIVE RESEARCH FOR SECOND-ORDER CHANGE PROCESSES AND POWER SHIFTS: HEARING THE VOICES OF WORKING MOTHERS

Guidi E.*[1], Cecchini C.[2], Di Loreto C.[3], Chiodini M.[1]

[1]1 eCampus University; 2 LabCom Research and Action for psychosocial well-being ~ 1 Noverate (CO), Italy; 2 Firenze, Italy ~ Italy, [2]LabCom Research and Action for psychosocial well-being ~ Firenze ~ Italy, [3]Me First® ~ Firenze ~ Italy

In Italy, the working conditions of mothers reveal a structural gender gap: parenthood reduces women's participation in the workforce while often enhancing men's. Work-family balance remains a central challenge and a primary reason for women's resignations. Achieving a second-order change requires modifying the rules that define the working context, challenging entrenched stereotypes, and fostering a new culture. The first step in this process is to listen attentively to and foreground women's voices through qualitative research.

This study is part of a national project on the well-being, challenges, and needs of working mothers in Italy. Results are based on 1,130 participants who completed an online questionnaire, which included an open-ended question about their perceived needs in their roles as women, mothers, and workers. Six women also participated in in-depth interviews to explore social support, workplace recognition, and fulfillment of needs. Data were analyzed using reflexive thematic analysis.

We identified three main themes from the open-ended responses: Desire for Time and Burden of Judgment, reflecting the need for personal and family time, often accompanied by guilt and social judgment; Professional Recognition and Structural Changes, highlighting calls for equality, fair pay, flexible work arrangements, and parental leave supported by workplace policies fostering work–family balance; and Building Family Support Networks, emphasizing the need for accessible services, psychological support, and collaboration from partners and the community to reduce isolation and inequalities. Interview analysis identified three additional themes: persistence of gender stereotypes and the maternal wall, the need for cultural change, and the strengthening of both service networks and connections among mothers.

In conclusion, as community psychologists, we can work to challenge gender stereotypes affecting working mothers and support local communities in creating stronger resource networks. Addressing these issues requires coordinated action at multiple levels—individual, organizational, and societal—to foster truly transformative change.

Abstract 3462

ARRIVING AT MENTORING FROM COUCH TO ULTRAMARATHON: A POSITIONING ANALYSIS STUDY

Gavrilovici O.*[1], Dronic A.[2]

[1]Alexandru Ioan Cuza University of Iasi; and Psiterra Association ~ Iasi ~ Romania, [2]Psiterra Association ~ Iasi ~ Romania

The positioning theory and analysis developed rather recently in qualitative inquiry in psychology, mainly in the past 20 years. Taking Michael Bamberg's narrative inquiry perspective within positioning analysis the study taps into the narratively-led conversation within the framework of a series of interviews with participants in community running activities. Community running is a rather new bottom-up practice in Iasi, Romania, the first individual and small group initiatives of this kind started in 2015 and developed fast in the past 10 years. The idea of this research was inspired by the passion we share regarding running or "life into movement". Participating and contributing to a lively and growing running community in our hometown, Iasi, Romania, and inviting people to contribute to a collection of stories, sharing their experiences, stirred our curiosity about what inspires people to start running and the effects of their identity migration.

Particularly, we explore how "runner" identity becomes one of the preferred identities, and how a "migration of identity" may be described and understood, for life trajectories in relation to running "from couch to ultramarathoning". With a focus on narrative identity development, this study focuses on one conversation with a participant who describes a migration of identity from solo runner to becoming a mentor of ultra-marathonists.

The positioning analysis describes the co-construction of meaning about the runner identity in successive steps of the storyteller and the facilitator, alternating self-descriptions with narrative-knitting initiatives. The study renders visible the gradual enrichment of a runner's identity descriptions defined by agency, change, and difference. Running experiences in relation to identity migration and development can be viewed, in conclusion, as a gradual knowledge development process engaging the main protagonist (the storyteller) and the facilitator (the researcher).

Abstract 3463

NARRATIVE RESEARCH IN NARRATIVE MEDICINE: QUALITATIVE METHODS FOR ENHANCING PERSON-CENTERED CARE AND PROMOTING INNOVATION

Covelli V.*

eCampus University ~ Noverate (CO) ~ Italy

Significant changes in the Italian healthcare system pose important challenges for health professionals in managing patient care and treatment pathways. The aging population and rising prevalence of chronic diseases require complex and personalized care approaches. Moreover, the implementation of digital technologies, while enhancing management efficiency, may limit the time available for doctor-patient interactions. In this context, narrative medicine plays a crucial role in integrating various clinical perspectives and refocusing on the patient's subjective experience, helping to overcome fragmentation in care pathways.

Qualitative research has played a key role in narrative medicine, providing methods to explore healthcare professionals' and patients' experiences. In particular, narrative research examines life stories, illness journeys, and patient-provider relationships, uncovering the symbolic, cultural, and emotional aspects of care, which helps foster more empathetic clinical practices.

This presentation discusses a qualitative narrative research study conducted in the field of narrative medicine, focusing on exploring the subjective experiences of 23 paediatric patients with headaches aged 11 to 17, recruited at a specialized neurology center. Data were collected through in-depth narrative interviews and analysed using narrative and thematic approaches. Results revealed different ways of describing illness experiences, with emerging themes related to pain description, social impact, coping strategies, and future perceptions. Based on these narratives, a prototypical first-person narrative was created to serve as a clinical tool that supports dialogue and reflection in care processes.

The presentation will further explore the role and impact of qualitative methodologies in narrative medicine, comparing tools and approaches used in research on illness experiences and care pathways. Special focus will be on how these methods help understand the complexity of individual and social factors affecting healthcare, emphasizing their importance for clinical practice and health policy.

Abstract 3464

APPLYING INTERSECTIONALITY IN QUALITATIVE RESEARCH: INSIGHTS FROM A SURVIVOR-CENTERED SEXUAL VIOLENCE STUDY

Lateef R.*[1], Collin--Vézina D.[2], Alaggia R.[3], Macintosh H.[2]

[1]Université de Sherbrooke ~ Sherbrooke, Québec ~ Canada, [2]McGill University ~ Montreal, Quebec ~ Canada, [3]University of Toronto ~ Toronto ~ Canada

Intersectionality theory proposes that multiple social identities form qualitatively different life experiences and challenges for individuals in society, as a reflection of multiple and interwoven systems of privilege and oppression. Although intersectionality has long been recognized as essential for understanding sexual violence, psychological research often overlooks how intersecting oppressions shape survivors' experiences, psychological outcomes, and systemic responses. This presentation will demonstrate the clinical and scholarly value of adopting an intersectional lens in psychological research by sharing the findings from a study that qualitatively explored, utilizing an intersectional lens, the following research question: How do women survivors of child sexual abuse from marginalized racial and/or ethnic groups experience counseling? This study is among the first to apply intersectionality theory within an interpretative phenomenological analysis design to explore child sexual abuse survivors' counseling experiences. Ten cisgender women survivors of child sexual abuse residing in Canada who identified with a marginalized racial and/or ethnic group completed semi-structured interviews that directly explored their experiences with counseling. Analysis of interview transcripts produced three Group Experiential Themes: (1) shared social identities between survivors and counselors facilitated connection through shared struggles, (2) racism and White privilege had disparate impacts in counseling for survivors, and (3) counselor cultural competence and humility were perceived as priorities. The findings demonstrated how the social location of survivors, and particularly the nexus of race, ethnicity, and gender and the concomitant systems of oppression, influenced their counseling experiences. Clinical implications will be discussed, highlighting the critical role of psychologists and other mental health professionals in addressing systemic inequities by integrating intersectionality and sexual violence survivors' lived experiences into clinical practice.

Abstract 3465

EMPOWERING STUDENTS THROUGH PHOTOVOICE: QUALITATIVE INNOVATION FOR ACADEMIC CHANGE

Novara C.*, Di Napoli G., Marino I., Todaro V., Siringo S., Graziano R., Amenta L.

University of Palermo ~ Palermo ~ Italy

Educational innovation has increasingly embraced models that place students at the center as active partners in the learning process rather than passive recipients. Within this framework, the classroom is no longer the sole space of knowledge production, which instead expands into multiple contexts where competencies are enacted and transformed. This perspective highlights the potential of qualitative methods as tools for social and institutional change.

This contribution presents a photovoice project conducted within the Community Psychology course for pedagogists and community educators at the University of Palermo. The initiative pursued a dual objective: on the one hand, to foster students' critical reflection on their academic community; on the other, to promote empowerment processes and encourage active proposals addressed to the university governance.

Students were asked to produce ten photographs depicting an informal space on campus—a wooded green area commonly used for studying, socializing, and sharing breaks. The images were analyzed using the SHOWED method, which supports collective discussion and the co-construction of meaning. Group narratives were then developed into concrete proposals, which were publicly presented to the university governance during a collective event.

The photovoice process made visible everyday experiences and meanings often overlooked, emphasizing the role of informal spaces as relational environments that foster a sense of belonging to the academic community. The students' proposals focused on improving the quality of campus life through creating the first map of the campus, producing reels to raise awareness on aspects of ecosystem sustainability and leading to the establishment of a STUDENT-VOICE space.

The innovative use of qualitative methods, such as photovoice, can foster institutional and cultural change. Student participation emerges not only as an educational practice but also as a form of active citizenship, capable of generating both personal and collective empowerment within the academic community.

06 - Division 6: Clinical and Community Psychology

Family and Intergenerational Processes 2

Wednesday 22 July 2026 from 14:00 to 15:30

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 4601

CARING FOR CHILDREN WITH AUTISM SPECTRUM DISORDER IN URBAN LIMA, PERU: EXPERIENCES AND CHALLENGES FROM CAREGIVERS, HEALTH PERSONNEL, AND COMMUNITY LEADERS

Contreras C.*[1], Ticona E.[1], Garcia M.[1], Galea J.[2]

[1]National University of San Marcos ~ Lima ~ Peru, [2]University of South Florida ~ Florida ~ United States of America

Autism spectrum disorder (ASD) is a neurodevelopmental condition with significant implications for children, families, and service systems. In low- and middle-income countries, early identification and sustained multidisciplinary care are frequently constrained by structural inequities, centralized service delivery, and restricted institutional capacity. Although global awareness of ASD has expanded, fewer studies have examined how caregivers, frontline health professionals working with children with ASD, and other community members directly involved in care confront these systemic challenges in everyday practice. Understanding these perspectives is critical to inform culturally grounded and scalable responses.

Methods: A qualitative study was conducted in a low-resource urban districts of Peru. Data were generated through focus groups and semi-structured interviews designed to capture multi-actor perspectives on caregiving, service access, and institutional coordination. All sessions were audio-recorded, transcribed verbatim, and analyzed using reflexive thematic analysis to identify recurrent patterns across participant groups.

Results: Two focus groups comprising N=15 caregivers of children with ASD and N=10 semi-structured interviews with health personnel (psychologists, physicians, and nurses) and community leaders (schoolteachers and community health promoters) were conducted. Six interconnected themes emerged: (1) community-level invisibility and stigma surrounding ASD; (2) substantial emotional and financial burden on mothers as primary caregivers; (3) structural barriers within health and educational systems, including delayed diagnoses and long waiting lists; (4) weak intersectoral coordination across services; (5) development of family-based coping strategies and active advocacy; and (6) calls for community awareness and service decentralization. Families assume a disproportionate share of responsibility in sustaining care amid limited institutional response.

Conclusions: ASD care in urban Lima, a low-resource setting, relies heavily on family resilience amid persistent systemic gaps. These findings offer practice-informed insights to guide family-centered interventions, community-strengthening strategies, and intersectoral service models aimed at improving early detection, educational inclusion, and equitable access to specialized support in similar global contexts.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 723

EFFECTS OF PREMATURE BIRTH AND POSTPARTUM DEPRESSION ON EARLY CHILDHOOD EMOTIONAL AND BEHAVIORAL ADJUSTMENT: CHILD- AND ENVIRONMENT-RELATED MEDIATING FACTORS

Sencan Karakus B.*[3], Uluç S.[1], Çelik H.T.[2], Özmert E.N.[3]

[1]Hacettepe University Psychology ~ Ankara ~ Turkey, [2]Hacettepe University Neonatology ~ Ankara ~ Turkey, [3]Hacettepe University Developmental Pediatrics ~ Ankara ~ Turkey

Children born prematurely are subject to a range of psychosocial risks in addition to the biological risks associated with their early birth. The effects of prematurity on the family unit and the attitudes of parents toward their child are significant factors that may influence development. The present study aims to evaluate the emotional and behavioural problems, as well as the social adjustment difficulties, of children born prematurely in early childhood. In addition, it examines the role of child emotion regulation skills, together with family-specific and child-specific variables that may affect these skills.

The mediating role of child emotion regulation in the relationship between social adjustment difficulties, emotional and behavioural problems, and family- and child-specific mechanisms was tested using structural equation modelling. The sample comprised 97 prematurely born children and their parents. A risk model was developed that included factors affecting emotional and behavioural problems and social adjustment difficulties of premature children.

Findings indicated that maternal emotion regulation difficulties predicted child emotion regulation difficulties via maternal negative emotion socialisation styles. These maternal socialisation styles, in turn, predicted child social adjustment difficulties and emotional and behavioural problems through child emotion dysregulation. Moreover, maternal postpartum depression symptoms predicted maternal dysregulation difficulties and child dysregulation difficulties via current maternal depression symptoms. The study also demonstrated moderating effects of children's reactive temperament traits and current maternal depression symptoms within this model.

It is suggested that this model provides a framework for identifying intervention points for addressing early childhood emotional and behavioural problems and social adjustment difficulties in preterm infants.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others SDG 16: Peace, Justice and Strong Istitutions

Abstract 210

PARENTING ALLIANCE AND STRESS IN COUPLES WITH AN INFANT: A DYADIC STUDY ON THE MODERATING ROLE OF CHILDHOOD INTERPERSONAL TRAUMA

Rassart C.*, Paradis A., Godbout N.

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Welcoming a new child is a life-changing event that may deeply impact the mental health of parents, with parenting stress remaining one of the most commonly reported difficulties of the postpartum period. Parenting alliance, a specific component of the couple's relationship focused on parenting, has emerged as a key asset to deal with the stressful demands of early parenting. Although studies have confirmed that a sound parenting alliance is related to lower parenting stress, fathers are often understudied, and the reciprocal influences between coparents are still misunderstood. In addition, the potential influence of parents' history of childhood interpersonal trauma is still unclear. Since parents exposed to cumulative childhood interpersonal trauma (CCIT) are more likely to report early parenting difficulties and later adverse family outcomes, further investigation is needed into how CCIT may disrupt the relationship between parenting alliance and parenting stress. Using a dyadic longitudinal approach, this study examined the moderating role of CCIT in the association between parenting alliance and parenting stress. A randomly selected community sample of 958 parental couples with an infant completed online questionnaires across the first year postpartum. Results showed that higher parenting alliance predicted lower parenting stress 10 months later, with significant interdependence between coparents' functioning and dyadic associations. The strength of the associations varied based on parents' CCIT levels, with higher exposure weakening the positive influence of parenting alliance on parenting stress for mothers and fathers (R2 = 20.8%; 14.8%). These findings reveal the role of CCIT in shaping couple dynamics during postpartum and highlight the need for trauma-informed approaches in prevention and intervention efforts targeting the mental health of parents.

Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 93

FROM PARENTING TO MATE PREFERENCES: THE MEDIATING ROLE OF RECIPROCAL FILIAL PIETY IN CHINESE EMERGING ADULTS

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University of Macau ~ Macau ~ Macao

This study aimed at examining the relations between emerging adults' perceived parenting styles and their mate preferences, with the potential mediators of their dual filial piety beliefs. We also explored the dyadic relations between adult children and their parents' perceptions of parenting styles and both their preferences on children's potential mates, with children's filial piety beliefs as potential mediators. We recruited 368 emerging adults in study 1 and included 283 valid parent-child dyads in study 2. Emerging adults completed self-report measures assessing their perceived parenting (authoritative and authoritarian), dual filial piety beliefs (reciprocal and authoritarian), and mate preferences, while parents reported their preferences for potential in-laws and parenting styles.

Results from study 1, using structural equation modeling, indicated that both authoritative and authoritarian parenting were correlated with mate preferences for good genes and good resources. When dual filial piety beliefs were included as mediators, reciprocal filial piety belief fully mediated the relations between authoritative parenting and mate preferences for good genes, but authoritarian filial piety belief could not work as a mediator. In study 2, cross-sectional actor-partner interdependence models showed that children's perceived authoritative parenting had actor effects on preferences for good resources and partner effects on preferences for good genes. Parents' perceived authoritarian parenting had both actor and partner effects on preferences for both good genes and good resources. When children's dual filial piety beliefs were included as mediators, reciprocal filial piety belief fully mediated the actor effects of authoritative parenting on preferences for good genes.

The findings reveal the significant roles of parenting styles and filial piety beliefs in shaping Chinese emerging adults' mate preferences, highlighting the importance of cultural and familial context in understanding romantic preferences.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 544

MEDIATING AND MODERATING VARIABLES ON THE PATH TO PARENTAL BURNOUT

Uysal E.*[1], Kindap Tepe Y.[2]

[1]Yalova University ~ Yalova ~ Turkey, [2]Ondokuz Mayis University ~ Samsun ~ Turkey

Introduction: Parental identity refers to the degree to which individuals internalize a specific parenting understanding. Parental identity is a relatively new area in the literatüre and it has been found to significantly influence parenting experiences and both individual and family well-being.
Purpose: This study aimed to examine the roles of parental identity, anxiety levels, and basic psychological needs support in explaining parental burnout. Two models were tested: (1) the mediating role of anxiety in the relationship between parental identity and burnout, and (2) the moderating role of basic psychological needs satisfaction in the relationship between anxiety and burnout.
Method: A relational survey design was employed. Participants consisted of 224 parents (123 mothers, 101 fathers) aged between 21 and 55. Data were collected online via snowball sampling. Measures included a Demographic Information Form, the Parental Burnout Assessment, the Utrecht-Management of Identity Commitments Scale–Parental Identity, and the State-Trait Anxiety Inventory.
Results: Mediation analyses conducted using Hayes' PROCESS macro (Model 4) indicated that higher parental identity was associated with lower anxiety levels, which in turn predicted lower parental burnout. These findings suggest that anxiety fully mediates the relationship between parental identity and burnout. Additionally, a moderation analysis (Model 1) revealed that the level of basic psychological needs satisfaction significantly moderated the relationship between anxiety and burnout. Specifically, the positive association between anxiety and burnout was stronger when needs satisfaction was low and weaker when it was high.
Conclusion: These findings emphasize the protective role of a supportive environment in strengthening parents' psychological resilience. Enhancing parental identity and supporting basic psychological needs may be crucial targets for interventions aiming to prevent parental burnout.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 522

PREDICTORS OF PARENTAL BURNOUT IN PARENTS OF PRESCHOOL-AGED CHILDREN: THE ROLE OF PARENTAL IDENTITY, PSYCHOLOGICAL NEEDS, AND STRESSORS

Uysal E.*[1], Kindap Tepe Y.[2]

[1]Yalova University ~ Yalova ~ Turkey, [2]Ondokuz Mayis University ~ Samsun ~ Turkey

Introduction: Parenting is widely regarded as a sacred role across cultures and is typically associated with positive emotions and experiences. However, it is also a journey marked by challenges. Understanding the resources and risk factors inherent in parenting is essential for guiding parents in this complex process. When risk factors outweigh available resources, the risk of parental burnout increases. Recent studies suggest that parental burnout is linked to demographic features, personality traits, partner relationships, and psychological well-being.
Purpose: This study aimed to identify variables associated with parental burnout and explore its potential predictors among parents of children aged 3 to 6. Specifically, it sought to examine how parental identity, basic psychological needs, marital harmony, and economic anxiety contribute to the development of burnout symptoms.
Method: The study employed a relational survey design and collected data from 419 parents (252 mothers, 167 fathers) via online questionnaires using snowball sampling. Instruments included a Demographic Information Form, the Parental Burnout Assessment, the Parental Identity Scale, the Marital Harmony Scale, and the Economic Strain Index.
Results: Analyses indicated that demographic variables such as gender, age, education level, employment status, and marriage duration were not significantly associated with burnout. However, the identification dimension of parental identity, satisfaction of basic psychological needs, and marital harmony were negatively associated with parental burnout. Conversely, the rumination dimension of parental identity, frustration of psychological needs, and economic anxiety were positively associated with burnout. Regression results showed that identification and marital harmony negatively predicted burnout, whereas needs frustration and financial anxiety positively predicted it. Finally, satisfaction and frustration of basic psychological needs were found to mediate the relationship between identification and burnout.
Conclusion: These findings contribute to a deeper understanding of the psychological and contextual factors influencing parental burnout and offer valuable insight for future research and intervention development.

06 - Division 6: Clinical and Community Psychology

DETECTION AND INTERVENTION ON THE PSYCHOTIC SPECTRUM I

Wednesday 22 July 2026 from 15:30 to 17:00

(M-Lorenese)

Clara Gesteira (Complutense University of Madrid ~ Madri), Chair and Presenter

Psychosis is a serious mental health problem with social and economic impact. Schizophrenia is among the 25 leading causes of disability worldwide (GBD 2021 Diseases and Injuries Collaborators, 2024). In this symposium, more effective procedures of detection and intervention will be examined.

Ways are currently being sought to refine traditional psychosis risk detection, through the study of its risk factors. Family environment represents a significant risk factor that impacts psychosis prognosis, nevertheless not much is known about its effect on the at-risk of psychosis symptoms. M.D. Ricardo Guinea will examine the effect of a range of family factors related to family functioning in the psychotic-like symptoms. Other factors, such as childhood adversity, are robust environmental factors for both psychosis and high-risk states for psychosis. However, the relationships between types of adversity and subclinical psychotic symptoms remain unclear. Dr. Clara Gesteira will discuss the relationship between types of childhood abuse and neglect and kinds of psychotic-like experiences, while Dr. Beatriz Cobos will focus on the impact of bullying on high risk for psychosis.

Besides, the results of standard treatments for fully developed psychotic disorders are very limited (Jaaskelainen et al., 2013), and although early interventions for patients who are still experiencing their first psychotic episode have been proven as effective in improving the course of the disorder, there is no solid evidence that early treatments can prevent future relapses (Fusar-Poli et al., 2017). The study of risk factors, again, could be crucial in this field. Dr. Nina Mørkved will analyze the relationship between childhood trauma, cognitive performance, parental mental health status and antipsychotic effectiveness in schizophrenia spectrum disorder. For her part, Dr. Rita Roncone will explore the role of cognitive biases in the psychosis continuum, testing whether a metacognitive approach in early psychosis can be promising in the prevention of psychotic crises.

Abstract 3510

BULLYING AS A RISK FACTOR FOR THE PSYCHOMETRIC HIGH-RISK OF PSYCHOSIS

Cobos B.*[1], Fausor R.[2], Guinea R.[3], Gesteira C.[1], Morán N.[1]

[1]Complutense University of Madrid ~ Madrid ~ Spain, [2]Valencian International University ~ Valencia ~ Spain, [3]Montreal psychiatric institute ~ Madrid ~ Spain

Childhood adversities appear to be a major risk factor in the development of psychotic-like symptomatology (Egerton et al., 2016; Husted et al., 2012; Velthorst et al., 2013). However, most studies in this field have focused on child maltreatment. Although this is a very important domain, there are other adversities that need further investigation, such as bullying (Sætren et al., 2024). To date, several reviews have examined the relationship between bullying and psychosis (Cunningham et al., 2016; Moore et al., 2017; van Dam et al., 2012). Overall, these reviews support the relationship between bullying and the subsequent development of psychotic symptoms. However, studies on the role of bullying in high-risk states of psychosis are fewer (e.g., Bearden et al., 2022; Vargas et al. 2019). The main objective of this study is to empirically test the relationship between bullying/cyberbullying and psychometric high-risk of psychosis. A clinical sample of adolescents and young adults who attend a day hospital will complete the Spanish version of the Prodromal Questionnaire – Brief version (PQ-B, Fonseca-Pedrero et al., 2021) as a measure of psychometric high-risk of psychosis. Bullying related variables (i.e., occurrence, type, frequency, distress and existence of cyberbullying) will be tested comparing the differences between those with psychometric at-risk of psychosis and those without it according to the PQ-B. The control of the contexts where children develop their childhood, the early detection of bullying and the work with victims and aggressors should be fundamental objectives in the prevention of psychotic disorders.

Abstract 3508

THE RELATIONSHIP BETWEEN FAMILY FUNCTIONING AND PSYCHOMETRIC HIGH-RISK OF PSYCHOSIS

Guinea R.*[1], Gesteira C.[2], Morán N.[2], Cobos B.[2], Fausor R.[3]

[1]Montreal psychiatric institute ~ Madrid ~ Spain, [2]Complutense University of Madrid ~ Madrid ~ Spain, [3]Valencian International University ~ Valencia ~ Spain

Transition to psychosis status in vulnerable adolescents is an interesting domain in studying the possibility of designing more specific and individually tailored interventions to find out whether it is possible to prevent the transition to proper Schizophrenia. The Vulnerability- Stress Model (Zubin, Spring 1977) is a well stablished theoretical framework to study this domain. Several variables have been considered as specific risk factors associates to the likelihood of transition: urbanicity, laterality, drugs consumption, migration, early trauma, etc.

The presentation will consider variables associated with the family, as found in the data collected in a research project conducted on 170 adolescents treated in a psychiatric day hospital. As expected, preliminary rough data found significant differences between our sample and general population in domains as trauma, anhedonia, gender bias, and global functioning. Also found significative correlation with level of psychopathology in parents, however, did not find significant differences in other domains assessed in the Interview (i.e. divorce rates). However, there is a strong suspect that this lack of correlation is due to lack of sensibility of the semi-structure interview, given the interview was not designed to assess other important traits in families (i.e. qualitative dysfunctional relations among parents of within the family).

The presentation will consider data from available literature regarding this topic and propose a panel discussion.

Abstract 3509

EXPLORING THE ASSOCIATION BETWEEN CHILDHOOD ABUSE AND NEGLECT AND SUBCLINICAL PSYCHOTIC SYMPTOMS

Gesteira C.*[1], Morán N.[1], Cobos B.[1], Fausor R.[2], Guinea R.[3]

[1]Complutense University of Madrid ~ Madrid ~ Spain, [2]Valencian International University ~ Valencia ~ Spain, [3]Montreal psychiatric institute ~ Madrid ~ Spain

Trauma associated with abuse in childhood is not only a consolidated risk factor for the onset of psychosis, but also for the immediately preceding states, known as at-risk mental states (ARMS) or ultra-high risk (UHR). These states would be fundamentally characterized by the concurrence of subclinical psychotic symptoms (SPS). While the scientific literature indicates that in people with UHR, abuse experiences are associated with more severe SPS and a higher rate of transition to psychosis, it is not yet clear whether there are specific associations between types of maltreatment (physical, emotional, or sexual abuse and physical or emotional neglect) and kinds of SPS (positive and negative). While some studies argue for the non-specificity of the consequences of trauma, others would link some types of abuse to specific domains of SPS. The inconsistency of the data could be due to the fact that most studies do not consider the presence of post-traumatic symptoms that could arise from abuse situations. Additionally, studies with ARMS populations normally take into account very high-risk populations, usually patients who attend early care services, who have many more risk factors and a higher and more homogeneous levels of both trauma and SPS. Considering these limitations and trying to overcome them, this study intends to explore the relationships between types of abuse, post-traumatic symptomatology and types of SPS with young people who attend a day hospital and who make up a more heterogeneous clinical sample. The deeper knowledge about the relationship between childhood trauma associated with maltreatment and SPS that comes from this study could provide victimization profiles associated with types of SPS that could help improve both early detection and intervention.

Abstract 3511

CHILDHOOD TRAUMA AND CLINICAL FEATURES IN PSYCHOSIS

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Background: Childhood trauma (CT) has increasingly been tied to psychosis and schizophrenia spectrum disorders (SSDs). CT includes physical, sexual, and emotional abuse and physical and emotional neglect. Studies have pointed to more CT in psychosis compared to healthy controls, however, comparison to other patient groups has been less researched. Research on CT in relation to clinical features such as cognitive functioning and the effect of antipsychotic medication has been mixed. This knowledge is imperative to enhance trauma-informed care for patients with psychosis.

Methods: Based on data from the Bergen-Stavanger-Innsbruck-Trondheim (BeSt InTro) study, we have examined CT in relation to 1) other clinical groups, 2) cognitive performance, 3) parental mental health status, and 4) effect of antipsychotic medication. Patients (n=98) within F20-29 in the ICD-10 were assessed with the Childhood Trauma Questionnaire Short-Form and PANSS scales, in addition to a comprehensive cognitive test battery and interviews about parental mental health.

Results:

1) Patients with SSDs reported more severe CT and more types of CT compared to patients with other mental health disorders. When compared to substance abuse disorders, we found no significant differences in the number or severity of CT.

2) Physical neglect significantly predicted decreased attention and working memory abilities in SSDs

3) We found a dose-response relation between CT and psychosis, not moderated by parental mental health.

4) CT was associated with a slower effectiveness of antipsychotic medication from baseline to 52 weeks of treatment. CT subtypes were significant predictors for effect of antipsychotics; sexual abuse on positive psychosis symptoms and physical neglect for general symptoms.

Conclusions: We found CT to be frequently reported in our sample of SSDs, and CT is related to important clinical features of psychosis based on samples from our studies. Our results highlight the need for trauma-informed care for SSDs.

Abstract 3512

COGNITIVE BIASES, METACOGNITION AND EARLY STAGES OF PSYCHOSIS: OVERVIEW OF PROMISING INTERVENTIONS FOR YOUNG PEOPLE

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[1]University of L'Aquila, Italy ~ L'Aquila ~ Italy, [2]Department of Life, Health and Environmental Sciences, University of L'Aquila ~ L'Aquila ~ Italy

Introduction: Core features of psychotic disorders seem represented by Jumping to Conclusions, JTC, bias or inaccuracy in emotion recognition and theory of mind abilities, underlying the formation and maintenance of delusions and hallucinations, with a negative impact on the person's social functioning. In line with existing knowledge, cognitive biases are observed along the continuum of psychosis, from psychotic-like experiences to full-blown psychosis. A poorer performance in metacognition can be seen as a marker of developing a psychotic illness and confirms the potential value of assessing metacognitive beliefs in individuals vulnerable to psychosis.
Purpose: To explore whether the metacognitive approach in early psychosis offers a promising perspective in early intervention by focusing on improving metacognitive competence to prevent psychotic crises (Baumgartner et al., 2020).
Method: A literature search of published literature since 2010 was conducted to investigate the efficacy of Metacognitive Training (MCT) (Moritz et al., 2010) on different stages of psychosis.
Results: Concerning the appropriate treatment of cognitive biases in psychotic users and individuals with recent onset of psychosis, several studies and meta-analyses confirmed the efficacy of MCT on positive symptoms, neurocognition, cognitive insight, cognitive biases, and social functioning. Also, MCT showed promising outcomes in young at-risk mental states, ARMS, population, and in young subjects in the early stages of psychosis independently by their Duration of Untreated Psychosis over two years (Ussorio et al., 2016).
Conclusions: MCT seems to be a promising treatment in clinical practice, taking into account the positive results in cognitive insight improvement that may act to improve treatment adherence and prevent psychotic episodes. A future web adaptation of MCT could represent a challenge in reaching more young users at high risk of transit to psychosis.

06 - Division 6: Clinical and Community Psychology

Psychosocial Vulnerability

Wednesday 22 July 2026 from 15:30 to 17:00

(G-Spadolini)

Division 2: Psychological Assessment and Evaluation Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1012

ATTACHMENT AND EXTREME SOCIAL WITHDRAWAL: THE MODERATING ROLE OF MEANING IN LIFE IN A COMMUNITY SAMPLE OF ITALIAN ADOLESCENTS

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Introduction: Extreme social withdrawal (ESW) is described as a prolonged isolation from the outside world, emerging mainly in adolescence. Once considered primarily a Japanese phenomenon (hikikomori), ESW is now recognized as a global issue, with cases documented across different cultural contexts. ESW is associated with profound psychosocial impairment, reduced functioning, and significant emotional distress. Understanding the mechanisms underlying this condition has become a growing priority, and recent research has begun to investigate both risk and protective factors. A crucial developmental task in adolescence is the construction of a coherent sense of meaning in life (MiL), which contributes to psychological well-being, resilience, and motivation to engage in social roles. Evidence suggests that adolescents who experience ESW frequently report a lack of MiL, perceiving their lives as purposeless and disconnected, which sustains withdrawal. In contrast, secure parent-child attachment fosters trust, self-efficacy, and openness to social engagement, representing a protective factor. Purpose: This study examined the interplay between attachment, MiL, and ESW in a community sample of 837 Italian adolescents. We hypothesized that secure attachment to both parents would enhance MiL and, in turn, reduce the risk of ESW. Method: An online survey was administered in high schools during class hours to assess attachment using the Inventory of Parent and Peer Attachment, MiL with the Meaning in Life Questionnaire, and ESW with the Hikikomori Questionnaire. Results: Path and regression analyses converged in support of the hypothesized moderation model. Greater attachment security to both parents was positively associated with MiL, and MiL -as secure attachment- was inversely associated with ESW. Conclusions: MiL emerged as a key psychological mechanism linking secure parent-child attachment with reduced risk of ESW. These findings suggest that interventions which strengthen parent-adolescent bonds and actively cultivate a sense of meaning and purpose may help prevent or mitigate ESW.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 4937

MIGRANT MUMPRENEURS: NAVIGATING MULTIPLE ROLES AND WELL-BEING

Akay N.[1], Samur--Teraman S.B.[1], Morales De Labra E.S.[1], Öztürk I.*[2]

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Cross-country migration is a role-challenging experience as it requires adaptation to different customs, interaction patterns, and regulations of a new country. Failure to adapt may affect the migrant's mental health negatively: depression and anxiety disorders and post-traumatic stress disorder are found to be associated with migration, with women under higher risk. This may be further exacerbated when the migrant is a mumpreneur (i.e., a female entrepreneur with children) who is already juggling entrepreneurship and motherhood, and this adaptation may be further complicated if the mumpreneur has just started or is about to start her own business. Despite these risks on mental health, this group has been paid relatively little research attention in the past.

Based on this gap, this study aimed to explore migrant mumpreneurs' experiences related to their multiple roles and the potential impact of this on their mental health and wellbeing, through conducting one-to-one interviews with fifteen Turkish mumpreneurs living in the UK under the ECAA visa (i.e., a European visa which requires the recipient to start a business in the migrated country). We analysed interview scripts using thematic analysis as our main methodology and Bronfenbrenner's Ecological Model as our theoretical framework. The analysis revealed rich experiences, including the child's future as the main motivation for migration, adaptation challenges, issues with balancing multiple roles, and presence or absence of social networks as a crucial factor. The participants also mentioned worry, loneliness, and stress, but strength based on overcoming these challenges.

The findings highlight the need to provide structured support to migrant mumpreneurs via governmental bodies as well as non-government organizations, and hint at the type of support they would benefit from. This oral presentation will end with a brief discussion and suggestions regarding these.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 576

ENHANCING SELF-ACTUALIZATION AND SELF-COMPASSION IN EMERGING ADULTS: A POSITIVE PSYCHOLOGY GROUP INTERVENTION

Turhan Z.*

Bartin University ~ Bartin ~ Turkey

This study details the development and qualitative evaluation of a positive psychology–based psychoeducational group intervention aimed at promoting self-actualization and self-compassion among emerging adults (ages 18–25). Grounded in Maslow's self-actualization theory, Neff's self-compassion model, Seligman's positive psychology framework, and Turkle's insights into the digital impact on communication, the intervention sought to enhance identity formation, psychological resilience, and interpersonal skills. Core themes addressed include self-awareness, identifying personal strengths, setting healthy boundaries and communicating effectively, and managing digital influences on relationships.

Qualitative data from thematic analysis of participant observation notes revealed five principal domains of change: heightened self-awareness and recognition of strengths, improved communication and boundary-setting, increased emotional regulation and resilience, critical awareness of digital impacts, and enhanced social connection and sense of belonging. Participants reported gains in self-reflection, emotional balance, and coping skills through experiential group dynamics, scenario work, and mindfulness techniques. The group context fostered empathy, mutual support, and reframed digital-to-face relational priorities. Overall, this intervention exemplifies how applied psychological science can innovate to bolster individual well-being and societal cohesion, especially amid challenges posed by digital culture. The findings underscore the transformative potential of structured group-based, positive psychology applications in promoting psychological resilience and well-being in a critical developmental phase.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1985

STRATEGIES TO IMPROVE ENGAGEMENT AND ADHERENCE TO PSYCHOLOGICAL INTERVENTIONS IN MEN

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Department of Psychology, Faculty of Medicine and Psychology, Sapienza University of Rome ~ Rome ~ Italy

This work examines gender differences in mental health, focusing on men's lower likelihood of seeking psychological support. A critical review of the literature identifies key barriers that hinder men's access to care services, including individual and social factors such as internalized stigma and rigid models of masculinity, as well as structural factors related to the inadequate capacity of services to respond to men's specific needs. The factors and organizational characteristics that an intervention should possess to increase male participation and adherence to treatment pathways are addressed through two main dimensions: (1) professionals' skills and characteristics, and (2) intervention features and approaches. For professionals, essential requirements include solid knowledge of masculinity and gender socialization, awareness of personal biases, and the adoption of direct, validating, and collaborative communication styles. Regarding intervention design, the literature highlights the value of co-design strategies that incorporate the diverse needs of male populations, the utilization of evidence-based frameworks, clear and goal-oriented structures, and the adoption of a strength-based approach that shifts the focus from deficit models of masculinity to a focus on positive functioning. Effective interventions should adapt language to men's perspective, use informal communication, appropriate humor, and involve respected male role models to normalize help-seeking and reduce stigma. Group-based approaches, action-oriented activities, and transparent goal setting are also recommended to enhance participation and adherence. These approaches aim to make mental health services more inclusive and effective for the male population. It is hypothesized that such strategies may encourage men to seek help, improve their well-being, reduce suicide risk, and generate significant social effects, such as the prevention of gender-based violence and the reduction of healthcare costs.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others
SDG 2: Zero Hunger

Abstract 1722

LIVED EXPERIENCES OF PEOPLE WITH OBESITY: A QUALITATIVE RESEARCH

Bekçi Gökçeoglu N.*, Manka M., Gençöz T.

Middle East Technical University ~ Ankara ~ Turkey

Abstract

Obesity is a chronic disease characterized by excessive body fat that compromises health. It is not merely an aesthetic concern since it is associated with a wide range of health problems, including cardiovascular diseases, diabetes, hypertension, sleep apnea, joint problems, and certain types of cancer. Beyond its physical effects, obesity also negatively influences individuals' self-esteem and psychological well-being as well. The consequences of obesity are not limited to the individual level, as they extend to society through increased healthcare costs, economic and cognitive productivity losses, and reductions in overall quality of life. Therefore, addressing obesity and conducting research on this issue are crucial both for individuals and for society at large. This study aims to deeply explore the experiences of individuals diagnosed with obesity and to examine how they interpret obesity within the context of their subjective experience, while taking into account social, cultural, and relational factors. To achieve this aim, five to ten participants will be recruited through purposive sampling, and semi-structured interviews will be conducted. Data will be analyzed through Interpretative Phenomenological Analysis (IPA), which allows for an in-depth understanding and interpretation of personal experiences. Participants' statements will be grouped into themes and interpreted from a psychoanalytic perspective, primarily utilizing the Lacanian framework. The findings are expected to provide rich insights into how individuals experience and make sense of obesity, while also highlighting both personal and societal dimensions of this complex phenomenon.

Division 5: Education and School Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 13: Climate Action

Abstract 1949

FROM CLIMATE ANXIETY TO SOCIAL CONFLICT: A SECOND BRAIN PSYCHOLOGY PERSPECTIVE

Ingegnieri A.A.*

Università Internazionale della Pace (UNIPACE) ONU ~ Roma ~ Italy

Introduction: Traditional psychological models often struggle to explain the deep roots of psychosomatic suffering and the impact of macro-environmental stressors like climate change. The rise of "eco-anxiety" highlights the need for a framework that connects environmental instability to individual and social behavior.
Purpose: This presentation introduces Second Brain Psychology (SBP) as a novel theoretical and clinical model to understand this connection. The purpose is to demonstrate how SBP provides a neurobiological explanation for the link between climate-induced anxiety, maladaptive behaviors such as compulsive accumulation, and resulting social conflict.
Method: The SBP model is a dynamic framework integrating over 24 years of clinical practice with more than 1,135 cases. It posits that the enteric nervous system (the "second brain") is the seat of the unconscious, where unresolved emotional memories are stored. The methodology involves diagnosing the individual's "Emotional Matrix" and using targeted protocols to dissolve these somatic memories, drawing on evidence from neuroscience and clinical narrative.
Results: Clinical application of SBP demonstrates a significant resolution of anxiety, panic, and psychosomatic symptoms. Case studies show that by strengthening the individual's "inner filter," the method enhances resilience to both personal and environmental stressors. The model successfully predicts how visceral insecurity can lead to a compensatory drive for external security (accumulation).
Conclusions: The SBP framework offers a powerful diagnostic tool for some of the most pressing social pathologies of our time. By understanding the gut-brain axis response to environmental threat, we can develop new therapeutic and social interventions aimed at the root cause of our collective unease, rather than merely its symptoms.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 2691

DIFFERENT BUFFERS AGAINST DEPRESSION? EXPLORING GENDER-SPECIFIC INFLUENCES OF EMOTION REGULATION AND RELATIONSHIPS

Lehenbauer--Baum M.*, Balžanka S., Klaps A., Kovacovsky Z., Stetina B.U.

Sigmund Freud Private University, Faculty of Psychology ~ Vienna ~ Austria

Introduction: Emotion regulation and relationship quality are protective factors against depression. Their relative strength may vary by gender; men appear to benefit more from social support, reflecting contextual and socialized differences.

Purpose: We examined differences in emotion regulation and relationships quality as buffers against depression, highlighting gender-related contextual protective factors.

Method: 382 adults (274 women, 108 men) participated in an online survey and provided data on the PERMA Profiler (subscale "Relationships" to measure perceived social support, relationships quality), Emotion Regulation Questionnaire (assessing cognitive reappraisal, emotional suppression), and PHQ-9 (depression). Hierarchical regressions were conducted separately by gender; model 1 included emotion regulation strategies (reappraisal, suppression), model 2 added perceived relationships quality to examine the incremental predictive value.

Results: Women and men did not significantly differ in cognitive reappraisal ($p = .784$), but women reported significantly lower emotional suppression than men ($p < .001$) and significantly higher relationships quality on the PERMA Profiler ($p = .004$). For women, model 1 explained 19.5% of depression variance, with both emotion regulation strategies as significant predictors. Prediction increased significantly to 29.8% when adding relationships quality in model 2 (all predictors remained significant). For men, model 1 explained 13.6% of depression variance, only reappraisal was significant. In model 2, only relationships quality remained significant, increasing prediction to 38.5%.

Conclusions: Like previous studies, we found that protective factors against depression are contextually shaped by gender. For women, emotion regulation and supportive relationships buffered against depression, with lower reappraisal and higher suppression predicting higher symptoms. For men, emotion regulation explained less variance, and emotional suppression was nonsignificant. Once added, perceived social support and relationships quality became the only significant predictor. Our results highlight the need for gender-sensitive, context-aware prevention and clinical strategies that strengthen emotional flexibility and adaptive regulation in women and foster relational connectedness and supportive interpersonal functioning in men.

06 - Division 6: Clinical and Community Psychology

Family and Intergenerational Processes 1

Wednesday 22 July 2026 from 17:00 to 18:00

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2156

SENTIMENT ANALYSIS OF SUPPORT NETWORKS DURING MATERNAL TRANSITION: A LONGITUDINAL COMPARATIVE STUDY DURING PREGNANCY AND POSTPARTUM

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Background: The transition to motherhood involves significant changes in support networks and women's perceptions of their social and family environment. Sentiment analysis provides an objective methodology to examine these changes through the language used by participants.
Objective: To analyze variations in expressed sentiments about different support categories between pregnancy and postpartum periods using sentiment analysis techniques applied to longitudinal interviews.
Methods: A longitudinal qualitative study with sentiment analysis was conducted on interviews with women at two time points: pregnancy and postpartum. Lexical and contextual analysis was applied considering negators, intensifiers, and language moderators. Thirteen support categories were analyzed: family support, partner support, emotional support, professional support, community support, informational support, practical support, self-care, psycho-emotional support, and inverse categories (conflict, support conflict, lack of support). Sentiment values were calculated on a scale from -2 (very negative) to +2 (very positive).
Results: Differentiated patterns were observed between periods. Family support showed a general decrease in frequency of mentions from pregnancy to postpartum. Professional support increased its relevance in the postpartum period. Emotional support showed significant individual variations. Inverse categories (conflict and lack of support) evidenced changes in perception of relational tensions. The relationship with mother showed predominantly positive sentiments, with some cases of reevaluation of maternal care memories after pregnancy.
Conclusions: Sentiment analysis reveals complex transformations in support perceptions during maternal transition. A transition from dependence on informal support (family/partner) toward greater appreciation of professional and institutional support after childbirth was evidenced. Results suggest the need for differentiated interventions according to the stage of maternal transition.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1901

THE ROLES OF WORRY AND FAMILY FUNCTIONING IN THE ASSOCIATION BETWEEN INTOLERANCE OF UNCERTAINTY AND DEPRESSION

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Intolerance of uncertainty (IU) has been identified as a transdiagnostic vulnerability factor, closely linked to a range of psychological difficulties. Although worry is considered the core mechanism through which IU has its impact, less is known about how family-level processes shape this pathway. Family functioning, which reflects the quality of communication, support, and problem-solving within the family system, may influence whether worry escalates into depressive symptoms. The present study examined how family functioning moderates the pathway from IU to depression through worry. A total of 520 adults completed validated self-report scales assessing IU, worry, depressive symptoms, and family functioning. Data were analyzed using Hayes' PROCESS macro. Results indicated that IU did not directly predict depressive symptoms; rather, its effect was mediated by worry. Higher IU was associated with greater worry. This in turn was linked to elevated depressive symptoms. Family functioning moderated both stages of this indirect pathway, showing a dual pattern. Specifically, the association between IU and worry was stronger at higher levels of family functioning, suggesting that well-functioning family contexts may contribute to heightened anxiety when facing uncertainty. In contrast, family functioning weakened the association between worry and depressive symptoms, indicating a buffering effect against the progression of worry into depressive outcomes. These findings highlight the dual role of family functioning. It can operate as a vulnerability factor by strengthening the impact of uncertainty on worry and as a protective factor by reducing the influence of worry on depressive symptoms. This dual pattern provides novel evidence that family processes are not uniformly beneficial or harmful but show context-dependent influences across different stages of psychological pathways. The study emphasizes the complexity of family influences on mental health, with implications for both theory and clinical practice.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2046

THE CHANGING LANDSCAPE OF FAMILY THERAPY IN INDIA: A QUALITATIVE EXPLORATION OF HELP- SEEKING BEHAVIOURS

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Traditionally, families have been a support system for an individual in India. Lately, with widespread rural- urban migration and confluence of Western ideas, this system has come under pressure to remain relevant and survive the changes. The explosion of information through social media, distractions provided through technology and the consequent cultural invasion has resulted in invisibility, inaccessibility and unresponsiveness of family members for each other. The loneliness and clash of ideas between generations and couples has led to break down of the support system that family was for an individual in India. As a consequence, the mental health burden in India is on a rise. Family therapy could help to put families back in the map as a resource for the individual but there appears underutilization of family therapy. The objective of this study was to explore and compare the perceptions, attitudes, help-seeking behaviors, and beliefs regarding family therapy among three groups: (i) individuals with prior exposure to family therapy, (ii) individuals without exposure to family therapy, and (iii) practicing family therapists in India. Qualitative study was conducted using semi-structured interviews and focused group discussions. It was a purposive sample of 15 individuals each from families who were in or had family therapy, families with no prior experience of family therapy and 10 therapists practicing family therapy. Participants were recruited from Northern India and the thematic analysis method by Braun and Clarke was used. Results showed that contrary to popular belief, participants showed openness and willingness towards family therapy in light of rising intergenerational, couple and parent-child conflicts. However, paucity of trained professionals, rising cost of therapy, and attitudes of shame and secrecy shrouded the help-seeking behavior.

Division 5: Education and School Psychology Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 2: Zero Hunger SDG 1: No Poverty

Abstract 1778

THE ROLE OF PARENT-CHILD RELATIONSHIP AND THEIR IMPACT ON PSYCHOLOGICAL IMMUNITY AND PURPOSE IN LIFE AMONG EMERGING ADULTS

Rosy T.E.R.*, Tushar S.

Tamanna e rukshar ~ varanasi ~ Italy

Psychological immunity refers to those mental process and personal resources that protect an individual's mental well-being from stress, trauma, and other negative life events. A strong body of research have indicated that purpose in life of an individual is significantly related with psychological immunity. Research also shows that psychological well-being is significantly related with Purpose in life. However, the exact mechanism underlying this relationship is yet to be explored. The present paper is an attempt to understand the relationship between parent child relationship, psychological immunity, purpose in life among Indian emerging adults and to understand the ways in which parent-child relationship shows a significant impact on psychological immunity and purpose in life.

A total 200 emerging adults (100 Male and 100 Female) between the age range of 18 to 25 years were administered questionnaires assessing Parent child relationship, psychological immunity and purpose in life. Results revealed a significant relationship between parent child relationship, psychological immunity and purpose in life. It was also observed that parent-child relationship significantly moderates the relationship between psychological immunity and purpose in life. A significant interaction of gender was also observed in these relationships. These results are important as they help us to understand how parent child relationship impact psychological immunity and purpose in life of emerging adults and advocates of effective parenting training/counselling for first time parents.

06 - Division 6: Clinical and Community Psychology

GLOBAL PERSPECTIVES ON ETHICAL PRACTICE WITH LGBTQ+ COMMUNITIES: NAVIGATING PSYCHOLOGY AND CULTURE THROUGH A JUSTICE CENTERED LENS

Wednesday 22 July 2026 from 17:30 to 19:00

(B- Spadolini)

Franco Dispenza (Department of Counseling and Psychologic), Chair
Nadine Nakamura, Discussant

The intersections of ethical care and psychological practice usher unique challenges and opportunities when
working with lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals from a global context.
Grounded in the values of clinical/community and counseling psychology, we examine how international
psychologists (from the United States, Canada, Iran, Portugal, and South Africa) draw from Ethical Principles
(e.g., APA, Yogyakarta) and UN Sustainable Development Goals (3, 5, and 10) to advance LGBTQ+ mental
health. The session will explore critical ethical challenges including confidentiality, competency development
across cultural boundaries, informed consent with vulnerable populations, and advocacy within professional roles.
Presenters will demonstrate ethical decision-making that balances clinical rigor with community empowerment,
particularly when working with LGBTQ+ individuals facing structural oppression and minority stress in different
countries.What distinguishes this symposium is its integration of international perspectives with clinical/community,
counseling, and professional psychologists' ecological approach to address an urgent global need: culturally
responsive care that centers healing and systemic change. With rising displacement of LGBTQ+ people from
restrictive regions, psychologists require ethical frameworks that transcend pathology and deficit saturated
clinical models while maintaining ethical integrity.Additionally, presentations will explore how to foster
culturally sensitive therapeutic relationships, adapt assessments and psychological evaluations, and implement
training that respects diverse identities and experiences.
Our multinational panel brings diverse expertise.Dispenza(US; Chair)opens the session with a theoretical
overview of psychological ethics, whereas Nakamura(US; Discussant)closes the session with a global view of
ethics across international contexts.Farhadi Langroudi(US and Iran)contextualizes ethical frameworks when
providing psychological care to diverse LGBTQ+communities across the Arab and Middle Eastern diaspora, and
Carvalho (Portugal) addresses structural stigma from a European context and explores ethical adaptations to the
clinical assessment and practice with LGBTQ+ clients living with chronic physical illness. Fuks (Canada)
explores immigrants and refugees navigating intersecting pressures of cultural adaptation and queer identity
development in Canada, and Nel(South Africa)considers ethical and legal considerations when upholding
human rights and challenging discriminatory practices in aSouth African context. Lastly, Skinta (US) integrates
ethicalpracticewithsociopoliticalawarenessininternational LGBTQ+training.

Abstract 4439

SAFE HAVEN OR SHIFTING GROUND? ETHICAL CARE FOR LGBTQIA2S+ IMMIGRANTS IN CANADA

Fuks N.*

Faculty, Yorkville University ~ Toronto, Ontario, ~ Canada

This presentation examines the ethical and clinical complexities of working with LGBTQIA2S+ immigrants and refugees as they navigate the intersecting pressures of cultural adaptation and queer identity development in Canada. Drawing on empirical research and clinical practice, the presentation explores how experiences of migration, systemic discrimination, and identity concealment interact to shape mental health outcomes. Despite Canada's image as a safe and affirming destination, LGBTQIA2S+ newcomers often face layered minority stress tied to racialization, xenophobia, and cisheteronormativity, raising critical ethical questions about clinician preparedness, informed consent, and cultural humility. Particular focus is placed on ethical dilemmas that arise in therapy when clients' cultural norms conflict with affirming care models, or when clinicians must balance trauma-informed approaches with advocacy and systems-level interventions. The presentation considers how principles from liberation psychology, anti-oppressive practice, and social justice ethics can help reframe traditional psychotherapy models, shifting from deficit-based perspectives to resilience- and community-centered frameworks. Attendees will gain practical strategies for supporting LGBTQIA2S+ immigrants with sensitivity to cultural loss, family estrangement, and intersectional trauma. Emphasis will be placed on adapting assessment and treatment practices in ways that uphold dignity, agency, and ethical responsibility. This session contributes a vital perspective to the global discourse on ethical care for LGBTQIA2S+ communities in transnational and diasporic contexts.

Abstract 4441

RELATIONAL ETHICS IN GLOBAL LGBTQ EDUCATION: LEARNING, LISTENING, AND COLLABORATING

Skinta M.*

Associate Professor, Department of Psychology, Roosevelt University ~ Chicago, Illinois, ~ United States of America

This presentation explores relational ethics in global LGBTQ+ education and training (e.g., Stanley, 2017), emphasizing the importance of interdisciplinary approaches to improve clinical competence and address LGBTQ+ psychological health in a global context. With a focus on developing ethical standards that honor cultural nuances, the session highlights the need for international competence training to support LGBTQ+ clients worldwide (Bidell & Stepleman, 2017; Leach & Leong, 2010). The presenter will discuss strategies for enhancing cultural competence, understanding intersecting identities, and navigating acculturation challenges when engaging in international training. These considerations are critical for fostering inclusive practices that respect the unique experiences of international LGBTQ+ populations while addressing the challenges posed by diverse legal, cultural, and social contexts (Kuo & Leach, 2017). The session will also explore the ongoing effort to develop competency standards that balance universal principles with cultural specificity. By integrating ethical principles with practical strategies, this session equips practitioners to navigate the complexities of global LGBTQ+ education, ensuring their work reflects a commitment to learning, listening, and fostering inclusive collaboration in a culturally varied world.

Abstract 4442

ETHICS OF CHRONIC PHYSICAL ILLNESS CARE FOR LGBTQ+ CLIENTS: NAVIGATING SCREENING, TREATMENT, AND MENTAL HEALTH ISSUES

Carvalho S.*

Clinical Psychology Researcher, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC), University of Coimbra ~ Coimbra, ~ Portugal

Minority status-related stressors seem to contribute to the disproportionately higher physical health problems experienced by LGBTQ+ individuals, namely through stress-related systemic inflammatory processes. However, research suggests that LGBTQ+ individuals report lower access to healthcare services than cisheterosexual individuals due to interpersonal (e.g., fear of discrimination from healthcare personnel), institutional (e.g., lack of appropriate training in affirmative healthcare), and structural (e.g., affordability of specialized treatment options) barriers. Good medical practice standards and clinical decision guidelines for screening and treatment options lack specificity for LGBTQ+ patients, both in terms of their strictly biophysiological consequences (e.g., the interpretation of PSA results in transgender women with prostate cancer on gender affirming hormone therapy) as well as psychosocial impact (e.g., the nefarious impact of cisheteronormative guidelines on mental and sexual health of LGBT+ clients with chronic illness). This presentation will provide an overview of empirical scholarship, discuss ethical issues in research and clinical practice, and describe tentative affirmative adaptations to the clinical assessment and practice with LGBTQ+ clients with chronic physical illness.

Abstract 4443

ETHICAL CONSIDERATIONS IN AFFIRMATIVE (PSYCHOLOGICAL) HEALTHCARE PROVISION FOR SEXUALLY AND GENDER-DIVERSE CLIENTS

Nel J.*

Department of Psychology, University of South Africa ~ Pretoria ~ South Africa

This presentation highlights the ethical imperative for psychology professionals to provide inclusive, context-aware, accessible, intersectional and competent (mental) healthcare for sexually and gender-diverse clients. Towards this end, it is important to understand local and international trends in human rights violations against LGBTQIA+ people. Applying the revised Psychological Society of South Africa Affirmative Practice Guidelines in working with sexually and gender-diverse clients, I consider ethical and legal considerations in upholding human rights and challenging discriminatory practices, minimising economic and structural barriers to competent care, and bridging the gap between policy and lived reality. When working with sexually and genderdiverse clients, psychology professionals, among others, have a responsibility to: i) uphold autonomy, dignity, and informed consent; ii) move away from deficit-based models toward strengths-based, affirmative practices that recognise resilience and community-based coping strategies, and respect selfdetermination and lived experience; iii) understand the psychological impact of social and structural violence; iv) recognise and actively oppose overt and covert forms of conversion efforts; and v) understand the compounded challenges faced by the sexually and gender-diverse, in general, and in particular those clients with intersecting marginalised identities, such as race, gender, disability, and socioeconomic status.

06 - Division 6: Clinical and Community Psychology

Trauma & Resilience 2

Wednesday 22 July 2026 from 17:30 to 19:00

(C- Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2158

PREDICTING ARAB MUSLIM ATTITUDES ON MENTAL HEALTH HELP-SEEKING FROM RELIGIOSITY, CULTURAL BELIEFS, ACCULTURATION, AND MICROAGGRESSION.

Alqasir A., Ohtsuka K.*

Victoria University, Melbourne, Australia ~ Melbourne ~ Australia

Background:
Religious and cultural beliefs and stigma suppress mental health help-seeking among Arab Muslims (Alqasir & Ohtsuka, 2024). This study explored how acculturation and microaggressions shape the help-seeking attitudes of Arab Muslims in Australia.

Objectives:
This paper aims to test prediction models of help-seeking attitudes based on religiosity, cultural beliefs, acculturation, and microaggression experience.

Methods:
163 self-identified Arab Muslims in Australia (84 male, 74 female, 5 unknown) completed electronic questionnaires on the Qualtrics platform. The questionnaire comprised demographics, acculturation (Stephenson Multigroup Acculturation Scale), religiosity (Muslim Religiosity Scale), help-seeking (Attitudes towards seeking mental health services), cultural misconceptions, mental health knowledge, and ethnic microaggression (EMA).

Results:
Multiple regression analysis was used to evaluate the prediction model of help-seeking attitudes based on knowledge of Mental Health Services, Muslim Religiosity, Cultural Misconceptions of mental health, Dominant Society Immersion, Ethnic Society Immersion, and the Emotional Impact of Microaggressions. The prediction model accounted for 42.9% of the variance in help-seeking attitudes ($R2 = .429$), $F(6, 117) = 14.656$, $MSE = 53.657$, $p < .001$).

Muslim Religiosity ($\beta = .219$, $t = 2.736$, $p = .007$) was found to be a significant positive predictor, meaning that higher levels of religiosity among Muslims are associated with more positive attitudes towards seeking help. Cultural Misconceptions ($\beta = -.592$, $t = -7.754$, $p < .001$) were identified as a significant negative predictor of help-seeking attitudes.
Thus, while cultural misconceptions predicted negative help-seeking attitudes, it is important to note that Muslim religiosity was a positive predictor of help-seeking attitudes.

Conclusion/Implications:
Mental health help-seeking and the utilisation of formal mental health services are predicted by acculturation to society at large. Since Muslim religiosity and cultural misconceptions play different roles in terms of enhancing and suppressing help-seeking, mental health service promotion should focus on misconceptions about mental health.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 517

BREAKING THE POVERTY GAP AFTER LEAVING THE CHILD PROTECTION SYSTEM IN SPAIN: AROPE RATE AND RELATED INDICATORS

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Introduction: This study examines the living conditions of young people in Spain who have exited the Child Protection System, particularly those who experienced residential care. It highlights their vulnerability to poverty and social exclusion, emphasizing the need for targeted support and policy reform.
Purpose: Analyze the socioeconomic status of care leavers using national statistics and AROPE indicators.; Demonstrate how continued support beyond age 18 can improve integration and reduce vulnerability.
Method: The research is divided into two phases: Phase I uses quantitative data from the Spanish National Statistics Institute (INE), focusing on individuals over 26 who were in residential care. Phase II involves qualitative insights from 27 discussion groups, including professionals and care leavers aged 18–25 and over 25, coordinated by Aldeas Infantiles SOS.
Results: Care leavers show significantly higher AROPE rates (40.9%) than the general population (24.5%), with elevated risks in poverty, material deprivation, and low work intensity. They face challenges in education, employment, housing, and mental health. Despite these barriers, 59.1% have successfully broken the cycle of intergenerational poverty. The study also reveals statistical invisibility of care leavers under 26 and the need for better data collection
Conclusions: Care leavers are the most vulnerable social group in Spain. Early and sustained support—especially in housing, education, employment, and mental health—is crucial. The report calls for policy changes, including extending care until age 25, recognizing care leavers as a vulnerable group, and ensuring their participation in decision-making. Reducing stigma and addressing care leaver's mental health also identified as a priority. Programs like those from Aldeas Infantiles SOS demonstrate that with the right support, care leavers can thrive.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1259

INTERGENERATIONAL TRANSMISSION OF COLLECTIVE TRAUMA: INSIGHTS FROM A SYSTEMATIC REVIEW AND CLINICAL REFLECTIONS.

El--Khalil C.*, Caculidis--Tudor D., Nedelcea C.

Faculty of Psychology and Educational Sciences, University of Bucharest ~ Bucharest ~ Romania

Collective traumas, such as war, genocide, natural disasters, and systemic oppression, have profound and lasting effects, not only on survivors but also on their descendants. Understanding how these traumas are transmitted across generations is essential for shaping effective interventions and policy.

This presentation is based on a systematic review of quantitative studies examining psychological and physiological outcomes in second-generation descendants of individuals exposed to collective trauma (published in BMC Psychology, July 2025; DOI: 10.1186/s40359-025-03012-4). From 3,904 records the review synthesized 18 peer-reviewed quantitative studies published between 1997 and 2022, highlighting three key domains of impact.

• Physiological: Altered stress regulation and brain structure point to biological embedding of trauma across generations.

• Psychological: Second-generation descendants frequently exhibit elevated distress and trauma-related symptoms, with parental PTSD emerging as a consistent predictor.

• Social: Trauma shaped identity and relationships, often fostering mistrust and emotional restraint.

While these findings underscore the reality of intergenerational trauma, the evidence base remains limited by small samples, cross-sectional designs, and reliance on self-report measures. More rigorous, longitudinal studies are needed to deepen understanding of transmission pathways.

Beyond synthesizing evidence, this talk will draw clinical and cultural reflections from practice in Lebanon, a context where both historical and ongoing traumas converge. By bridging research and frontline insights, the presentation highlights the need for multifaceted responses, integrating trauma-focused therapies, early screening for stress sensitivity, and culturally informed, community-level interventions.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1398

SECONDARY TRAUMATIC STRESS AS A MEDIATOR OF TRAUMA EXPOSURE AND VICARIOUS TRAUMA: BUFFERING ROLES OF ORGANIZATIONAL SUPPORT AND PSYCHOLOGICAL CAPITAL

Ibdah M.*

Faculty of Psychology, University of Valencia ~ Valencia ~ Spain

Humanitarian workers are frequently exposed to the traumatic experiences of others, placing them at risk for significant psychological consequences. While previous studies have examined some psychological impacts of this secondary exposure to trauma (SET), such as secondary traumatic stress (STS) and vicarious trauma (VT) separately, limited research has investigated the mechanisms linking SET to VT and the workplace and personal resources that may buffer these effects. The purpose of this study was to test the mediating role of STS in the relatiobship between SET and VT among humanitarian workers, and to examine whether perceived organizational support (POS) and psychological capital (PsyCap) moderated these pathways. Data were collected through an online survey using validated instruments from 51 humanitarian workers. PROCESS Model 75 in SPSS was applied to test a moderated mediation model. Results showed that SET significantly predicted STS. POS and PsyCap did not moderate the relatiobship between SET and STS, but both significantly moderated the path between STS and VT. Higher levels of POS and PsyCap weakened the positive association between STS and VT, confirming their buffering roles. Conditional indirect effects further revealed that STS mediated the link between SET and VT only when POS and PsyCap were low or moderate. These findings support the conservation of resources theory by highlighting STS as a mediator between trauma exposure and vicarious trauma, and underscore the importance of strengthening organizational and psychological resources to mitigate trauma-related outcomes among humanitarian workers.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1944

THE ROLE OF MOTHER–CHILD BOUNDARIES IN THE RELATIONSHIP BETWEEN DOMESTIC VIOLENCE AND ADOLESCENT PSYCHOLOGICAL ADJUSTMENT

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[1]Mersin University ~ Mersin ~ Turkey, [2]Hacettepe University ~ Ankara ~ Turkey

Domestic violence is a serious problem that negatively affects both the women who are exposed to it and the children who witness it. This study aimed to investigate the effects of domestic violence on mother-child boundaries and the psychological adjustment of adolescents. In line with this aim, 302 mother–adolescent pairs were recruited for the study. After conducting missing value and outlier analyses, data from 208 mother–adolescent pairs were included in the main analyses. Structural equation models examining the mediating role of boundary dissolutions in the relationship between domestic violence and adolescents' internalizing-externalizing problems were tested using AMOS. It was shown that boundary dissolutions fully mediated the relationship between adolescents' level of witnessing domestic violence and behavioral problems, and the model fit indices were at acceptable to good level ($\chi 2$ /df = 1.95, CFI = .95, RMSEA = .07). The indirect effect of the level of domestic violence reported by the mother on adolescents' behavioral problems was found to be significant through the mother's psychological symptoms and boundary dissolutions; the model fit indices were at acceptable to good level ($\chi 2$ / df = 1.37, CFI = .98, RMSEA = .04). The standardized estimates of boundary dissolutions in the relationship between domestic violence and adolescent problem behaviors were large for psychological control, infantilization, and hostile spousification (β = .75 - .86); moderate for triangulation and parentification (β =.40-.50); and small for enmeshment and adultification subscales (β =.24-.26). Findings indicated that boundary violations within the family are an important mechanism influencing adolescents' well-being in cases of domestic violence, and interventions targeting the establishment of healthy boundaries are therefore highly important.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 1168

PERCEIVED STRESS AND DEPRESSIVE SYMPTOMS AMONG FIREFIGHTERS DURING FLOOD RESCUE: A CROSS-LAGGED PANEL NETWORK ANALYSIS

Li M.*, Yang Q., Liang W., Liu B.

Air Force Medical University ~ Xi'an ~ China

Abstract:

Background: Firefighters are frequently exposed to high-pressure environments and traumatic events, making them more susceptible to stress and depression. Despite this, limited research has explored the dynamic relationship between perceived stress and depressive symptoms in this high-risk profession. This study aims to investigate this relationship using cross-lagged panel network analysis among firefighters involved in flood rescue operations.
Methods: Data were collected from 522 firefighters in Shaanxi Province, China, during two waves in July and October 2024. Perceived stress was assessed using the Perceived Stress Scale (PSS), and depressive symptoms were measured using the Patient Health Questionnaire-9 (PHQ-9). A cross-lagged panel network (CLPN) model was used to analyze the temporal relationship between stress and depression.
Results: Through comparing the two cross-sectional networks, we found that the central symptoms and bridge symptoms of perceived stress and depression symptoms changed over time. The findings of CLPN indicate that node D7 (Trouble concentrating) represents high level of Out-Expected Influence (OEI) symptom, while node S8 (Can't cope with things had to do) was identified as high level of In-Expected Influence (IEI) symptom.
Conclusion:
This study aims to explore the dynamic relationship between perceived stress and depressive symptoms among firefighters during flood rescue operations using cross-lagged panel network analysis. The study provides insights into potential intervention points that could help alleviate the psychological burden on firefighters.

06 - Division 6: Clinical and Community Psychology

Suicide and Self-Injurious Behaviors 2

Wednesday 22 July 2026 from 18:00 to 19:00

(G-Spadolini)

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2424

DYNAMIC RELATIONS AMONG ANXIETY, EMOTION REGULATION, AND NON-SUICIDAL SELF-INJURY IN ADOLESCENTS: A RANDOM INTERCEPT CROSS-LAGGED PANEL ANALYSIS

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Non-suicidal self-injury (NSSI) among adolescents is a global public health concern, characterized by deliberate self-harm without suicidal intent. The Experiential Avoidance Model posits that individuals engage in behaviors such as NSSI to escape aversive internal experiences (e.g., anxiety, distress), gaining temporary emotional relief at the cost of long-term emotional dysregulation. The Ego Depletion Theory further suggests that chronic anxiety and emotional control demands consume limited self-regulatory resources, weakening emotion regulation capacity and making NSSI a maladaptive yet low-cost alternative for affect regulation.

Based on these theoretical frameworks, the present study employed a Random Intercept Cross-Lagged Panel Model (RI-CLPM) to disentangle within-person dynamics from between-person stability in the longitudinal associations among anxiety, emotion regulation, and NSSI. Data were drawn from 11,115 students (54.1% female; Mage = 11.03 ± 0.60) in grades 5–6 from Beijing, surveyed across four annual waves (2021–2024).

Results revealed that: (1) anxiety and NSSI formed a reciprocal vicious cycle—higher anxiety predicted increased subsequent NSSI, and elevated NSSI further intensified later anxiety; (2) both anxiety and NSSI consistently undermined emotion regulation, reflecting cumulative depletion of regulatory resources; and (3) emotion regulation exhibited a delayed protective effect, negatively predicting NSSI from the second year onward.

These findings reveal a self-reinforcing mechanism in adolescent NSSI, driven by rising anxiety and declining emotion regulation. Integrating the experiential avoidance and ego depletion frameworks, this study highlights the importance of strengthening emotion regulation skills during high-anxiety periods to disrupt the maintenance of self-injurious behavior.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2382

SENSORY-FOCUSED NUR METHOD VERSUS COGNITIVE BEHAVIORAL THERAPY FOR BORDERLINE PERSONALITY DISORDER: A RANDOMIZED CONTROLLED TRIAL ON ANXIETY, DEPRESSION, AND SUICIDAL BEHAVIOR

Montejo N.*, Alba J.

Nuria ~ Bilbao ~ Spain

Background: Borderline Personality Disorder (BPD) entails severe emotional dysregulation, unstable relationships, impulsivity, and elevated suicidal behavior, frequently linked to unresolved early trauma. The NUR psychotherapeutic method targets implicit traumatic memory through a guided sensory-focus state and integration across sensory, emotional, and cognitive levels. It is operationalized via a protocol with phased procedures tailored to the body zone activated during sessions.
Objective: To compare the effectiveness of the NUR method against Cognitive Behavioral Therapy (CBT; treatment as usual) in reducing anxiety, depression, and suicidal behavior in adults with BPD; and to assess maintenance of gains three months after treatment.
Methods: Open-label randomized controlled trial with two parallel arms (NUR vs. CBT). Adults (18–65) with BPD will receive 10 weekly sessions. Assessments at baseline, post-treatment, and 3-month follow-up include GHQ-12, PHQ-9, BSL-23, DASS-21, and DTS; analysis via repeated-measures ANOVA to test time×group effects.
Expected Results: We hypothesize greater reductions in anxiety, depressive symptoms, and suicidal behavior for NUR versus CBT, with effects sustained at follow-up.
Conclusions: By systematically engaging sensory pathways to access and integrate implicit traumatic memory, NUR may complement established treatments and enhance outcomes in BPD, particularly in domains linked to suicidal risk and affective dysregulation. The trial adheres to ethical principles (Declaration of Helsinki) and GDPR-compliant data management; oversight by the UNIR bioethics committee is described in the study protocol.
Keywords: Borderline Personality Disorder; NUR method; trauma-focused psychotherapy; suicidal behavior; anxiety; depression; randomized controlled trial.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2076

EXPERIENCES OF INDIVIDUALS GRIEVED BY SUICIDE IN THE PRESENCE OF THE SUICIDE LETTERS: A QUALITATIVE RESEARCH

Yildirim I.*[1], Göksu Ç.[1], Demir E.C.[2]

[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Adiyaman Üniversitesi ~ Adiyaman ~ Turkey

Introduction: Suicide notes have been widely studied as windows into the mental state of the deceased, often used for psychological or forensic purposes. However, little attention has been paid to how these final messages are experienced by those left behind. For individuals bereaved by suicide—a group already facing complicated grief processes—the presence of a note may uniquely shape their mourning, either as a potential source of meaning or as a further burden.
Purpose: This study aims to understand the loss experiences of individuals whose first-degree relatives or romantic partners ended their lives by leaving a suicide note and to examine how they attribute meaning to that final message.
Method: We conducted semi-structured, online interviews with four women (ages between 30–56) whose first-degree relative or romantic partner died by suicide and left a note. Transcripts of the interviews were analyzed idiographically using Interpretative Phenomenological Analysis (IPA), moving from line-by-line coding to clustered themes through an iterative, reflexive process.
Results: Through the interpretative analysis, three superordinate themes emerged: (1) “The Absence of the Other Side of the Relationship,” (2) “A(void)ance of Meaning: Difficulty in Processing the Suicide,” and (3) “A Lens Overshadowing the Voice of the Deceased.”
Conclusions: The findings suggest that suicide letters may not necessarily facilitate grieving; instead, they can complicate the process. Due to the one-way nature of these messages, since the deceased is non-responding, the individuals bereaved by suicide themselves establish a one-sided relationship with the deceased, a relationship characterized by anger since they remain unanswered.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 1138

ENHANCING SUICIDE RISK ASSESSMENT THROUGH NATURAL LANGUAGE PROCESSING: A MULTIMODAL APPROACH TO C-SSRS RESPONSE ANALYSIS

Doval Moreno S.*[1], Fausor R.[2], Garcia Ramos A.[3], Alejandro D.L.T.[4]

[1]Departmental Section of Research and Psychology in Education, Universidad Complutense de Madrid (UCM), 28223, Madrid, Spain. ~ Madrid ~ Spain, [2]Faculty of health, Valencian International University (VIU), 46002 Valencia, Spain. ~ Valencian ~ Spain, [3]Department of Psychiatry, Universidad Autonoma de Madrid, Spain ~ Madrid ~ Spain, [4]Department of Legal Medicine, Psychiatry and Pathology, School of Medicine, Universidad Complutense de Madrid, Spain. ~ Madrid ~ Spain

Background: Traditional suicide risk assessment relies primarily on quantitative measures, yet predictive accuracy remains limited. This study examined whether systematic analysis of qualitative clinical interview content using advanced Natural Language Processing (NLP) enhances suicide risk prediction beyond conventional assessment approaches.

Methods: Data from 1,443 patients recruited from psychiatric emergency departments across ten Spanish university hospitals following suicide attempts were analyzed. Participants completed the Columbia-Suicide Severity Rating Scale (C-SSRS), Brief Symptom Inventory, Barratt Impulsiveness Scale, Reflective Functioning Questionnaire, and Acquired Capability for Suicide Scale. Qualitative C-SSRS responses were classified using BERT-based models into categories including desire to die, method-specific ideation, and preparatory acts. Three hierarchical models were compared: sociodemographic variables only, sociodemographic plus quantitative psychological measures, and a complete model incorporating NLP-derived qualitative features.

Results: BERT-based classification achieved high accuracy across suicide-related categories (77.3%-94.44%), with exceptional performance for active ideation (F1-score: 0.98) and preparatory acts (F1-score: 0.97). The complete multimodal model demonstrated superior predictive performance across all outcomes. Most notably, for Potential Lethality, incorporating qualitative variables increased performance from below-chance (pseudo-R^2 = -0.002) to excellent prediction (pseudo-R^2 = 0.895). For Ideation Intensity, explained variance increased from 17.2% to 44.2%.

Conclusions: Systematic integration of qualitative clinical interview content through NLP significantly enhances suicide risk prediction. These findings suggest that incorporating automated analysis of patient verbal expressions into clinical protocols could substantially improve the identification of high-risk individuals.

06 - Division 6: Clinical and Community Psychology

Trauma & Resilience 3

Wednesday 22 July 2026 from 18:00 to 19:00

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 4544

WHAT IS IT LIKE TO BE A UKRAINIAN COMBAT-WOUNDED VETERAN? MEN'S SEXUAL INTIMACY REINTEGRATION: INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS.

Hak D.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction
During Russia`s war against Ukraine, Ukraine mobilized approximately 880,000 people to the Armed Forces of Ukraine; of them, 390,000 people got injured and needed reintegration into civilian life. This theme is not broadly learned. Thus, there is obviously a lack of studies with Interpretative Phenomenological Analysis (IPA) that will reveal the underlying aspects of the injured person's sexual experience.
Purpose
The research focuses on the key aspects of the sexual reintegration experience of Ukrainian combat-wounded veterans.
Method
This research examines the experience of sexual intimacy reintegration of six Ukrainian heterosexual male veterans (aged 25-45), injured during the 2022 Russian invasion of Ukraine. The data was collected via semi-structured interviews and analyzed using IPA.
Results
Sexual reintegration experience of combat-wounded veterans reveals three super categories.
1) The impairment of body transparency: feeling that the body after the injury becomes visible to others; returning body transparency via sexual arousal.
2) Horizon of possibility restriction caused by body injury: a narrowed sense of sexuality; the gradual normalization of the altered body within everyday experience.
3) Appearance of physical inconveniences: reduction of sex practices diversity; lifestyle changes.
Conclusions
In summary, the research demonstrates the central role of intersubjective relationships in sexual reintegration. For example, through the partner’s gaze, the injured body regains its transparency. This intersubjective recognition expands the horizon of possibilities, both in sexual experience and lived experience more broadly. Furthermore, the research revealed that sexual impairment is not experienced as a loss of masculinity but reveals the existential problematic of everydayness. The research is focused only on men`s experience. Future studies should include interviewing both male and female veterans, their partners, and describing the experiences of LGBTQI+ people.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 17: Partnership for the goals SDG 11: Sustainable cities and communities

Abstract 2333

FROM RUINS TO REMEMBRANCE: PSYCHOLOGICAL INSIGHTS FROM FIFTEEN YEARS OF THE PICTURESCUE MOVEMENT AFTER THE GREAT EAST JAPAN EARTHQUAKE

Miyamae R.*

Fukuyama City University ~ Hiroshima ~ Japan

In the aftermath of the 2011 Great East Japan Earthquake, the Picturescue Movement emerged as a volunteer effort to clean and return family photographs recovered from the debris. Over fifteen years, this activity has evolved into a psychosocial practice that reveals how people remember, mourn, and reconnect in the wake of loss.

Drawing on Kai Erikson's concept of collective trauma, this presentation explores recovery not as an individual process of healing but as the reconstruction of communality—the social fabric that binds people together. In contrast to models that treat trauma as accumulated individual wounds, the collective perspective emphasizes the destruction of relationships and shared meanings. Field observations from affected communities show how photo-return gatherings functioned as spaces of relational care: moments where residents collectively negotiated absence, exchanged memories, and quietly rebuilt a sense of "we."

These findings suggest that post-disaster recovery must be understood as both psychological and relational. While "mental care" focuses on the inner world of survivors, relational care supports the restoration of social bonds through shared acts of remembrance. The Picturescue Movement thus exemplifies how applied psychology can engage with community-based practices that transform grief into solidarity and loss into renewed belonging.

By situating the fifteen-year trajectory of this movement within Erikson's framework, the study highlights a form of memory activism that connects individual mourning with collective resilience. It invites a rethinking of recovery not as the restoration of what was destroyed, but as the creation of new forms of togetherness sustained by the work of remembering.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1423

INVISIBLE EPIDEMICS: APPLYING LESSONS FROM GERM THEORY TO INTEGRATE CHILDHOOD TRAUMA INTO HEALTH SYSTEMS

Navsaria A.*

Nelson Mandela University ~ Port Elizabeth ~ South Africa

The nineteenth-century acceptance of germ theory transformed medicine and public health by revealing that invisible microorganisms shaped disease and could be controlled through systemic interventions. More than a century later, the Adverse Childhood Experiences (ACE) framework exposes another set of hidden determinants: childhood traumas that profoundly influence mental and physical health across the lifespan. Evidence consistently links ACEs to depression, substance use, chronic disease, and premature mortality, yet trauma-informed approaches remain marginal in many health systems.

This presentation will argue that the history of germ theory offers a powerful analogy for integrating ACEs into South African primary care. Like germs, trauma is invisible, stigmatised, and transmitted across generations; and like germs, it requires systemic rather than individual solutions. Using applied psychology as a lens, the presentation will explore barriers to integration, including limited visibility of trauma in clinical encounters, resource constraints, cultural pluralism, and policy gaps. Lessons drawn from germ theory highlight strategies that applied psychologists can advance: developing culturally adapted screening tools, training and empowering community health workers to deliver trauma-informed interventions, embedding evidence-based programmes into maternal and child health services, and advocating for alignment with National Health Insurance reforms.

By reframing ACEs as an unseen but actionable determinant of health, this presentation will demonstrate how applied psychology can contribute to systemic reforms that reduce intergenerational trauma and promote equity. For South Africa, and comparable contexts globally, integrating ACEs into primary care represents both a clinical necessity and a public health imperative.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 2411

NAVIGATING INSECURITY: PSYCHO-SOCIAL AND COMMUNAL IMPACTS OF PERCEIVED SECURITY THREATS IN SWAT VALLEY, PAKISTAN

Mihser I.[1], Mujeeb A.*[2]

[1]Quaid-i-Azam University ~ Swat ~ Pakistan, [2]Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) ~ Islamabad ~ Pakistan

The present study explored the psychological, social, and communal consequences of perceived security threats among residents of Swat Valley in Pakistan and filled a critical gap in the literature by providing nuanced understanding of how perceived security threats affect the psychosocial fabric of a conflict-ridden region. Utilizing a exploratory qualitative research approach, in-depth interviews were conducted with 14 participants (young and middle-hood adults) who were actively involved in community services within various threat-prone areas of Swat. Reflexive Thematic Analysis was employed to identify key themes from the data. Analysis identified four major themes including Perceived Security Threats and Uncertainty, Psychological Impact, Social Consequences, and Public Perception and Response. First theme of Perceived Security Threats and Uncertainty included perceptions regarding current situation, narratives on presence of militants, and insecurity related challenges. The second theme of Psychological Impacts included sub-themes on personal safety and psychological vulnerability, existential reflections, mental disturbance and trauma, and impact on vulnerable populations. Impact on daily life, role of the Jirga system, and erosion of cultural practices were sub-themes of Social Consequences. Role of authorities, leadership and accountability, role of media, community organizations' peace efforts, and public resistance were studied under fourth theme of Public Perception and Response. The analysis revealed that perceived security threats significantly impact the psychological health of individuals, manifesting in heightened anxiety, stress, and fear of victimization. Socially, these threats disrupt community cohesion, erode trust in traditional institutions like the Jirga, and alter cultural practices. Despite these challenges, the community has demonstrated resilience through collective action, public resistance, and the formation of grassroots organizations aimed at promoting peace and stability. Utilizing the findings of current research for understanding the fabric of indigenous man-made disasters alongwith its micro and macro level impacts and directing informed policymaking are the most relevant implications of the research.

06 - Division 6: Clinical and Community Psychology

INTERGENERATIONAL TRAUMA, TRANSMISSION, AND PATHWAYS TO HEALING ACROSS GENERATIONS OF CONFLICT: LESSONS DRAWN FROM THE LEBANESE CASE

Thursday 23 July 2026 from 08:00 to 09:30

(T-Monumentale)

Brigitte Khoury, Chair
Saths Cooper, Co-Chair

This symposium examines the intergenerational and cumulative impact of trauma in Lebanon, a country where decades of conflict and instability have left deep psychological and social imprints. Drawing from published qualitative research on “The Lebanese Civil War: Transmission and Impact on Second-Generation Descendants” and extensive clinical and community work with families affected by war, the presentation explores how the legacy of a civil war, one fought among neighbors, within families, and across communities, continues to shape the inner and relational worlds of those born after its end. Unlike external wars, civil wars rupture both the social fabric and the sense of collective belonging, leaving wounds that are intimate, complex, and enduring.

Through in-depth interviews and focus groups with survivors and their adult children, two central themes emerged: “From Generation to Generation: The Passing of a Nation’s Scars”, highlighting the transmission of emotional residues through family narratives, silence, and collective memory; and “Carrying the Burden of an Unlived War”, reflecting the second generation’s struggles with identity, belonging, and inherited anxiety in a society still divided by its past.

These insights resonate within Lebanon’s current context of chronic instability, economic collapse, and recurring armed conflict, where children and adolescents continue to face cumulative and overlapping traumas. Ongoing research by our team since 2014 has shown a high prevalence of psychiatric symptoms and a significant treatment gap among Lebanese youth, alongside notable protective factors such as family cohesion and community connectedness.

Finally, the symposium situates these findings within the broader literature on trauma interventions, ranging from CPT, PE, ACT, NET, and EMDR to DBT-based approaches, questioning their cultural relevance and adaptability in contexts of prolonged and intergenerational trauma. It calls for culturally sensitive, contextually grounded frameworks for both research and clinical practice in societies marked by chronic adversity

Abstract 3913

CHILD IN HIGH-STRESS AND INSECURE ENVIRONMENTS: THE LEBANESE EXPERIENCE

Barakat M.*

American University of Beirut ~ Beirut ~ Lebanon

Children and adolescents growing up in Lebanon have faced an exceptionally challenging environment marked by chronic instability and cumulative traumatic experiences. Over the past decades, they have endured multiple episodes of armed conflict, sustained economic and political uncertainty, a severe financial collapse, an unprecedented public health crisis during the COVID-19 pandemic, and the catastrophic Beirut port explosion in August 2020. More recently, the war of 2024 added yet another layer of collective trauma to this already vulnerable population.

Since 2014, our research team has been systematically investigating the mental health outcomes and psychosocial correlates among Lebanese youth. Across several waves of assessment, our findings have consistently demonstrated a high prevalence of psychiatric symptoms, including anxiety, depression, and behavioral difficulties, alongside an alarming treatment gap reflecting limited access to psychological services. Importantly, our studies have also identified a number of protective factors, such as family cohesion, community connectedness, and adaptive coping strategies, which appear to mitigate distress and foster resilience. These results highlight the urgent need for culturally informed mental health interventions and the promotion of resilience-building resources within this at-risk population.

Abstract 3912

ECHOES OF A CIVIL WAR ACROSS GENERATIONS: QUALITATIVE TRANSMISSION

Khalil C.*

University of Bucharest ~ Bucharest ~ Romania

Drawing from published qualitative research on “The Lebanese Civil War: Transmission and Impact on Second-Generation Descendants” and from extensive clinical and community work with families affected by conflict, this presentation explores how the legacy of civil war, a war fought among neighbors, within families, and across communities, continues to shape the inner and relational worlds of those born after its end. Unlike external wars, civil wars fracture both the social fabric and the sense of collective belonging, leaving behind wounds that are both intimate and enduring.

Based on in-depth interviews and focus groups with survivors and their adult children, the study identified two central themes: “From Generation to Generation: The Passing of a Nation’s Scars,” capturing how the war’s emotional and symbolic residues are transmitted through family narratives, silence, and collective memory; and “Carrying the Burden of an Unlived War,” reflecting the second generation’s struggle with identity, belonging, and inherited anxiety in a society still divided by its past.

By situating these findings within Lebanon’s current crises, the presentation underscores how the psychological legacy of a civil war—marked by both proximity and ambiguity—extends across time, shaping new generations. The discussion invites comparative reflection with other societies marked by internal conflict and division where collective healing requires not only remembrance, but the reconstruction of trust within the social fabric itself.

Abstract 4955

HEALING THROUGH MULTIPLE CRISES:THE EXAMPLE OF LEBANON

Khoury B.*

American University of Beirut, Beirut, Lebanon

06 - Division 6: Clinical and Community Psychology

AN ECOLOGICAL APPROACH TO ADOLESCENT MENTAL HEALTH AND RESILIENCE: UNDERSTANDING INDIVIDUAL, PARENTAL, COMMUNITY-BASED, AND ONLINE INFLUENCES AND INTERVENTIONS

Thursday 23 July 2026 from 09:30 to 11:00

(S-Monumentale)

Kate Fogarty (University of Florida ~ Gainesville, ~ U), Chair and Presenter

This symposium explores the multidimensional nature of protective factors and resilience across adolescence and emerging adulthood, integrating psychological, familial, and community-based perspectives. It offers a novel and timely contribution to the understanding of resilience by addressing contemporary challenges − such as digitalization, mental health vulnerability, political disaffection, and youth service gaps − through empirical data and applied research across diverse contexts and countries.

The first presentation (Novara et al.) investigates adolescents' use of AI technologies, showing how digital literacy, emotional intelligence, parenting styles, and social support influence the construction of digital identity. It uniquely highlights how multiple variables shape adolescents' digital resilience.

The second contribution (Fogarty et al.) focuses on the moderating role of Positive Childhood Experiences (PCEs) in the relationship between Adverse Childhood Experiences (ACEs) and suicidality in U.S. adolescents. This large-scale study demonstrates how family, school, and community-based PCEs act as protective buffers, offering a population-level insight into the developmental pathways of resilience and suicide prevention.

García-Leiva et al. shift the focus to civic engagement, analyzing how structured, inclusive citizen participation fosters psychological empowerment and reduces political disaffection in youth. This study provides a unique sociopolitical lens, illustrating how democratic engagement can strengthen the sense of belonging, the climate of cooperation, and social cohesion during early adolescence.

Silke explores the impact of community-based mentoring in partnership with mental health services in Ireland. Through qualitative data, she reveals how mentoring supports youth mental health and promotes positive developmental outcomes, while also identifying implementation challenges. Her work offers an applied, service-oriented perspective on resilience promotion through integrated care models.

Finally, Lynne explores links between adolescent smartphone use and mental health, recognizing online engagement as a normative part of human development. Their survey assessed mood and smartphone engagement every day for 21 days, finding correlations with subsequent anxiety and depression.

Contributionsofferanuancedandcomplementaryperspectiveonthethemeofresilience,whileaddressing seeminglydiverseareas.Thestrengthofthesymposiumlies preciselyinitsabilitytointegrateclinicalandcommunity-basedperspectives,highlightinghowprotectivefactorsemergewithin meaningfulrelationships that develop acrossfamily,educational,social,andcommunitycontexts.

Abstract 4136

THE DIGITAL IDENTITY OF CHILDREN: PERSONAL, FAMILIAL, AND COMMUNITY DETERMINANTS IN THE ASSESSMENT OF RISKS AND OPPORTUNITIES IN THE USE OF AI-BASED TECHNOLOGIES

Novara C.*, Piombo A.M., Di Napoli G., La Grutta S.

University of Palermo ~ Palermo ~ Italy

The increasing use of AI-based technologies presents new educational challenges for children and adolescents. This research explores the personal, familial, and community factors influencing adolescents' critical use of these technologies. Specifically, it examines the relationship between AI use and trust, digital literacy of both adolescents and parents, parental involvement, parenting styles, adolescents' emotional intelligence, and perceived social support.

The study involved 170 adolescents (ages 13-17) and 175 parents, with data collected through separate structured questionnaires. A sub-analysis was conducted on 47 matched parent-adolescent pairs.

Descriptive results show significant differences in AI usage between parents and adolescents. Adolescents use AI more for educational support (χ^2=20.428, p<.001), behavioral advice (χ^2=11.788, p=.019), and perceive greater data security (χ^2=29.010, p<.001). Parents, however, show more caution and lower trust in AI's accuracy (χ^2=11.812, p=.019).

Correlational analysis revealed that an authoritative parenting style is positively linked to higher digital literacy (r=0.331, p<.001) and negatively correlated with excessive, uncritical AI use (r=-0.178, p=.019). Conversely, authoritarian parenting was associated with higher risk for dependency and uncritical use. Emotional intelligence in adolescents was found to be a protective factor, negatively correlating with problematic AI behaviors like sharing personal data (r=-0.172, p=.001) and relying on AI for advice (r=-0.183, p<.001).

A Two-Step Cluster Analysis identified two adolescent profiles: a "high-risk" group (36.2%) with intensive AI use and low family support, and a "balanced" group (63.8%) with more critical AI use, higher emotional intelligence, and stronger parental involvement.

In conclusion, parenting style and emotional intelligence are key factors in shaping adolescent AI use, highlighting the need for targeted educational interventions involving families and communities.

Abstract 4137

DO POSITIVE CHILDHOOD EXPERIENCES (“COUNTER ACES”) DISRUPT THE LINK BETWEEN ADVERSE CHILDHOOD EXPERIENCES AND SUICIDALITY IN ADOLESCENCE?

Fogarty K.*, Song J., Zhang J., Pracht D., Lynne S.

University of Florida ~ Gainesville, ~ United States of America

Suicide is the third leading cause of death for adolescents globally (World Health Organization, 2025). Having 4 or more adverse childhood experiences (ACEs) were found to predict suicidal behavior. In a recent representative sample in the U.S. 76.1% of 14- to 18-year-olds reported having experienced at least 1 ACE. Further, those who reported 2-3 ACEs were 5 times more likely to have seriously considered suicide than peers without any reported childhood adversity (Swedo et al., 2024). The buffering impact of positive childhood experiences (PCEs) or “counter-ACEs” shows promise for fostering young people’s resilience and preventing problematic mental health outcomes (Bethell et al., 2019).

Over 22,000 adolescents, age 14 to 18, completed questionnaires in Florida in early 2024, via state-based stratified sampling within schools by county. Participants self-reported on depression, suicidal thoughts, plans, and attempts, with 8 school- and family-related positive childhood experiences (PCEs) items, and 10 ACEs. Emotional self-regulation and parent education were covariates in the analyses.

Binary logistic regression models with interactions were tested, explaining 28% of the variance in depression and 20 to 24% of the variance in suicidal thoughts and behaviors, respectively. ACEs and PCEs were significantly associated with suicidal thoughts (AOR=7.59 for 4+ ACEs compared to 0 ACEs, p<.000; AOR=1.88 for 0-7 PCEs vs. 9 PCEs, p<.000) and suicide attempts (AOR=7.31 for 4+ACEs vs. 0 ACEs, p<.000; AOR=2.47 for 0-7 PCEs vs. 9 PCEs, p<.000). There were significantly greater suicidality risks for: females, younger adolescents (age 13-15), and those with military parents/guardians.

Findings indicated PCEs significantly interacted with (moderated) ACEs for depression and suicidality outcomes. Protective effects included positive interactions with family and teachers and faith-based community influences. PCEs hold potential for promoting mental health resilience amid traumatic experiences. Effective suicide prevention hinges on trauma-informed approaches, proceeding along evidenced developmental pathways for well-being across the lifespan.

Abstract 4138

CITIZEN PARTICIPATION AS A PROTECTIVE MECHANISM AGAINST POLITICAL POLARIZATION AND DISAFFECTION IN YOUTH: EVIDENCE FROM FIELD STUDIES

García--Leiva P.*, Albornoz N., Montenegro J., Gálvez--Palacios M.S.

University of Malaga ~ Malaga ~ Spain

In a context of growing ideological polarization and social fragmentation, promoting citizen participation among adolescents and emerging adults appears as a key strategy to strengthen democratic resilience. This contribution analyzes the results of three field studies conducted in Spain, involving a total of 592 children aged 10 to 12 years.

The evaluation was based on transversal and longitudinal field studies, combining tailored questionnaires adapted to the objectives of each intervention and systematic observation of group dynamics. The analyzed programs, "Ágora Infantil" and "Ágora OS!", implemented deliberative participation methodologies, focusing on cooperative dynamics, games, and collective decision-making processes.

The results show that participation fosters psychological empowerment (intrapersonal and interactional dimensions) and strengthens group identification. In addition, systematic observation during the "Ágora Infantil" program revealed a significant improvement in positive peer interactions, promoting a climate of cooperation and respect. Furthermore, the analysis of the "Ágora OS!" program shows that deliberative participation can reduce issue-based polarization, particularly among those with initially lower levels of concern about climate change, although no significant changes were observed regarding affective polarization.

These findings highlight that early citizen participation, when inclusive, deliberative, and structured, not only promotes democratic skills and critical thinking but also acts as a protective mechanism for the psychosocial well-being of young people, fostering their sense of belonging, empowerment, and emotional health. In this way, participation decisively contributes to strengthening democratic resilience by promoting more cohesive, critical, and engaged societies.

Abstract 4139

SUPPORTING YOUTH MENTAL HEALTH THROUGH COMMUNITY-BASED MENTORING: A QUALITATIVE EXPLORATION

Silke C., Brady B.*

University of Galway ~ Galway ~ Ireland

Prevalence rates for youth mental health difficulties appear to be rising and there is a critical need for greater intervention and prevention work in this area. While statutory mental health services play a vital role in supporting youth mental health, the need for additional community-based supports that can complement these clinical services is being increasingly emphasised in international research and policy. Youth mentoring is one such model that may act as a supportive resource for youth who are experiencing significant mental health challenges.

Through a qualitative research design, this study examines the partnership between a community-based mentoring organisation and Child and Adolescent Mental Health Services (CAMHS) in Ireland, and explores stakeholders' perceptions of the utility of mentoring as a supportive resource for young people who are involved with CAMHS. Semi-structured interviews were carried out with 40 participants, including young people, parents, mentors, and practitioners, where they discussed their experiences and perceptions of the mentoring partnership.

Through the use of thematic analysis, a number of key themes were identified. Notably, findings indicated that mentoring was perceived to act as a supportive resource for young people who experience mental health concerns, and was linked to an array of positive developmental outcomes. Additionally, participants identified key practices and procedures which they believe moderate the effectiveness of mentoring interventions. Finally, participants outlined practical considerations and challenges associated with the implementation of the partnership model.

Overall, this research provides timely insights into how youth mentoring can complement clinical mental health services and contribute to broader mental health promotion efforts. Findings inform ongoing international conversations about integrated models of youth mental health care and community-based supports.

Abstract 4140

EXPLORING LINKS BETWEEN ADOLESCENT SMARTPHONE USE AND MENTAL HEALTH IN THE UNITED STATES

Lynne S.*, Gabrielli J., Zhang X., Corbin C., Splett J., Bryan J., Wydra N., Jin X., Sullivan P., Ravet M., Alqueza K., Shaffer E.

University of Florida ~ Gainesville ~ United States of America

Introduction: Adolescent mental health issues are rising alongside increased social media and online activity. While media narratives suggest a direct link, scientific literature shows mixed associations. Current research in this area is limited in that it primarily focuses on time spent online and lacks understanding of longitudinal associations.
Purpose: Recognizing online engagement as a normative part of human development, the study aims to elucidate how smartphone engagement relates to future well-being with the goal of identifying targets for prevention, promotion, and intervention initiatives.
Method: This study utilizes data from an ongoing pilot project. The current sample consists of adolescents (n=53) ages 13-15 years old from the United States (53% male; 47% female). Severity of depression and anxiety were assessed via a self-report survey instrument. Ecological momentary assessment (EMA) surveys assessed mood and smartphone engagement every day for 21 days. Average scores across the 21-day EMA survey constructs were correlated with subsequent anxiety and depression to begin to understand patterns of associations between smartphone engagement and mental health among adolescents.
Results: Higher exposure to mature content on a smartphone was correlated with higher reports of subsequent anxiety ($r(n=23)=0.57$; $p=.004$). We also found preliminary evidence of differences in smartphone engagement by sex. Males ($M=3.16$) reported playing interactive games on their smartphones significantly more than females ($M=2.43$; $t(46)=-2.29$, $p=.026$). There were trends approaching significance where females ($M=3.10$) reported getting on their smartphones to escape reality more frequently than males ($M=2.58$; $t(46)=-1.99$, $p=.052$) and males ($M=2.30$) reported seeing discriminatory content on their smartphones more frequently than females ($M=1.85$; $t(45)=1.73$, $p=.090$).
Conclusions: These findings support patterns of associations between smartphone engagement and subsequent mental health for adolescents age 13-15. Final analyses will also explore the possibility of adaptive pathways between smartphone engagement and youth competencies as well as additional maladaptive pathways to other risk behaviors

06 - Division 6: Clinical and Community Psychology

DETECTION AND INTERVENTION ON THE PSYCHOTIC SPECTRUM II

Thursday 23 July 2026 from 14:00 to 15:30

(S-Monumentale)

Rocío Fausor (Valencian International University ~ Val), Chair and Presenter

Psychosis is a serious mental health problem with a clear social and economic impact. Schizophrenia is among the 25
leading causes of disability worldwide (GBD 2021 Diseases and Injuries Collaborators, 2024). In this symposium,
more effective procedures of detection and intervention will be examined.
The assessment of so-called at-risk mental states (ARMS) or ultra-high risk (UHR) is currently considered the gold
standard for early detection of psychosis. However, UHR criteria are not perfect and lead to many false positives. To
refine these criteria, some studies use the combination of this high clinical risk paradigm with what is known as
“high psychometric risk” of psychosis, that uses self-reports to early detection. Dr. Noelia Moran will examine the
difference between those two paradigms in a sample of youth from a clinical sample of day hospitals in Spain. Dr.
Rocío Fausor will analyze the gender profile in high-risk of psychosis clinical sample.
Detection and intervention protocols for psychosis have also been criticized as being a highly specialized (Oliver et
al., 2019), and not necessarily accepted by those who must apply it. Dr. Clara Gesteira will analyze the degree of
acceptability of a high-risk psychosis screening protocol by Spanish clinical staff at a day care center, while Dr. Nina
Mørkved will provide not only some preliminary findings related to the feasibility of a large national Randomized
Clinical Trial testing trauma focused therapy for patients with psychosis and trauma in Norway. But also some results related to the effect of the treatment and the impact on other symptoms and personalization of treatment. Additionally,
meta-analysis reviews have shown low effectiveness of early interventions in people with ARMS (Oliver et al., 2018).
Dr. Lorenzo Pelizza will show the results on the effectiveness of an early intervention for people at high-risk of
psychosis in Italy.

Abstract 4427

PSYCHOMETRIC HIGH RISK FOR PSYCHOSIS IN ADOLESCENTS AND YOUNG ADULTS FROM A DAY HOSPITAL

Morán N.*[1], Cobos B.[1], Fausor R.[2], Guinea R.[3], Gesteira C.[1]

[1]Complutense University of Madrid ~ Madrid ~ Spain, [2]Valencian International University ~ Valencia ~ Spain, [3]Montreal Psychiatric Institute ~ Madrid ~ Spain

The so-called “Clinical High Risk” or “Ultra High Risk” for psychosis (CHR or UHR) constitutes a paradigm used to detect those people who are more likely to develop a psychotic disorder. Even though CHR is the most commonly used procedure for early detection in this field, it shows some limitations: 1) The CHR detection is made through the use of semi structured interviews that can only be applied by clinicians with specialized training; 2) The evaluation is only conducted when there is a suspicion from a professional, therefore, is more subjective and heterogeneous; 3) The CHR evaluation with this especially risky patients could be overestimating the prevalence of high risk of psychosis. The “psychometric high risk” paradigm tries to overcome these difficulties, through the generalized, objective and structured use of self-reports to the early detection of people with a greater vulnerability to psychosis. The objective of the present study is to find the prevalence of people with high psychometric risk for psychosis when the procedure is applied systematically per protocol to a general population of adolescents and young adults from a day hospital. A sample of adolescents and young adults, users of a day hospital, will complete the Spanish version of the Prodromal Questionnaire – Brief version (PQ-B, Fonseca-Pedrero et al., 2021) as a measure of psychometric high-risk of psychosis. The prevalences found will be compared with the prevalence of both psychometric and clinical high-risk for psychosis in both general and clinical populations. The advantages and disadvantages of these two different approaches will be discussed.

Abstract 4428

SEX AND PSYCHOMETRIC RISK FOR PSYCHOSIS IN A CLINICAL ADOLESCENT AND YOUNG ADULT SAMPLE FROM A SPANISH DAY HOSPITAL

Fausor R.*[1], Guinea R.[2], Gesteira C.[3], Morán N.[3], Cobos B.[3]

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Scientific literature provides evidence that male gender is a risk factor for psychosis. (Radua et al., 2017). However, it is quite common for clinical studies to have an overrepresentation of women compared to men, perhaps because women's characteristic way of expressing distress aligns more closely with the criteria for accessing mental health services (Rietdijk et al., 2011). This imbalance in research is problematic not only because it presents a distorted representation of reality, but also because it contradicts epidemiological data on psychosis and fails to identify male individuals, who are those at higher risk. Furthermore, it is known that the prevalence of clinical high-risk of psychosis is higher in studies whose sample is predominantly female, and this is most likely because in these samples there could be more false positives, given the fact that the rate of transition to psychosis is higher in men (Salazar de Pablo et al., 2021). To address this issue, we present the findings of a study examining the role of gender and its implications when detecting high risk of psychosis. The objective of the present study is to analyze the gender profile in a clinical sample of adolescents and young adults from a day hospital. Participants will complete the Spanish version of the Prodromal Questionnaire – Brief version (PQ-B, Fonseca-Pedrero et al., 2021) as a measure of psychometric high-risk of psychosis. Based on these results, possible recruitment strategies aimed at compensating for this lack of gender balance will be discussed, as well as necessary mechanisms for controlling the gender variable in research in this field.

Abstract 4429

ACCEPTABILITY OF AN EARLY DETECTION PROTOCOL FOR PSYCHOSIS: A QUALITATIVE APPROACH

Gesteira C.*[1], Morán N.[1], Cobos B.[1], Fausor R.[2], Guinea R.[3]

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The assessment of so-called at-risk mental states (ARMS) or ultra-high risk (UHR) is currently considered the gold standard for early detection of psychosis. The UHR criteria assess subclinical psychotic symptoms (SPS) through structured interviews such as the Comprehensive Assessment of At-Risk Mental States (CAARMS).
Despite the clear benefits of detecting these individuals before they develop the psychotic disorders, the acceptance of these protocols by the people who ultimately must use them should not be taken for granted. The general objective of this qualitative study is to gather qualitative data from a group of clinicians who work at day hospitals to explore their views on barriers and enablers of successful implementation of an early detection protocol for psychosis. The qualitative interviews designed for the staff at the centres participating in this study are based on normalization process theory (NPT), a widely used theory to explain the processes by which an intervention—in this case, a protocolized psychosis risk assessment—can or cannot be integrated into routine care (May et al., 2009, 2018). Convenience sampling has been conducted, intentionally taking into account sociodemographic and professional variables to ensure the greatest possible variety in key characteristics (e.g., age, gender, professional/educational background, position, etc.). The interviews have been transcribed verbatim and coded at the time of transcription. The National Centre for Social Research's "Frame" analysis approach (Ritchie and Spencer, 1994) will be used to analyse and interpret the interview data

Abstract 4430

TRAUMA-FOCUSED THERAPY FOR PSYCHOSIS AND TRAUMA: IMPLEMENTATION OF AN RCT STUDY OF EMDR IN NORWAY

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Many patients with psychosis and schizophrenia spectrum disorders (SSDs) have experienced trauma. However, trauma-focused therapy is not routinely offered in mental health care. According to a recent systematic review by our research group, research suggests that trauma-focused (TF) treatments such as TF Cognitive Behavioral Therapy for psychosis (TF-CBTp) and Eye Movement Desensitization and Reprocessing for psychosis (EMDRp) are safe and feasible in patients with trauma and psychosis. Results for effects on symptoms of psychosis, anxiety, and depression, and psychosocial functioning are mixed. The Key to Integrated Trauma Treatment in Psychosis (KIT) trial is a pragmatic, assessor-blinded, parallel 2-group, superiority randomized trial comparing the trauma-focused therapies EMDR and TF-CBTp to a waiting list and treatment-as-usual group on symptoms of trauma in patients with psychosis. Patients are randomized (1:1, block randomization by center and gender) to trauma-focused therapy or waiting list from 2025 to 2028. The KIT trial is a multicenter study aiming to include 187 patients from all health regions in Norway. The primary goal is to examine the effect of TF treatment on symptoms of trauma in psychosis, with secondary aims related to the impact on other symptoms and personalization of treatment (what works for whom). Preliminary data related to the implementation and initial feasibility of the KIT trial will be presented, and this will be discussed in light of available published research on TF treatment for trauma and psychosis.

Abstract 4431

EARLY INTERVENTION FOR PEOPLE AT HIGH RISK OF PSYCHOSIS IN ITALY: INSIGHT FROM EMILIA- ROMAGNA EXPERIENCE, NORTHERN ITALY.

Pelizza L.*

Department of Biomedical and Neuromotor Sciences, Alma Mater Studiorum University of Bologna ~ Bologna ~ Italy

Introduction: From January 2013, the Departments of Mental Health (DMHs) in Emilia-Romagna region (Northern Italy) developed specialized care protocols for early intervention in psychosis. Within this common organizational context, the Parma DMH first created the “Parma At-Risk Mental States” (PARMS) program as a diffused (“liquid”) service for early detection and intervention for individuals at “Clinical High Risk for Psychosis” (CHR-P). The aims of this presentation were: (1) to carefully describe the PARMS structural organization and its development over time, (2) to discuss the subsequent implementation of CHR-P services in the other regional DMHs, and (3) to examine specific process and outcome indicators across 10 years of clinical activity.
Methods: All participants were adolescent and young adult help-seekers (aged 12-25 years) at CHR-P in accordance with well-defined psychometric criteria (CAARMS). The program included a 2-year comprehensive treatment package combining psychosocial interventions (i.e., individual psychotherapy, psychoeducational sessions for family members, and a recovery- oriented case management), together with pharmacological therapy (where appropriate).
Results: At entry, 180 CHR-P individuals were provided with our dedicated protocol of care. Specifically, 15% of them dropped out across the follow-up. The “Duration of Untreated Illness” (DUI) overall decreased over time. Most of them had “Attenuated Psychotic Symptoms” (75.1%). The most common DSM-5 diagnoses were anxiousdepressive disorders, personality disorders (especially schizotypal and borderline personality disorder), and brief psychotic disorder. Along the follow-up period, there was a statistically significant improvement in several clinical and functioning outcomes scales (i.e., CAARMS, PANSS, GAF, and HoNOS scores).
Conclusions: A specialized, evidence-based care protocol for CHR-P individuals within Italian adult and child/adolescent psychiatric services is feasible and lead to improvement in clinical and functioning outcomes. This also allows CHR-P adolescents to reduce the high risk of falling through the child/adult service gap.

06 - Division 6: Clinical and Community Psychology

THE INTERSECTION BETWEEN SEXUAL ORIENTATION, GENDER IDENTITY, AND DISABILITY: CROSS-CULTURAL AND CROSS-GENERATIONAL INSIGHTS

Friday 24 July 2026 from 08:00 to 09:30

(G-Spadolini)

Alexander Moreno (Department of Psychology, Université de), Chair and Discussant

Disability can affect anyone, including individuals who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other sexual orientations and gender expressions (LGBTQIA+). However, people with disabilities are often subject to infantilization and are frequently perceived as asexual. These misconceptions contribute to additional layers of marginalization for those who navigate both LGBTQIA+ and disability identities. At this intersection, challenges are often amplified, and new barriers to inclusion and recognition may arise, leading to heightened stigmatization, exclusion, and limited access to resources and support. Research indicates that LGBTQIA+ individuals report higher rates of disability than their non-LGBTQIA+ counterparts. This symposium aims to deepen understanding of the intersection between sexual orientation, gender identity, and disability. It will also offer psychological and social perspectives to inform inclusive interventions that enhance community participation and foster belonging for LGBTQIA+ individuals with disabilities. The symposium will begin with a literature review focused on the social participation of individuals with disabilities who identify as LGBTQIA+. It will then feature the lived experiences and self-advocacy efforts of visually impaired LGBTQIA+ youth in South Africa, highlighting their fight for recognition and rights. Additionally, findings from a study in the province of Quebec in Canada will be presented, examining the social determinants of health, community inclusion, and technology experiences of adults with disabilities who identify as LGBTQIA+. These cross-cultural and cross-generational insights, from youth to adults, will help illuminate the lived realities of this underserved population. By exploring common themes and challenges, the symposium will foster critical reflection on how to create more inclusive, affirming environments that recognize intersectional identities, build trust, and counter stigma. Ultimately, it seeks to inspire action toward greater equity, visibility, and empowerment for LGBTQIA+ people with disabilities across various contexts.

Abstract 3387

PRELIMINARY FINDINGS OF A SYSTEMATIC REVIEW ON BARRIERS AND FACILITATORS TO SOCIAL PARTICIPATION AMONG LGBTQIA+ INDIVIDUALS WITH DISABILITIES

Pelletier P.*[1], Chourot--Ferland S.[2], Hong--Kim A.[3], Croteau M.[4], Martino A.[5], Yule A.[6], Neumann--Mascis A.[7]

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Introduction:
Individuals who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, or other sexual orientations and forms of gender expression (LGBTQIA+) frequently encounter substantial and systemic barriers to social participation. Healthcare, employment, education, and community life represent core pillars of meaningful social participation.

Purpose:
To examine the barriers and facilitators to social participation among people with disabilities who identify as LGBTQIA+.

Method:
The search was conducted across several electronic databases, including MEDLINE (Ovid), APA PsycINFO (Ovid), Embase (Ovid), CINAHL Complete (EBSCOhost), and Web of Science. The search strategy was developed and validated by two professional librarians in accordance with the PRESS Guideline Statement and incorporated a combination of free-text keywords and controlled vocabulary related to social participation, disability, and sexual and gender diversity. Eligible studies included those published from each database's inception through February 2025, with no language restrictions. We considered studies involving various types of disabilities, including but not limited to motor, visual, auditory, intellectual, language, and cognitive disabilities. Data management and extraction followed established protocols using Covidence software. Two independent reviewers performed study selection, data extraction, risk of bias assessment, and quality appraisal using the Mixed Methods Appraisal Tool (MMAT). Discrepancies were resolved through discussion or consultation with a third reviewer.

Results:
From the 13,902 records identified, 4,920 duplicates were removed and 8,626 records excluded based on eligibility criteria. Currently, 244 full-text articles are under review to finalize study selection.

Conclusions:
This systematic review will synthesize current evidence on strategies designed to promote the social participation of people with disabilities who identify as LGBTQIA+. Updating knowledge on barriers and facilitators can support clinicians in enhancing their practice and in adopting inclusive strategies to improve the quality of life of people with disabilities within the context of sexual and

gender diversity.

Abstract 3391

SOCIAL PARTICIPATION IN ADULTS WITH DISABILITIES WHO IDENTIFY AS LGBTQIA+

Moreno A.*[1], Yule A.[2], Neumann--Mascis A.[3], Caamano C.[4], Pelletier P.[1], Chourot--Ferland S.[5], Dubois M.[1], Rigoulat C.[1], Hong--Kim A.[6], Turk C.[1], Martino A.[7]

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Introduction:
Individuals who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other sexual orientations and gender expressions (LGBTQIA+) often face significant barriers to social participation in areas such as healthcare, employment, education, and community life.

Purpose:
To explore social participation of adults with disabilities who identify as LGBTQIA+ in the province of Quebec, Canada.

Method:
A cross-sectional study was conducted with 14 individuals with disabilities who identify as LGBTQIA+, with a mean age of 35.4 years (SD = 11), residing in the province of Quebec, Canada. The majority reported physical (71.4%) and mental health-related (78.6%) disabilities. Most participants were white (78.6%) and cisgender women (42.9%), with the most common level of education being a high school diploma (28.6%). Participants reported receiving between one and four disability diagnoses. They completed the Client's Intervention Priorities (CIP©), a self-assessment tool designed to evaluate life habits. The assessment includes two domains: Daily Activities (21 items), which covers nutrition, physical fitness, personal care, communication, housing, and mobility; and Social Roles (20 items), which encompasses responsibilities, interpersonal relationships, community life, education, employment, and recreation.

Results:
Descriptive analyses revealed low levels of social participation, as indicated by the overall CIP total score (M = 3.7; SD = 1.65). The Social Roles domain (M = 3.0; SD = 0.8) was more impacted than the Daily Activities domain (M = 4.5; SD = 0.3). The lowest levels of participation were reported in areas related to education, employment, and community life.

Conclusions:
Individuals with disabilities who identify as LGBTQIA+ in the province of Quebec report greater challenges in fulfilling social roles related to education, employment, and community life. Exploring their priorities in these areas of social participation can help inform targeted recommendations to support and enhance their inclusion and engagement at these levels.

Abstract 3396

UNDERSTANDING THE IMPACT OF SEXUAL DIVERSITY AND DISABILITY INTERSECTIONALITY: AMPLIFYING LGBTQIA+ VOICES ON SOCIAL PARTICIPATION

Pelletier P.*[1], Rigoulat C.[2], Coveny V.[1], Malamud G.[1], Caamano C.[4], Martino A.[3], Yule A.[5], Neumann--Mascis A.[6], Chourot--Ferland S.[7], Dubois M.[1], Hong--Kim A.[8], Turk C.[1], Moreno A.[1]

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Introduction:
People with disabilities who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other sexual orientations and gender identities (LGBTQIA+) often face compounded barriers to social participation. To develop effective recommendations that enhance their inclusion and social participation, it is essential to center the voices of those most affected, actively listening to their lived experiences and involving them meaningfully in the decision-making process.

Purpose:
To examine the priorities in social participation of people with disabilities who identify as LGBTQIA+ in Quebec, Canada.

Method:
Fourteen people with disabilities, as defined by the Quebec government, who identify as LGBTQIA+ responded to the open question: "How does the intersection between your disability and your gender identity/sexual orientation affect your ability to perform daily activities?" Participants identified the six most challenging daily activities from a list of 41 options and explored various solutions to enhance their social participation.

Results:
Qualitative analyses revealed several key themes regarding the impact of intersecting disability and sexual and gender diversity on daily activities and social participation. These included the scarcity of accessible LGBTQIA+ spaces, limited acceptance of sexual and gender diversity by professional caregivers, and a lack of representation and opportunities to connect with others who share both identities. The most frequently prioritized challenges involved participating in physical activities, navigating indoor and outdoor environments, and establishing and maintaining emotional relationships.

Conclusions:
People with disabilities who identify as LGBTQIA+ face numerous challenges in daily activities and social participation arising from the intersection of these identities within the societal context of Quebec. By centering their disclosures and priorities, targeted recommendations will be developed for the Quebec government to enhance social participation and promote greater inclusion. Based on these findings, increasing the availability of accessible LGBTQIA+ spaces, expanding adapted transportation services, and training professional caregivers on LGBTQIA+ realities should be

prioritized.

Abstract 3401

EXAMINING SOCIAL DETERMINANTS OF HEALTH IN ADULTS WITH DISABILITIES WHO IDENTIFY AS LGBTQIA+: A CALL TO ADDRESS PERSISTENT HEALTH INEQUITIES

Rigoulat C.*[1], Martino A.[2], Yule A.[3], Neumann--Mascis A.[4], Caamano C.[5], Pelletier P.[6], Chourot--Ferland S.[7], Dubois M.[6], Hong--Kim A.[8], Turk C.[6], Moreno A.[6]

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Introduction:
Social determinants of health play a critical role in shaping health outcomes and driving inequities. However, there is little knowledge on how these social determinants uniquely affect individuals who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other sexual orientations and gender expressions (LGBTQIA+).

Purpose:
To investigate how social determinants of health shape the experiences, health outcomes, and community participation of adults with disabilities who identify as LGBTQIA+ in the province of Quebec, Canada.

Method:
Fourteen adults with disabilities who identify as LGBTQIA+ completed the 49-item SPARK tool (Screening for Poverty And Related social determinants and intervening to improve Knowledge of and links to resources). Developed in Canada, The SPARK tool is a standardized instrument developed to systematically collect data on social determinants of health, facilitating targeted interventions and resource linkage. The tool is structured around two main domains (i.e., sociodemographic characteristics and social needs that directly impact well-being and access to care).

Results:
Eleven participants reported living with at least one mental health condition, and an equal number disclosed experiencing physical or emotional abuse (78.6%). Although the majority reported having a family doctor and access to public insurance, the results reveal gaps in access to health services. Only two participants (14.3%) had a professional caregiver and just one (7.1%) had access to a nurse navigator. Additionally, nearly half of the participants (42.9%) have already been unable to obtain medication due to cost. In the past 12 months, 50% were unable to attend their appointments due to a lack of transportation, and an equal number reported not having private insurance.

Conclusion:
This study reveals social inequalities in healthcare faced by adults with disabilities who identify as LGBTQIA+ and underscores the urgent need to integrate their social, economic, and relational contexts into healthcare policies and practices to effectively mitigate these disparities.

Abstract 3403

TECHNOLOGY EXPERIENCE IN ADULTS WITH DISABILITIES WHO IDENTIFY AS LGBTQIA+

Dubois M.*[1], Rigoulat C.[2], Martino A.[3], Yule A.[4], Neumann--Mascis A.[5], Caamano C.[6], Pelletier P.[1], Chourot--Ferland S.[7], Hong--Kim A.[8], Turk C.[1], Moreno A.[1]

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Introduction:
While technology use has been studied among LGBTQIA+ adults and among people with disabilities, research rarely addresses the experiences of those at the intersection of these identities. Existing literature on LGBTQIA+ populations primarily highlights the role of technology in facilitating communication, fostering online communities, and providing social support. Research focused on people with disabilities, meanwhile, tends to concentrate on assistive technologies and accessibility challenges. This leaves a significant gap in understanding how technology is used and experienced by disabilities who identify as LGBTQIA+, as a space for identity expression, community-building, and empowerment.

Purpose:
To explore the technology experience of adults with disabilities who identify as LGBTQIA+ in the province of Quebec, Canada.

Method:
Fourteen adults with disabilities who identify as LGBTQIA+ residing in the province of Quebec, Canada. Participants reported receiving between one and four disability diagnoses. Participants completed the 36-item self-report questionnaire Technology Experience Profile, a standardized measure designed to assess frequency of use across a wide range of common technologies within the last 12 months.

Results:
Descriptive analysis revealed that participants reported the lowest levels of technology use in the domains of transportation technology (M = 3.5; SD = 0.6) and health technology (M = 3.0; SD = 0.7). In contrast, the highest levels of use were observed in computer technology (M = 4.5; SD = 0.2), followed by communication technology (M = 4.3; SD = 0.5). According to TEP criteria, all participants were classified in the highest category of technology experience, corresponding to expert-level skill.

Conclusion:
These preliminary findings suggest that computer and communication technologies are a useful tool to promote social participation in adults with disabilities who identify as LGBTQIA+. However, lower reliance on health and transportation technologies underscores the need for future research and inclusive technology design that address broader aspects of daily living—not just specialized or assistive tools.

06 - Division 6: Clinical and Community Psychology

Culture and Psychological Processes 1

Friday 24 July 2026 from 08:00 to 09:30

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 864

THE FACTORS OF EFFECTIVE TREATMENT FOR INVOLUNTARY SEXUAL OFFENDERS IN TAIWAN

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It has been consistently documented in literature that mental health treatment for involuntary sex offenders is challenging work. Unfortunately, comprehensive research examining treatment process factors for this unique population in Asian countries remains extremely rare. With 20+ years of experiences serving as the supervisor and mental health provider designated by a county's health department in Taiwan, the presenter analyzed treatment process data from six involuntary sex offenders (all men), aged between 32 and 45 years old, after they successfully completed the required 2-year counseling program. None of these offenders reoffended within three years following the conclusion of the treatment.

The analysis of the data revealed several critical factors contributing to the effectiveness of the treatment. First, close collaboration by multiple networks of agencies plays a key role. For instance, several governmental branches (e.g., health, police, and social departments) and community organizations shared information about clients' needs/situations to provide timely supervision and home visits when early warning signs were noticed. Second, psychoeducational programs were repeatedly recognized by clients as helpful components of the program in teaching them legal knowledge, strengthening their understanding of the rationale of abiding the law, and increasing their awareness of the negative consequences associated with recidivism. Third, the implementation of relational, cognitive, behavioral, and emotion-focused interventions also contributed to effective outcomes. The counseling process focused on challenging their distorted beliefs about sexually offending others, helping clients recognize their negative emotions and establish more effective coping skills to reduce extreme negative emotions and avoid reacting to their emotions with sexual behavior, enhancing clients' abilities to release their sexual impulses appropriately, and improving their problem-solving abilities, including seeking help when needed.

In this section, the presenter will share examples of challenges, considerations, and specific interventions for working with this population. Discussion will highlight culturally sensitive treatments with multidisciplinary collaborations.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1569

PSYCHOLOGISTS' ROLE IN CULTURALLY ADAPTING STANDARDISED LANGUAGE MEASURES FOR AT-RISK CHILDREN UNDER TWO IN INDONESIA'S COMMUNITY HEALTH SYSTEM

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[1]Faculty of Psychology, Universitas Islam Negeri Syarif Hidayatullah Jakarta ~ Jakarta ~ Indonesia, [2]Department of Nutrition, Faculty of Medicine, Universitas Indonesia – Dr. Cipto Mangunkusumo General Hospital, Jakarta ~ Jakarta ~ Indonesia, [3]Department of Psychology and Human Development, IOE, UCL's Faculty of Education and Society, London ~ London ~ United Kingdom

Introduction:
Early language development is strongly influenced by children's health, nutrition, and caregiving environments. Children under two in low-resource settings are particularly vulnerable to developmental risks. Standardised tools such as the Bayley-4 Language Scale are widely used for professional assessment, yet they are typically developed for Western, monolingual populations and may not align with the linguistic and cultural realities of non-Western contexts. Adapting these measures is essential to ensure validity, equity, and cultural relevance within diverse health systems.
Purpose:
This presentation highlights the role of psychologists, and the collaboration between Indonesian and UK experts, in adapting the Bayley-4 Language Scale for bilingual children under two. It illustrates how psychological expertise contributed to both psychometric rigor and practical applicability within Indonesia's community health system.
Method:
Fieldwork in East Lombok integrated construct mapping, decentering and translation, caregiver response-process interviews, and psychometric validation. Indonesian psychologists led the psychometric analysis, ensuring construct validity and cultural alignment. UK psychologists, with expertise in early language development, provided developmental frameworks and supported the adaptation of English-based constructs to the Indonesian linguistic and caregiving context.
Results:
The adapted Bayley-4 Language Scale retained professional standards while achieving strong cultural and linguistic relevance. Although administered by trained professionals, the tool generated findings applicable to primary-level community health services, supporting early identification, developmental monitoring, and caregiver. This strengthened the relevance of professional assessment within locally embedded systems such as Integrated Health Service Post (Posyandu).
Conclusion:
This model demonstrates how psychologists can bridge clinical science with implementation in community health contexts. It offers a scalable, culturally responsive approach for LMICs seeking to embed valid early assessments into child health systems, promoting equitable developmental support during the critical first 1,000 days. This study was conducted as part of the UKRI–GCRF Action Against Stunting Hub (AASH), reflecting a cross-national effort to advance health equity and scientific collaboration.

Division 8: Health Psychology Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1506

SELF-ESTEEM AND HIGHLY SENSITIVE PERSON (HSP) TRAITS AMONG NEPALESE UNIVERSITY STUDENTS: A CORRELATIONAL ANALYSIS

Nishaat A.*

Higashi Nippon International University ~ Fukushima ~ Japan

Objective: This study investigated the relationship between self-esteem and high sensitivity among Nepalese university students, with particular attention to gender differences. A total of 327 students aged 18 to 24 (137 males and 190 females) completed validated measures of Self-Esteem Scale (Rosenberg,1965) and the Highly Sensitive Person (HSP) Scale (Pluess et al., 2023), which includes three subscales: Aesthetic Sensitivity (AES), Low Sensory Threshold (LST), and Ease of Excitation (EOE).

Methods: Descriptive analyses indicated that students reported moderate to high levels of sensitivity. Females scored significantly higher than males on LST, EOE, and overall sensitivity, whereas males reported slightly higher self-esteem. Correlation analyses revealed a significant negative association between overall HSP scores and self-esteem ($r = –.180$, $p < .01$). Among the sensitivity dimensions, EOE showed the strongest negative correlation with self-esteem ($r = –.232$, $p < .01$), suggesting that students who are more easily overwhelmed by external or internal stimuli tend to report lower self-worth.

Gender-Based Findings: For males, self-esteem was negatively associated only with EOE ($r = –.218$, $p < .05$). For females, self-esteem was negatively related to both EOE ($r = –.213$, $p < .01$) and overall HSP scores ($r = –.195$, $p < .01$). Neither LST nor AES showed significant associations with self-esteem in either gender.

Conclusion: The findings suggest that heightened sensitivity particularly ease of excitation may serve as a risk factor for lower self-esteem among Nepalese university students. As self-esteem plays a crucial role in academic achievement, resilience, and overall psychological well-being, these results underscore the need to recognize high sensitivity within student populations and to develop supportive interventions. Cultural context should also be considered, as the meaning and implications of sensitivity may differ within Nepalese society.

Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2728

TESTING MULTIPLE INTERVENTIONS WITH SECONDARY INVESTIGATORS AND ANALYSTS TO IMPROVE THEIR MENTAL HEALTH AND WELLBEING

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university of Birmingham ~ Birmingham ~ United Kingdom

Introduction:
Secondary Investigative Analysts (SIAs) working within police and law enforcement organisations are repeatedly exposed to distressing experiences of others as part of their routine duties. This indirect exposure places SIAs at elevated risk of mental ill-health, yet tailored wellbeing interventions for this occupational group are lacking.

Purpose:
This study aimed to pilot-test multiple brief wellbeing interventions targeting known mental health concerns among SIAs, to inform future research and organisational wellbeing policy.

Method:
A controlled trial design was used to evaluate the effectiveness of a four-week wellbeing programme. Ninety participants were allocated to one of five groups: Control, Image Rescripting, Mindful Nature Walks, Psychoeducation, or Tetris Breaks. Participants engaged in their assigned intervention for 30 minutes per day and attended weekly researcher-led sessions for training and wellbeing check-ins. Self-report measures of perceived stress, anxiety, depression, wellbeing, and post-traumatic stress symptoms were completed at baseline and post-intervention. Outcomes were analysed using mixed-effects modelling.

Results:
All four interventions outperformed the control condition. While the control group showed worsening wellbeing and increasing PTSD symptoms, brief, targeted interventions—from psychoeducation to Tetris gameplay—produced meaningful improvements across anxiety, wellbeing, and trauma-related outcomes. Individual responses varied, highlighting the need for flexible, personalised support that can be proactively tailored to SIAs' preferences and needs in high-stress investigative roles.

Conclusions:
These findings suggest that targeted interventions can meaningfully support SIAs' mental health. Prototype approaches can address specific mental health concerns, ranging from structured strategies such as psychoeducation and image rescripting to brief, accessible approaches including Tetris gameplay or mindful nature walks. By offering a menu of evidence-informed options, organisations can provide support that is both proactive and adaptable, accommodating the diverse coping styles, symptom profiles, and engagement preferences of SIAs.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1205

MENTAL CONTAMINATION ACROSS CULTURES: AN EXPERIMENTAL STUDY OF CULTURAL VARIATIONS IN PATHWAYS TO WASHING URGES

Üzümcü E.*[1], Erol Y.[1], Usta E.[2], Ergin Ayan Ö.[2], Myers N.S.[3], Friedman J.B.[3], Juel E.[3], Abramowitz J.S.[3], Inozu M.[2]

[1]Baskent University ~ Ankara ~ Turkey, [2]Hacettepe University ~ Ankara ~ Turkey, [3]University of North Carolina at Chapel Hill ~ North Carolina ~ United States of America

Mental contamination (MC) refers to feelings of internal dirtiness or moral pollution without direct physical contact. While constructs such as fear of self (FoS), scrupulosity, obsessive beliefs, and inferential confusion (IC) have been linked to MC and the urge to wash, these relationships remain underexplored, especially in experimental and cross-cultural contexts. This experimental cross-cultural study investigated whether MC and MC-specific emotions (MCSE) such as disgust and guilt mediate relationships between cognitive vulnerabilities and urge to wash, with particular emphasis on identifying cultural variations in these psychological processes between Turkish and American populations. This study employed a between-subjects cross-cultural design comparing participants from Turkey (n = 85) and the United States (n = 75). Following completion of baseline measures assessing FoS, scrupulosity, subdimensions of obsessive beliefs, and inferential confusion, participants engaged in a controlled experimental manipulation where they imagined themselves as perpetrators in a non-consensual kissing scenario (MC manipulation). Post-manipulation assessments measured MC, MCSE, and urge to wash responses. Cross-cultural comparisons and serial mediation analyses were conducted using SPSS PROCESS. Analyses revealed distinct mediation patterns between Turkish and American samples. For Turkish participants significant indirect effects of FoS, IC, scrupulosity and obsessive beliefs related to threat, perfectionism, and intolerance of uncertainty on the urge to wash were mediated through MC and MCSE pathways. In contrast, the American sample showed more limited mediation effects, with only obsessive beliefs about threat and importance/control demonstrating significant indirect effects via MC. This experimental cross-cultural investigation demonstrates that MC and MCSE significantly mediate cognitive vulnerabilities' effects on cleansing urges, with markedly stronger mediation pathways in Turkish compared to American participants. These cross-cultural differences highlight the role of culture-specific cognitive mechanisms in MC processing. The study provides the first experimental evidence for cross-cultural variations in MC mechanisms and offers important implications for developing culturally-adapted therapeutic interventions.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1144

THE CHARACTERISTICS AND MECHANISMS OF TRUST IN OLDER ADULTS IN SITUATIONS INDUCING LONELINESS STEREOTYPES

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School of Psychology, Shaanxi Normal University ~ Xi'an ~ China

The present study investigates the relationship between loneliness stereotypes and trust decision-making, as well as the underlying mechanisms involved. It consists of three experiments. Specifically, Study 1 examines the impact of loneliness stereotypes on trust decision-making. Seventy-two older adults were randomly assigned to either the stereotype activation group or the control group, where they read a paragraph of descriptive material before completing a trust game. Study 2 explores whether cognitive resources mediate the relationship between loneliness stereotypes and trust decision-making. Study 3 investigates whether emotional motivation serves as the underlying mechanism in the relationship between loneliness stereotypes and trust decision-making. The results show that loneliness stereotypes increase the trust levels of older adults (Study 1). Moreover, this effect is moderated by cognitive resources: adequate cognitive resources amplify the impact of loneliness stereotypes on trust, consistent with predictions of the motivational mechanism (Study 2). Finally, unconscious goal priming, as an intervention manipulating motivation, can effectively reduce the effect of loneliness stereotypes on trust decision-making. Specifically, after priming older adults' unconscious goals, the influence of loneliness stereotypes on trust was no longer significant (Study 3). These findings suggest that in the relationship between loneliness stereotypes and trust, motivations related to emotional significance may play a more crucial role. This study makes several theoretical and practical contributions. First, it focuses on the loneliness stereotype, a longstanding yet underexplored construct, thereby expanding research on the content of aging-related stereotypes. Second, it examines the relationship between loneliness stereotypes and trust decision-making, along with its mechanisms, enhancing our understanding of how negative stereotypes about aging influence trust. This also contributes to the fields of aging stereotypes, socioemotional selectivity theory, and dynamic integration theory. Finally, it offers valuable insights for future tailored interventions aimed at reducing blind trust among older adults in real-world situations.

06 - Division 6: Clinical and Community Psychology

Family and Intergenerational Processes 3

Friday 24 July 2026 from 08:00 to 09:00

(S-Monumentale)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 641

HOW FAMILY BEHAVIORAL CONTROL SHAPES ADDICTION: THE MEDIATING ROLE OF LIFE SATISFACTION

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Middle East Technical University ~ Ankara ~ Turkey

Repetitive addictive behaviors can be understood in terms of Freud's concept of repetition compulsion, whereby the subject persists in a cycle of enjoyment (jouissance in Lacanian terms) that exceeds the pleasure principle and even becomes painful. From a Lacanian perspective, addiction is closely linked to the drive, which emerges from the subject's (subject is a Lacanian term for unique -idiosyncratic- individual) relation to the symbolic register and the constitutive lack inherent to subjectivity. The present study examined the mediating role of life satisfaction in the relationship between behavioral control within the family and addictive behaviors. Seventy-nine adults who self-identified as addicted participated in the study. The Behavioral Control subscale of the Family Assessment Device was employed as the independent variable, the Satisfaction with Life Scale as the mediator, and the Addiction Profile Index as the dependent variable. Mediation analysis was conducted using Hayes' PROCESS macro. Results indicated that behavioral control negatively predicted life satisfaction ($\beta = -1.16$, $p < .05$), and life satisfaction negatively predicted addiction severity ($\beta = -0.93$, $p < .05$). The direct effect of behavioral control on addiction was not significant ($\beta = 0.39$, $p > .05$), whereas the indirect effect through life satisfaction was significant ($\beta = 1.08$, $p < .05$). Findings indicate that dysfunctions in behavioral control within the family lower individuals' life satisfaction and thereby lay the groundwork for addictive behavior. While an overly controlling family may rigidly regulate an imaginary sense of wholeness and undermine the subject's autonomy, an overly permissive family may hinder the child's integration into the symbolic order, that is, into a network of language and meaning organized through norms like laws and boundaries. Thus, both family structures tend to prevent the subject from sufficiently engaging with the symbolic order, thus through reducing life satisfaction and potentially triggering addictive behaviors.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 981

INTRAFAMILY RELATIONSHIPS AND STRENGTHS IN MEXICAN ADOLESCENTS: A STRUCTURAL EQUATION MODELING APPROACH

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Universidad de Guadalajara ~ Guadalajara ~ Mexico

Introduction: Intrafamily relationships are conceptualized as unity, support and emotional expression, as well as perception of difficulties that may arise in a family. Concurrently, internal and external strengths are key resources that promote positive adolescent development. External strengths are rooted in interactions with adults and institutions, while internal strengths are personal competencies developed through experience. Despite their importance, few studies have examined the relationship between these constructs in Latin American contexts. Aim: To assess the predictive influence of intrafamily relationships on strengths in Mexican adolescents. Method: A cross-sectional explanatory study using latent variables was conducted with 315 high school students in Mexico. Participants completed the brief reviewed version of the Intrafamily Relationships Assessment Scale and the reviewed version of the Internal and External Strengths for Teenagers. Separate structural equation models were tested for external and internal strengths. Results: The model for external strengths demonstrated an excellent fit: X2/gl = 1.40, CFI = .966, SRMR = .043, RMSEA = .036 [.031, .041]. Union, support, and expression strongly predicted maternal support (β = .73***), and paternal support/supervision (β = .62***). Conversely, the perception of difficulties predicted maternal supervision (β = -.38***) and friends without risky behaviors (β = .58***). The internal strengths model also showed a strong fit: X2/gl = 1.43, CFI = .961, SRMR = .050, RMSEA = .037 [.032, .042]. In this model, union, support, and expression predicted resistance to pressure (β = .64***), and the importance of health (β = .31**), while difficulties predicted resistance to pressure (β = .83***), and importance of religion (β = .20*). Discussion: The dimensions of intrafamily relationships predicted different strengths in adolescents. These findings highlight specific pathways that should be considered in comprehensive interventions aimed at strengthening students and their families.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1617

THE EFFECT OF PARENTIFICATON ON CODEPENDENCY AND RELATIONSHIP AVOIDANCE IN ROMANTIC RELATIONSHIPS: THE MEDIATING ROLE OF SHAME AND GUILT PRONENESS, AND REJECTION SENSITIVITY

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Parentification, the reversal of parent–child roles, has lasting adverse consequences that extend into adulthood. Prior research suggests that adults exposed to parentification may oscillate between two maladaptive relational patterns-codependency and avoidance-yet the underlying mechanisms remain unclear. The present study examined whether shame proneness, guilt proneness, and rejection sensitivity mediate the link between parentification and these relational outcomes. A total of 533 young adults (ages 18–26; M = 21.53, SD = 2.25) completed standardized self-report measures, and data were analyzed using multiple mediation models. Results showed that shame proneness, guilt proneness, and rejection sensitivity partially mediated the association between parentification and codependency. Shame-proneness and rejection sensitivity fully mediated the association between parentification and relationship avoidance. Taken together, these findings provide new insight into the emotional pathways through which parentification shapes adult romantic relationships, extending knowledge on relational dysfunction and developmental risk, and highlighting the need for longitudinal and cross-cultural research.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 987

GENDER ROLE ATTITUDES AS A MEDIATOR BETWEEN IDENTITY AND PARENTING EMOTIONS: DIFFERENCES BY DAYCARE CENTER USAGE

Shitara S.*

Sakushin Gakuin Univesity College ~ Utsunomiya ~ Japan

Introduction: Although childcare support typically emphasises children's needs, less attention has been devoted to the lifelong developmental support of parents. A stable sense of identity is widely recognised as essential for positive adaptation to childcare. Gender role attitudes are also associated with adaptation, yet their role in the relationship between identity and parenting emotions remains unclear. Furthermore, access to childcare resources differs depending on whether parents rely on home-based care or daycare centres, potentially shaping their experiences.
Purpose: This study investigated the mediating effect of gender role attitudes on the association between identity and parenting emotions and examined whether this relationship varied according to daycare center usage.
Method: Participants were 300 mothers with children aged 0–2 years (150 providing home-based childcare, 150 using daycare centres). Data on parenting emotions (parenting stress, parental satisfaction), identity (synthesis, confusion), and gender role attitudes were collected through a web-based survey.
Results: Identity confusion was significantly lower among mothers providing home-based childcare than among daycare centre users. Structural equation modelling indicated that gender role attitudes mediated the association between identity synthesis and parental satisfaction, with the model demonstrating good fit. This mediating effect was significant only for mothers providing home-based childcare.
Conclusions: Gender role attitudes play a pivotal role in linking parental identity to parenting satisfaction, particularly among mothers providing home-based childcare. The findings underscore the importance of providing adaptive, lifelong developmental support that incorporates identity formation and gender role attitudes as integral components of childcare services.

06 - Division 6: Clinical and Community Psychology

Poster Session 4 - Division 6

Friday 24 July 2026 from 08:15 to 09:45

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1377

INVESTIGATING PREVALENCE AND RISK FACTORS OF POST-TRAUMATIC STRESS DISORDER AMONG WOMEN EXPOSED TO INTIMATE PARTNER VIOLENCE

Hung F.*, Lin Y.

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Introduction: Intimate partner violence (IPV) is a pervasive global issue that severely affects the physical and mental health of abused women. This is particularly evident in its association with post-traumatic stress disorder (PTSD). Despite limited domestic research on this topic, recent data offers an opportunity for a comprehensive analysis to understand the prevalence of PTSD among women exposed to IPV in Taiwan. Purpose: This study aims to estimate the prevalence of PTSD in this population and to explore the associated risk factors. Methods: This is a cross-sectional study involved a sample of 291 women aged 20 to 65 who have experienced IPV. All participants completed questionnaires, including Intimate partner violence questionnaire and the Posttraumatic Diagnostic Scale for DSM-5 (PDS-5). Results: Data analysis using t-tests, chi-square tests, and odds ratios revealed the following findings: (1) The estimated prevalence of PTSD among women experiencing IPV in Taiwan ranged from approximately 49% to 57%; (2) Among pretraumatic factors, poorer economic status and shorter duration of marriage/cohabitation were significantly associated with higher rates of PTSD diagnoses; (3) Among peritraumatic factors, physical, psychological, and sexual violence were all significantly associated with higher rates of PTSD diagnoses, with sexual violence demonstrating the strongest association overall; (4) Among posttraumatic factors, women with help-seeking experiences were significantly more likely to be diagnosed with PTSD. Conclusion: This study highlights the high prevalence of PTSD among women exposed to IPV in Taiwan and provides valuable insights for mental health professionals and researchers. It emphasizes the critical impact of various forms and contexts of violence on the risk of developing PTSD, thereby enhancing the identification of these scenarios and improving support systems and assistance for affected individuals.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1372

COGNITIVE BIASES AND SOCIAL ANXIETY: INVESTIGATION OF THE MEDIATING EFFECT OF INTERPRETATION BIAS BETWEEN ATTENTIONAL BIAS AND MEMORY BIAS

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Introduction: Cognitive-behavioral models of social anxiety suggest that cognitive biases play a critical role in maintaining social anxiety. Prior research has consistently demonstrated that individuals with social anxiety exhibit various cognitive biases, including attentional, memory, and interpretation biases. The Combined Cognitive Biases Hypothesis (CCBH) proposes that these biases may interact with one another in significant way. However, few studies have examined interrelationships among multiple cognitive biases. Purpose: The object of this study is to investigate the relationships among attention bias, interpretation bias, and memory bias in individuals with social anxiety. Method: A total of 116 participants (56 male, 60 female = 60; Mean age = 20.03) participated in this study. They first completed a modified version of the Word Sentence Association Paradigm (modified WSAP), integrated with eye-tracking technology to simultaneously measures attentional and interpretation biases. After completing the modified WSAP, participants were unexpectedly asked to perform a free recall and recognition task for faces and words presented during the modified WSAP. Lastly, participants completed the Social Interaction Anxiety Scale and Social Phobia Scale. Results: Participants exhibiting higher levels of social anxiety displayed a greater attentional bias towards threats and demonstrated more negative interpretation bias. Notably, social anxiety did not correlate with memory bias. The results showed that longer dwell times on threatening faces were associated with a greater negative interpretation bias. Negative interpretation bias adversely affected memory performance for positive stimuli. Additionally, negative interpretation bias mediated the relationship between negative attentional bias and positive memory bias. In particular, participants who had difficulty disengaging from threatening faces demonstrated more negative interpretations and recognized fewer positive stimuli. Conclusions: This study suggests that sustained attention to threat increases negative interpretation bias, leading to a reduction in memory for positive stimuli.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 1344

SOCIODEMOGRAPHIC, BEHAVIORAL, MOTIVATIONAL, AND PSYCHOLOGICAL DIFFERENCES BETWEEN CASINO TABLE GAMBLERS AND SPORTS BETTORS IN A CLINICAL SAMPLE

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Casino table games and sports betting have the highest prevalence among gambling types. This study compared sociodemographic, behavioral, motivational, and psychological correlates between casino table gamblers and sports bettors in a clinical sample of male problem gamblers in South Korea (N = 1,459; casino table gamblers = 406; sports bettors = 1,053; M = 33.80; SD = 8.47). We assessed sociodemographics; gambling mode; legal status; gambling duration; gambling frequency in the past four weeks; total losses; problem gambling severity; gambling motives; depression; anxiety; and suicidal ideation. Sports bettors were younger ($\chi^2(3) = 23.54$, $p < .001$), more often unmarried ($\chi^2(2) = 11.78$, $p = .003$), and more highly educated ($\chi^2(1) = 4.95$, $p = .026$) than casino table gamblers, with no group differences in employment or debt. Sports bettors more frequently gambled online ($\chi^2(1) = 73.37$, $p < .001$). Gambling duration differed by gambling type such that sports betting was overrepresented at 13–120 months, whereas casino table gambling was overrepresented at ≤12 and ≥121 months ($\chi^2(3) = 28.40$, $p < .001$). In the past four weeks, daily participation was more common among sports bettors, whereas participation once or twice per week was more typical among casino table gamblers ($\chi^2(4) = 25.85$, $p < .001$). Casino table gamblers were in the ≥US$741,000 loss band ($\chi^2(4) = 26.54$, $p < .001$). Legal status did not differ between groups. Compared with sports bettors, casino table gamblers endorsed higher social ($p < .001$), avoidance ($p < .001$), and amusement motives ($p = .020$) and reported higher depression ($p = .016$) and anxiety ($p = .006$), with no group differences in problem gambling severity or suicidal ideation. Collectively, these findings suggest that casino table gamblers and sports bettors differ in ways that support tailoring clinical interventions to gambling type.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1159

THE MODERATING ROLE OF CHILD TEMPERAMENT IN THE CONTEXT OF PARENTAL DISTRESS AND COVID-19 RELATED STRESSORS: TRAJECTORIES OF SOCIAL-EMOTIONAL FUNCTIONING

Zarra--Nezhad M.*[7], Perasto L.[1], Tervahartiala K.[2], Lindblom J.[3], Tuulari J.[2], Karukivi M.[4], Kiuru N.[5], Karlsson L.[1], Karlsson H.[1], Korja R.[6], Nolvi S.[6]

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Introduction: Child social-emotional functioning is a cornerstone of healthy development, forming the basis for well-being, relationships, and learning. The COVID-19 pandemic created a context of widespread disruption and environmental stress, including increased parental distress, making children's social-emotional functioning especially important to examine.

Purpose: This preregistered study examined the role of early childhood temperament in shaping children's trajectories of social-emotional functioning across the COVID-19 pandemic, with focus on how temperament moderated the impact of parental distress (depression and anxiety) and pandemic-related stressors.

Method: Participants were drawn from the FinnBrain Birth Cohort Study, a longitudinal population-based study investigating the impact of early-life distress on brain development and health. Families were recruited between December 2011 and April 2015 from maternal welfare clinics in Turku and the Åland Islands, Finland. Data were available from 1,305 children (46% girls, up to age 9) with reports from both mothers and fathers. Of these, 567 children participated in COVID-19 follow-up surveys across five time points (T1–T5) between spring 2020 and summer 2021. Parental distress was assessed before the pandemic (children aged 4–5) and repeatedly during it (T1–T5; children aged 5–9), alongside COVID-related stressors (T1–T5), child temperament (age 2.5), and social-emotional functioning (T1–T5, except T4).

Results: Mixed-effects models revealed that high negative affectivity amplified the impact of COVID-related stressors on emotional symptoms at T1 but attenuated their impact on conduct problems at T3. Effortful control reduced the influence of parental distress on conduct problems at T1 and hyperactivity at T3.

Conclusions: Findings highlight the dual role of temperament—as both a vulnerability and a buffer—in shaping children's adaptation to parental and contextual stressors. Recognizing the interplay between child temperament and parental well-being is critical for identifying at-risk children and developing interventions to promote healthy social-emotional trajectories during periods of societal stress.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1358

"JUST BECAUSE I WASN'T BORN HERE DOESN'T MEAN I CAN'T DO THIS WORK": INTRAGROUP PROCESSES WITHIN AN INDIGENOUS DECOLONIAL MOVEMENT

Meno C.*

University of Guam ~ Mangilao ~ Guam

Psychology has long been interested in both intergroup and intragroup contacts, and how such inevitable liaisons can lead to cooperation or conflict. However, despite the proliferation of research on intergroup dynamics in psychology, intragroup dynamics remain relatively undertheorized, especially in the context of Indigenous diaspora communities who maintain ties with both newly settled communities as well as their homelands. Reviewing findings from a qualitative study on Indigenous decolonial activism in Guåhan, this presentation will explore the value of an intragroup perspective to understand the complex negotiations of identity, place, and belonging in diasporic Indigenous CHamoru activists. Discussion will examine how unique experiences of Indigenous diaspora groups have the potential to expand our understanding of intragroup and acculturation processes, with implications for strategies to promote group cohesion and transnational Indigenous identity.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1115

DISTRESS, INTOLERANCE TO UNCERTAINTY, TIME PERSPECTIVES AND PERCEIVED SOCIAL SUPPORT IN PARENTS OF CHILDREN WITH AUTISM

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Department of Psychology, Faculty of Philosophy, University of Niš ~ Niš ~ Serbia

Introduction: Parents of children with autism face specific daily stressors related to the disorder and its associated disabilities. As a result, they often show higher levels of distress, emotional exhaustion, and depression compared to other parents.
Purpose: This study examined differences in distress, intolerance of uncertainty, perceived social support, and time perspectives between parents of children with autism and parents of typically developing children, as well as their predictive values for distress.
Method: The sample included 192 parents (137 of typically developing children, 55 of children with autism). Instruments used: Intolerance of Uncertainty Scale, Zimbardo Time Perspective Inventory, Multidimensional Scale of Perceived Social Support, and Depression Anxiety Stress Scale.
Results: Parents of children with autism reported higher distress ($t(190) = -5.32$, $p < .001$) and negative future orientation ($t(190) = -3.24$, $p = .001$), while parents of typically developing children reported higher family support ($t(190) = 3.33$, $p = .001$). Hierarchical regression analysis showed that intolerance of uncertainty (ß = .28, $p < .001$) and negative future orientation (ß = .39, $p < .001$) significantly predicted distress, controlling for group membership. This final model explains 49% of the variance in the criterion ($F(7, 184) = 27.19$, $p < .001$). In the two subsamples, the same predictors of distress emerged, with the addition that in the autism group, friends support also predicted distress (ß = .22, $p = .042$).
Conclusions: The results confirm higher distress among parents of children with autism. A stronger negative future orientation likely reflects concerns about their child's future. Findings suggest the need for psychological interventions to balance time perspectives, increase tolerance of uncertainty, and develop social skills, as these constructs are shown to contribute to their distress. Greater negative future and its role in distress highlight the need for therapeutic focus.

Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1238

RECOGNITION OF MALE SEXUAL VICTIMIZATION IN JAPAN.

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The criminal law on sexual offenses in Japan was revised in 2017 to recognize men as potential victims of rape involving penile penetration. Until this legislative change, men were not legally regarded as rape victims. Male sexual victimization remains a highly invisible phenomenon. Even after the press worldwide reported sexual violence by Johnny's production to boys and men, it is extremely difficult for male victimization to be recognized. This study explored the lived experiences of male victims of sexual violence and analyzed it from phenomenological perspectives. The findings revealed that gender and sexuality norms influenced the process of recognizing the events, which was sexually involuntary or unwanted, as sexual violence. Moreover, two concepts were generated as essential for the formation of victim recognition – "access to reliable information" and "relativization of positionality of masculinities." These factors enabled them to move forward to gain a sense of being a victim and acknowledge their experiences as sexual violence. Japanese society continues to be shaped by rigid gender and sexuality norms, which create challenges not only for public recognition of male victimization but also for survivors' self-recognition. Therefore, psychological support must consider the pervasive influence of social norms to providing individual care.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1254

TRAJECTORIES OF CHILDREN'S SOCIO-EMOTIONAL DEVELOPMENT FROM PRE- TO POST-PANDEMIC: FAMILY RISK AND RESILIENCE IN THE FINNBRAIN BIRTH COHORT

Moazami--Goodarzi A.*[1], Zarra--Nezhad M.[2], Tervahartiala K.[1], Zarra--Nezhad M.[3], Karukivi M.[4], Karlsson L.[5], Karlsson H.[5], Lindblom J.[6], Juntunen P.[5], Luotola A.[5], Huovinen V.[5], Korja R.[1], Nolvi S.[1]

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Introduction: The COVID-19 pandemic reshaped children's everyday lives by disrupting schools, limiting peer interactions, and increasing family stress. Such large-scale changes to developmental contexts raised concerns about how children's socio-emotional skills, critical for later adjustment in school, relationships, and mental health, would adapt over time.
Purpose: This study examined trajectories of Finnish children's socio-emotional development across the COVID-19 pandemic and into post-pandemic recovery, and their associations with parental distress, COVID-19 stressors, and family resilience.
Method: Participants were drawn from the FinnBrain Birth Cohort Study, a population-based longitudinal project investigating early life factors contributing to children's health and development. The cohort originally recruited families during pregnancy between 2011 and 2015 in Southwest Finland and the Åland Islands. The present analyses included 1,990 children (53% boys) assessed at ages 4, 5, and 9 years, together with five pandemic survey waves: T1 (May 2020), T2 (Aug 2020), T3 (Dec 2020), T4 (Jun 2021), and T5 (Jan 2024). Age 4 assessments occurred pre-pandemic, whereas age 5 and 9 assessments spanned pre- and post-pandemic periods. At each wave, mothers (71.3%) and fathers (28.7%) provided reports on children's socio-emotional development, parental distress, COVID-19 stressors, and family resilience.
Results: Children's prosocial behavior rose at the onset of the pandemic, then declined modestly but remained above pre-pandemic levels. Internalizing problems were stable, while externalizing problems declined with age without pandemic-specific shifts. Parental distress consistently predicted poorer socio-emotional outcomes, while family resilience, particularly social support, was broadly protective. Dynamic Stochastic General Equilibrium modeling showed family resilience had lasting effects, parental distress temporary disruptions, and COVID-19 stressors short-lived effects.
Conclusions: Findings highlight the enduring importance of resilience resources in buffering children from contextual stressors. Parental distress emerged as a key risk factor, whereas family resilience exerted lasting positive effects on children's socio-emotional trajectories across and beyond the pandemic.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 1136

MENTAL HEALTH AND ALGORITHMS: WHO DECIDES IN THE ERA OF ARTIFICIAL INTELLIGENCE? ETHICAL CONSIDERATIONS AND INFORMED CONSENT IN AI APPLICATIONS FOR MENTAL HEALTH

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Background: The integration of artificial intelligence (AI) in mental health services has experienced exponential growth, with global market projections from USD 1.13 billion (2023) to USD 5.08 billion (2030). This expansion raises specific ethical challenges that exceed traditional bioethical frameworks, particularly regarding algorithmic opacity, systematic biases, and preservation of therapeutic relationships.

Objective: To conduct a narrative review examining ethical aspects and informed consent challenges in AI applications for mental health, analyzing international regulatory frameworks, and proposing guidelines for responsible implementation.

Methods: Narrative review of scientific literature (2019-2025) across PsycINFO, Scopus, PubMed, and Web of Science. The inclusion criteria focused on studies with specific ethical components related to AI in mental health, encompassing controlled empirical studies, systematic reviews, international regulatory frameworks, and theoretical foundations.

Results: Controlled empirical studies demonstrate preliminary effectiveness in specific populations, although they reveal limitations in longitudinal validation and vulnerable populations. International regulatory frameworks converge on fundamental principles—transparency, human oversight, equity—but differ substantially in implementation mechanisms. Systematic reviews identify critical tensions between technological scalability and clinical singularity, and between automation and preservation of professional judgment.

Conclusions: AI should be conceptualized as a tool for clinical enhancement rather than therapeutic substitution. Responsible implementation requires multidimensional validation frameworks, gradual multi-stakeholder adoption processes, and preservation of the therapeutic relationship as an irreplaceable core. Robust longitudinal studies and international consensus on ethical standards are urgently needed.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 1253

DETERMINANTS OF TREATMENT DROPOUT AND COMPLETION IN ILLEGAL ONLINE GAMBLERS

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Objective: Reducing treatment dropout in gambling disorder is a critical clinical challenge. Despite the high treatment dropout rates in gambling treatment, research exploring the factors influencing this issue remains limited. This study analyzed sociodemographic characteristics, problem gambling severity, and readiness and commitment to change by comparing treatment dropout and treatment completion groups among gamblers who presented to gambling treatment centers. Method: Participants were 979 adult South Korean men who engaged in illegal online gambling (M = 32.34 years; SD = 6.70) and sought treatment between 2015 and 2023. Baseline assessments included sociodemographic characteristics (e.g., age, marital status, debt), problem gambling severity (Problem Gambling Severity Index), and The Stages of Change Readiness and Treatment Eagerness Scale - Gambling, including the subscales of Recognition, Ambivalence, and Taking Steps. Results: A total of 160 participants (16.3%) completed treatment. Readiness and Commitment to Change showed significant differences between the groups. The dropout group reported higher ambivalence (M = 10.43; SD = 3.53) compared to the completion group (M = 9.89; SD = 3.07; p = .05), while the completion group scored higher on taking steps (M = 29.51; SD = 6.92) than the dropout group (M = 27.95; SD = 7.47; p = .01). However, the analysis revealed no significant differences in sociodemographic characteristics or problem gambling severity. Conclusions: These findings suggest that clearly assessing readiness and commitment to change at the initial stage of treatment for individuals with problem gambling, and providing tailored interventions accordingly, are critical factors in enhancing long-term treatment retention and recovery potential.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1317

THE INTERPLAY OF PARENTAL STYLES, MALADAPTIVE SCHEMAS DOMAINS, AND PSYCHOPATHOLOGICAL FACTOR: A NETWORK ANALYSIS

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Introduction: Adverse relational experiences in childhood, such as the perception of parental rejection, are frequently described in the literature as risk factors for the development of early maladaptive cognitive schemas and psychopathology in adulthood. Applying network analysis to these structures provides a more nuanced understanding of their interactions, going beyond the limitations of traditional linear models.
Objective: The present study aims to investigate the systemic interplay between perceived maternal and paternal parenting styles, core schema domains, and general psychopathology.
Method: The study included a community sample of 103 participants (78% female; M_age = 26.4 years, range: 18-60). Participants completed the Parental Acceptance-Rejection Questionnaire (PARQ), the Young Schema Questionnaire (YSQ), and the Clinical Outcomes in Routine Evaluation - Outcome Measure (CORE-OM). A regularized partial correlation network was estimated, and centrality indices (Strength, Betweenness, Expected Influence) were calculated.
Results: The analysis revealed a stable network where the schema domain of Disconnection and Rejection emerged as the most central node, showing the highest Strength and Expected Influence. Maternal Indifference and Psychopathology functioned as key bridges, evidenced by high Betweenness scores, connecting different clusters of variables. The Impaired Limits schema domain exhibited the most negative expected influence, suggesting a potentially inhibitory role.
Conclusions: These preliminary findings underscore the pivotal role of the Disconnection and Rejection schema domain as a core mechanism linking parental behaviors to psychological distress. The central bridging role of maternal indifference and psychopathology highlights their importance in the network. Clinically, these results suggest that targeting the Disconnection schema could be an effective intervention point, though further research on larger samples is needed to validate this network structure.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1375

"BOTTEGHE DI COMUNITÀ": AN EXPERIMENT OF COMMUNITY MEDICINE

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Introduction
"Botteghe di Comunità" is a management experiment of Community Medicine by ASL Salerno (local health company) to respond to the health and social needs of the internal areas of Cilento (district n° 69 and 70), that are affected by logistical problems due to the distance from accident and emergency points or hospitals, or due to the presence of difficult mountain routes to cross, and where there is a high percentage of elderly population.

Purpose
The aim of "Botteghe di Comunità" is to promote the health through the continuity of care services, supporting the activities of primary care in 29 locations of the internal areas, named "spoke". Their centrality is given by the functions of initiative health: taking charge, unified access, filtering access, and directing patients.

Method
"Botteghe di Comunità" HUB are local socio-healthcare centres where a nurse is assisted by specialists and other local professionals, and by civil service volunteers and city competence. The Botteghe also host General Practitioners and the Territorial Functional Aggregations - AFT of the area. The service is provided 5 days a week, and each day is dedicated to a specific branch, also through telemedicine, for the management of chronic diseases with higher prevalence, i.e. diabetes, cardiovascular diseases, chronic respiratory diseases, cerebrovascular pathologies including dementia and poly-pathologies of the frail elderly.

Results
With "Botteghe di Comunità", ASL Salerno spreads Community Medicine around the territory, specifically in the internal areas, through an healthcare model for managing chronic diseases based on proactive assistance to the individual from the stages of prevention and health education to the early and established phases of the illness.

Conclusions
"Botteghe di Comunità" experiment increases quality of life of people who live in the internal areas and improves the manage of chronic diseases to reduce the inequalities of health care.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2171

BENIGN AND MALICIOUS ENVY AS A PREDICTOR OF DEPRESSION SEVERITY IN UKRAINIAN ADULTS LIVING IN WARTIME

Popudrenko V.*, Ieriomina V., Musiiaka I., Chernysh N., Deputatov V., Velykodna M.

Ukraine Sigmund Freud University ~ Kyiv ~ Ukraine

Objective. Russia's war against Ukraine, which escalated in 2022, with related losses, injuries, and forced displacements, resulted in numerous mental health issues in Ukrainians, including a rise in the prevalence of depression. Researchers report various psychosocial factors that predict, mediate, or moderate depressive symptoms in Ukrainian adults facing war. However, among psychological factors, they focus mostly on resilience or well-being. While personality traits such as dispositional envy were not explored enough.
Methods. This study was organised as an online survey, which included a questionnaire on sociodemographic data, Dispositional Benign and Malicious Envy Scale (BeMaS), and PHQ-9 for depression assessment. 3026 Ukrainian adults (52.2% males; 76.5% married) aged from 18 to 74 (M=42.4, SD=9.72) filled in the survey in January-March 2025.
Results. Although dispositional malicious envy weakly correlated with depressive symptoms ($r=.039$, $p<.05$), both dispositional envy types did not succeed in explaining depression levels more than 0.2% of its variance. Female gender, younger age, and higher educational degree, along with malicious envy, contributed to depression altogether, explaining 4.61% of its variance. Interestingly, both dispositions of envy had a strong correlation with each other ($r=.381$, $p.<.001$).
Conclusion. Dispositional envy type does not predict depression levels in Ukrainian adults during wartime. Generally, the role of envy in the development of depressive symptoms may be overrated.

06 - Division 6: Clinical and Community Psychology

Culture and Psychological Processes 2

Friday 24 July 2026 from 09:00 to 10:00

(S-Monumentale)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2657

THE TEMAS NARRATIVE TRAUMA THERAPY: MULTICULTURAL CLINICAL TECHNIQUES

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American Multicultural Institute ~ New York ~ United States of America

As an evidence-based therapy TNTT is based on the principles of role modeling and integrates story telling with pictures targeted to deal with issues of trauma, anxiety and depression. TNTT is rooted in storytelling and administered in a group format. TNTT was first used with Hispanic children in 1994 and showed to be effective in reducing anxiety and aggressive behavior. TNTT was also successfully used to treat trauma in Hispanic children in a multisite study, after 9/11 terrorist attacks and later, in a large school-based trauma project in New York City. In the latter study, three hundred and sixty-four Hispanic students attending public schools, ages 6 to 11 were treated. Treatment outcomes were assessed with the UCLA PTSD Reaction Index for DSM-IV, Children's Depression Inventory, and the Revised Children's Manifest Anxiety Scale-2. Pre-therapy children evidenced considerable risk for PTSD. After 14 sessions of TNTT children improved significantly. Post-intervention data indicated dramatic improvements in psychological wellbeing across all levels of PTSD, depression and anxiety. After the treatment, only 7.1% of children exceeded the 37-score threshold of the UCLA scale associated with a PTSD diagnosis, as compared to 20% pre-treatment. Additionally, moderate PTSD was reduced from 25.7% pre-treatment to 15.9% post-treatment, and mild PTSD was reduced from 22.3% to 10.6%. Results indicated that when compared, CBT and TNTT therapy were equally significant in reducing PTSD; however, only TNTT significantly reduced depression and anxiety symptoms. Our research concluded that TNTT offered in school settings, is a valid, cost-efficient method of clinical intervention with at risk Hispanic children. The objectives of the presentation are to show that TNTT: (1) is a useful clinical therapeutic tool for children, (2) is a valid multicultural evidence-based therapy (3) has been expanded with versions for screening sexual abuse, depression, suicide risk, bullying, obesity, and pandemic COVID.

Division 13: Traffic and Transportation Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1026

INTERPRETING THE RELATIONSHIP WITH MOTORCYCLES AND EXPERIENCES OF A MALE MOTORCYCLIST WHO SURVIVED A MOTORCYCLE CRASH

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Life-threatening motorcycle accidents profoundly influence riders' risk perception and riding behaviors. Despite the individual and social significance of motorcycling, the ways in which riders reconstruct their relationship with motorcycles following serious accidents remain underexplored. This study aims to address this gap by examining male riders' post-accident decisions to continue riding, alongside the psychological, emotional, and social transformations experienced during this process. Additionally, the study highlights the role of motorcycle passion and community affiliation in post-traumatic coping mechanisms. A qualitative approach, Interpretative Phenomenological Analysis (IPA), was employed. The sample comprised seven male participants, aged 23–28, who were either university students or graduates and continued riding motorcycles despite experiencing life-threatening accidents. Participants were recruited through university motorcycle clubs. Semi-structured interviews explored participants' engagement with motorcycles, accident experiences, post-accident behaviors, emotional responses, and sense of belonging within motorcycle communities. Three superordinate themes were identified: (1) At the Edge and Beyond: Freedom and Risk, (2) Emotional Relaxation: Pleasure Derived from Motorcycling, and (3) Motorcycle as Part of the Self. Findings indicate that although risky behaviors decreased following accidents, they did not entirely cease, suggesting that motorcycles serve not merely as a means of transportation but also occupy a central role in participants' subjectivity. Participants repeatedly confronted the death drive during rides that brought them face-to-face with mortality, while simultaneously transforming their experiences into a self-constructed cultural framework through the motorcycle community. Consequently, motorcycles function both as objects through which the subject transcends boundaries and as social objects that reinforce the integrity of the self. For riders, this may reflect a psychological state in which engagement with risk is transformed into a source of structure and meaning, providing a sense of emotional relief.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being

Abstract 2576

EXAMINING THE MEDIATING ROLE OF SELF-EFFICACY IN THE ASSOCIATION BETWEEN SPONTANEOUS SELF-AFFIRMATION AND PSYCHOLOGICAL ADJUSTMENT

Kaynak Malatyali M.*, Yalçin M.

Çanakkale Onsekiz Mart University ~ Çanakkale ~ Turkey

Emerging evidence suggests that individuals who spontaneously engage in self-affirmation—by reflecting on their personal strengths, values, or social relationships—tend to demonstrate greater psychological resilience and well-being in the face of everyday psychological threats. Despite growing interest in this construct, the mechanisms through which spontaneous self-affirmation contributes to adaptive outcomes remain underexamined. This study draws on theoretical perspectives that emphasize self-adequacy as a key mechanism underlying the beneficial effects of self-affirmation. We propose that spontaneous self-affirmation enhances psychological adjustment by strengthening individuals' beliefs in their ability to manage life demands effectively. To test this hypothesis, we designed a two-wave longitudinal study. In the first wave, conducted in early October 2025, 385 participants completed self-report measures assessing spontaneous self-affirmation, general self-efficacy, and psychological adjustment. Cross-sectional analyses of the first-wave data supported our expectations that spontaneous self-affirmation was positively associated with self-efficacy, which, in turn, was positively associated with higher psychological adjustment. Furthermore, self-efficacy mediated the relationship between spontaneous self-affirmation and psychological adjustment. Although these preliminary findings are cross-sectional, they point to the proposed indirect effect through self-efficacy. The second wave, to be collected in early January 2026, will provide a stronger longitudinal test of these pathways using structural equation modeling. Together, the findings suggest that spontaneous self-affirmation may serve as an individual resource that promotes psychological adjustment through enhanced self-efficacy.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 4594

PARENTS' PERSPECTIVES ON THEIR CHILDREN'S BEHAVIOUR FOLLOWING TRADITIONAL MALE INITIATION

Mahlaela G., Modipane M.*

University of Mpumalanga ~ Mbombela ~ South Africa

Abstract

Introduction: Traditional male initiation (TMI) is an important cultural practice in many African societies, which marks transition from boyhood to adulthood. Considerable attention has been given to the cultural dimensions of these initiations, but limited research has been conducted on how parents perceive changes in theirs in their children's behaviour post traditional initiation. Purpose: This qualitative study explored parents' perspectives on their children's behaviours after undergoing traditional male initiation. Methods: Using non-probability, snowball sampling, a sample of 13 parents of children who attended TMI, between the years 2022 and 2023 in Limpopo Province, South Africa. Semi-structured interviews were conducted with the participants, and the data was analysed using thematic analysis. Results: Although there are parents who observed positive signs of maturity, many parents observed undesirable behavioural changes in some initiates, which include: disrespect toward elders, premature sexual engagement, and substance abuse. Conclusion: These findings suggest that parents hold multifaceted views on the behavioural changes post attendance of traditional initiation, acknowledging both positive and negative behavioural shifts. Therefore, this study highlights the importance of culturally sensitive support structures that can assist families in navigating behavioural adjustments during the post-initiation period.

06 - Division 6: Clinical and Community Psychology

PERINATAL MENTAL HEALTH IN MOTHERS AND FATHERS: DEVELOPMENTAL, CLINICAL, AND CROSS-CULTURAL PERSPECTIVES

Friday 24 July 2026 from 09:30 to 11:00

(G-Spadolini)

Maria Rita Infurna (Department of Psychology, Educational Sc), Chair
Claudia Mazzeschi (Department of Philosophy, Social Science), Discussant

General Abstract
This symposium examines the perinatal period through diverse perspectives and methods, highlighting its complexity as both a time of vulnerability and growth.
The perinatal stage is a uniquely sensitive phase, marked by profound psychological, biological, and relational changes. Becoming a parent requires reorganizing one's identity and integrating new roles while facing the upheavals that accompany the arrival of a child. While this process may foster development and fulfilment, it also heightens the risk of psychological distress, particularly when combined with earlier adversities or limited support.
Therefore, understanding how mothers and fathers navigate this transition is crucial for promoting well-being and healthy child development. Mental health in this period must be viewed developmentally, spanning early experiences and parenthood. Childhood adversity, birth-related stressors, and preventive resources all significantly shape parental adjustment and the emerging parent–child relationship.
For these reasons, this symposium brings together research on how adverse experiences, perinatal challenges, and targeted interventions interact to influence parental well-being. Its novelty lies in integrating longitudinal data, computational methods, cross-cultural evidence, and clinically informed preventive practices. Together, these contributions highlight risk and resilience pathways and demonstrate how empirical findings can guide more effective strategies.
The first contribution focuses on pregnancy and applies machine learning to identify psychosocial predictors of prenatal depressive symptoms and highlights the protective role of reflective function. The second examines how adverse childhood experiences affect paternal antenatal bonding through depression, emphasizing early screening for fathers. The third investigates depressive symptom trajectories in 3,700 mothers and co-parents, identifying shared and gender-specific predictors. The fourth draws on data from 11,000 women across 31 countries to describe universal and culture-specific profiles of childbirth-related PTSD. Finally, the fifth introduces an online psychodynamic video-feedback intervention for vulnerable mothers, showing promising effects on reflective function, sensitivity, and well-being.

Abstract 3271

THE ROLE OF PERINATAL PSYCHOLOGICAL AND BEHAVIORAL FACTORS IN PSYCHOPATHOLOGY RISK PATHWAYS: A MACHINE LEARNING APPROACH

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Introduction: The perinatal period is characterized by burdening physical and psychological changes which may lead to psychopathology. Many psychosocial factors modulate the coping strategies that pregnant women might rely on during pregnancy. Amongst those, reflective function (RF) seems to act as a protective factor in pregnant women. We aimed (i) at training and validating a machine learning (ML) algorithm discriminating higher vs. lower perinatal depressive symptoms (PDS), (ii) at investigating its prognostic relevance by verifying associations between ML decisions and post-partum depression, and (iii) at investigating the mediating role of RF in the relationship between ML decisions and PDS.

Method: We recruited 851 pregnant women, which were split in a Discovery Sample (DS, N=509 form Palermo), and three Validation Samples (VS, N=59 from Bari, N=228 from Lecce, N=55 from Messina). In 41 women, post-partum depression was assessed 6 months after delivery. We trained in DS and validated in VS a ML algorithm discriminating higher vs. lower PDS based on item-wise information on attachment style, stressful life events, social support, childhood trauma, and coping strategies. Prognostic relevance of the algorithm to post-partum depression was investigated via ANOVA, while moderation analysis testing the role of RF in the relationship between ML decisions and PDS via R.

Results: The algorithm discriminated higher vs.lower PDS with 71.8% accuracy in DS, and with accuracies ranging between 69.3% and 81.6% in VS. Higher ML decision scores were associated with subsequent post-partum depression (p=0.001). RF significantly mediated the association between ML decisions and PDS.

Conclusion: We identified specific psychosocial impacting PDS levels, which might therefore specifically be targeted in early intervention programs. Our mediation findings suggest that such findings should involve personalized actions aimed at boosting RF to make pregnant women able to better cope with the challenges of the perinatal period and prevent post-partum psychopathology.

Abstract 3280

FROM CHILDHOOD TRAUMA TO FATHERHOOD: THE IMPACT OF ADVERSE CHILDHOOD EXPERIENCES ON PATERNAL PRENATAL BONDING AND DEPRESSION

Infurna M.R.[3], Bevacqua E.[3], Riolo M.[3], Guarneri C.[3], Mineo R.*[3], Rini C.[3], Sottile J.[3], Garthus--Niegel S.[2], Fazio L.[1]

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Introduction. The transition to fatherhood represents a critical stage in individual development, involving psychological and relational changes that contribute to the construction of paternal identity. In recent years, fathers' involvement during pregnancy and the early stages of parenthood has steadily increased, paralleled by growing scholarly interest in their emotional connection with the unborn child. Despite this, the factors influencing antenatal bonding remain insufficiently understood.

Purpose. This study aimed to investigate whether experiences of childhood emotional abuse and neglect influence paternal antenatal bonding and to test whether antenatal depressive symptoms mediate this relationship.

Methods. A sample of expectant fathers (N = 276) completed self-report questionnaires assessing childhood maltreatment (CTQ), depressive symptoms (EPDS), and paternal antenatal attachment (PAAS). Correlational analyses and structural equation modeling (SEM) were performed to examine direct and mediated effects of childhood trauma and depressive symptoms on paternal antenatal bonding.

Results. Both childhood emotional abuse ($r = 0.24$, $p < 0.001$) and neglect ($r = 0.27$, $p < 0.001$) were positively associated with depressive symptoms. Depressive symptoms, in turn, were negatively related to attachment quality ($r = –0.35$, $p < 0.001$) and intensity of concern ($r = –0.14$, $p = 0.028$). Neglect showed a stronger negative association with attachment quality ($r = –0.31$, $p < 0.001$) compared to abuse ($r = –0.12$, $p = 0.42$; $z = 2.35$, $p = 0.018$). SEM confirmed that depressive symptoms mediated the relationship between childhood maltreatment and antenatal attachment, improving overall model fit.

Conclusions. Findings indicate that childhood maltreatment, particularly neglect, may undermine paternal antenatal bonding through increased vulnerability to depressive symptoms. These results highlight the importance of early screening and targeted interventions to identify fathers at risk and promote healthy father–infant relationships during the perinatal period.

Abstract 3289

TRAJECTORIES OF DEPRESSIVE SYMPTOMS IN MOTHERS AND CO-PARENTS ACROSS THE TRANSITION TO PARENTHOOD: A GROWTH MIXTURE MODELING APPROACH

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Background. The transition to parenthood is characterised by substantial biological and psychosocial changes that increase parents' susceptibility to mental health difficulties. This study aimed to identify trajectories of parental depressive symptoms and to investigate whether these trajectories, their predictors, and their associations with parental health-related quality of life and child development differ between mothers and co-parents.
Methods. Longitudinal data from the population-based "Dresden Study on Parenting, Work, and Mental Health" (DREAM) cohort were used. In total, 2,131 mothers (57%) and 1,576 co-parents (43%) completed self-report measures during pregnancy and at 8 weeks, 14, 24, and 36 months postpartum. Depressive symptoms were measured using the Edinburgh Postnatal Depression Scale. Growth Mixture Modeling was applied to identify latent symptom trajectories, and potential predictors were tested via multinomial logistic regression.
Results. Four distinct depressive symptom trajectories were identified among mothers and three among co-parents. Most mothers (74%) and co-parents (88%) displayed a "stable-low" course, while 13% of mothers and 9% of co-parents showed rising symptom levels after birth. Shared predictors included lifetime depression, major life events, perceived social support, neuroticism, and negative beliefs about uncontrollability of thoughts. Only mothers (9%) experienced persistently high depressive symptoms, with education and relationship satisfaction emerging as significant predictors. Generally, depressive symptom trajectories were linked to impaired parental health-related quality of life, but no differences in children's development at 36 months were detected.
Conclusions. To our knowledge, this is among the first large cohort studies to directly compare depressive symptom trajectories in mothers and co-parents. While both groups share common longitudinal patterns and risk factors, mothers face unique burdens and vulnerabilities. These findings underscore the need for sustained, context-sensitive perinatal mental health care that addresses individual, relational, and social dimensions.

Abstract 3292

DEVELOPMENT OF A PSYCHODYNAMICALLY ORIENTED INTERVENTION MODEL FOR MOTHERS IN VULNERABLE POSTNATAL CONDITIONS

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Introduction. The perinatal period is a window of developmental plasticity in which parental affect regulation, sensitivity, and mentalizing shape early socio-emotional trajectories and child well-being. Video-feedback interventions (VFI), especially when delivered as stand-alone techniques, have been shown to promote parental reflective functioning and moment-to-moment sensitivity, offering a low-cost and flexible strategy with promising outcomes for prevention and early intervention in contexts of psychosocial vulnerability.
Purpose. This study introduces a remote (online) VFI for mothers experiencing postpartum depressive symptoms, delivered within a psychodynamic framework. Preliminary clinical evidence from its early implementation is reported.
Method. Eligible participants were identified through screening between the 2rd and 3th postpartum month. The program includes a first assessment, ten bi-weekly remote VFI sessions (full video review, selection of salient frames, and guided reflective discussion), a post-intervention assessment and a conclusive meeting, followed by a four-month follow-up. Outcome measures include maternal reflective functioning, observed sensitivity, depressive and anxiety symptoms, parental stress, child socio-emotional indicators, and general distress. Evaluation of the intervention is currently ongoing within a pre–post study comparing an intervention group and a waitlist control group.
Results. Preliminary clinical evidence suggests improvements across multiple domains. Participants reported reductions in depressive and anxious symptoms, increased reflective capacity regarding the infant's mental states, and greater sensitivity during interaction sequences. General functioning scores showed favorable trends, and clinical notes highlighted enhanced parental agency and emotional availability. These changes underscore the intervention's potential to strengthen the parent–infant relationship. The online delivery format also appears promising.
Conclusions. A remote, psychodynamically oriented VFI appears feasible, well accepted, and associated with encouraging changes in maternal mentalizing, sensitivity, and psychological well-being. While evaluation is ongoing, preliminary findings support the importance of controlled trials to establish efficacy and inform dissemination in community and clinical settings.

The work was supported by Research and University Ministry, PRIN Research Found 2022.

06 - Division 6: Clinical and Community Psychology

Digital Mental Health 1

Friday 24 July 2026 from 09:30 to 11:00

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 40

MEDIATING ROLE OF DIGITAL GAME ADDICTION BETWEEN SOCIAL ANXIETY AND SOCIAL CONNECTEDNESS

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The role of social connectedness in promoting mental-health is well-established. Thus, it is essential to understand the factors associated with social connectedness. Reseach indicates that social anxiety and social connectedness are closely associated. However, the mediating mechanisms linking social anxiety to social connectedness are not well-understood. The aim of the present research proposal is to investigate the mediating role of addiction, in particular digital game addiction, in the association between social anxiety and social connectedness. Participants (n=151) filled out demographic information form, Game Addiction Scale (GAS), Liebowitz Social Anxiety Scale (LSAS), and Social Connectedness Scale (SCS) online. Hayes PROCESS macro was used to test the hypothesized mediational model. It was hypothesized that social anxiety would be negatively associated with social connectedness and positively associated with digital game addiction, and that digital game addiction would mediate this relationship. Analyses provided empirical support for the proposed hypotheses. Specifically, higher levels of social anxiety were associated with increased tendency for digital game addiction, which, in turn, was negatively associated with social connectedness. These findings suggest a potential mediating role of digital game addiction in the relationship between social anxiety and social connectedness. The results are discussed within the framework of Lacanian psychoanalytic theory, which offers a distinctive perspective on the subject's relation to social interaction, lack, and addiction. This perspective suggests that digital game addiction can be viewed as a maladaptive defense mechanism that prevents engagement with anxiety-provoking social situations, thereby inhibiting symbolic integration. The study contributes to a more comprehensive understanding of how addictive behaviors operate not merely at the behavioral level, but as psychic strategies that hinder one's capacity for meaningful social connections. Accordingly, the study offers theoretical and practical recommendations to strengthen social connectedness by addressing social anxiety and the use of digital games as an avoidance strategy.

Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1010

TRAPPED IN FOMO: REFLECTIVE FUNCTIONING AND PROBLEMATIC SMARTPHONE USE IN EMERGING ADULTS

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Introduction: Fear of Missing Out (FoMO) is a pervasive apprehension about missing rewarding experiences that others might be having, typically accompanied by a strong drive to remain constantly connected. Prior work links FoMO to regulatory vulnerabilities and problematic digital behaviors, often positioning FoMO as a mechanism translating dispositional risk into maladaptive smartphone use. However, no studies to date have examined reflective functioning, described as the capacity to comprehend one's own and others' mental states, as a potential protective moderator of FoMO's impact on behavior. Purpose: This study explored the relationships among FoMO, psychological distress, problematic smartphone use, and reflective functioning (both certainty and uncertainty about mental states) in a sample of emerging adults, with the aim of clarifying how individual differences in reflective functioning capacities may shape vulnerability to maladaptive digital behaviors. Method: An online survey disseminated through social network platforms was completed by 322 emerging adults aged 18 to 35 years (Mage = 24.83, SD = 3.96). Participants provided sociodemographic information and completed a standardized set of self-report questionnaires, including the Depression Anxiety Stress Scales-21, the Online FoMO Scale, the Reflective Functioning Questionnaire (certainty and uncertainty subscales), and the Smartphone Addiction Inventory. Results: FoMO showed a strong positive association with problematic smartphone use, and moderate positive associations with psychological distress and uncertainty about mental states. Conversely, FoMO correlated negatively with certainty about mental states and with age. Conclusions: These findings highlighted that both reflective functioning dimensions showed associations with FoMO; specifically, greater uncertainty about mental states emerged as a significant correlate of FoMO, suggesting that difficulties in reflective functioning may intensify the tendency to remain constantly connected. Targeting reflective uncertainty may thus represent a valuable direction for interventions designed to reduce FoMO and its maladaptive behavioral outcomes.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 12

TELEPSYCHOLOGY AND ADDICTION TREATMENT - A CONTRADICTION IN TERMS?

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Telepsychological treatment of mental illnesses such as post-traumatic stress disorder or certain anxiety disorders is now regarded as an effective and generally well-evaluated treatment. In the area of addiction treatment, however, there are reservations on the part of clinical psychologists. Is it effective at all? How can abstinence be ensured? What about adherence?
This presentation will outline the scientific status quo with regard to this type of treatment and provide evidence that telepsychology can be more than just an adjuvant form of treatment in the treatment of substance use disorders.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 720

FACILITATORS AND BARRIERS TO ENGAGING WITH DIGITALLY BASED INTERVENTIONS FOR WOMEN WITH LIVED/LIVING EXPERIENCE OF EATING DISORDERS AND/OR TRAUMA SYMPTOMS

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Swinburne University of Technology ~ Melbourne ~ Australia

Introduction/Purpose: Online interventions (OIs) are increasingly used in mental health care due to benefits such as flexibility, convenience, accessibility, and cost-efficiency. While OIs show promise across various mental health conditions, research on their use for complex comorbid presentations, such as co-occurring eating disorders (EDs) and trauma symptoms, remains limited. EDs are serious psychiatric conditions, and co-occurring trauma contributes to poorer treatment outcomes, higher dropout rates, and relapse, with women being disproportionately affected. Given these challenges, trauma-informed, integrative approaches that address both EDs and trauma symptoms simultaneously are essential, but remain under-researched, particularly from the perspectives of those with lived/living experience – an important consideration for designing such interventions. The aim of this study was to explore the perceived facilitators and barriers to engagement with OIs among women with living/lived experience of EDs and/or trauma symptoms.

Method: Qualitative interviews with 13 women were conducted and reflexive thematic analysis was employed.

Results: Five themes were identified relating to the facilitators and barriers to engagement with OIs: 1) Safety, 2) Stability and Continuity, 3) Shared Experience, 4) Access and, 5) Content and Design.

Conclusion: The insights from this study have offered some clinical and research suggestions which are hoped to inform the future development of tailored and effective OIs for individuals experiencing concurrent EDs and trauma symptoms.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 3

ASSOCIATION BETWEEN SOCIAL MEDIA USE, PERCEIVED SOCIAL ISOLATION, AND EMOTIONAL DIFFICULTIES

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Introduction
Social media use (SMU) has emerged as a ubiquitous aspect of daily life among university students, serving as both a resource for social connection and a potential risk factor for psychological maladjustment. Problematic SMU, defined by compulsive engagement and interference with daily functioning, has been linked to heightened depressive symptoms, anxiety, and perceived social isolation (PSI). This study seeks to elucidate the mechanisms underpinning these relationships, with a focus on PSI as a mediating variable.

Purpose
The objectives of this longitudinal investigation were threefold: (1) to examine the associations between problematic SMU, PSI, and emotional difficulties (i.e., depression, anxiety, and social anxiety); (2) to evaluate the mediating role of PSI in the relationship between SMU and emotional difficulties; and (3) to explore the temporal dynamics of these constructs using cross-lagged panel modeling.

Method
A sample of 187 university students participated in the study, completing surveys at three time points over one month. Validated psychometric instruments, including the Social Media Disorder Scale, Short Loneliness Scale, PHQ-8, GAD-7, and SPIN, were employed. Regression and mediation analyses, alongside cross-lagged panel models (CLPM), were conducted to assess associations, mediation effects, and temporal stability.

Results
Problematic SMU was significantly associated with depressive symptoms ($\beta = 0.23$, $p < .001$), anxiety ($\beta = 0.17$, $p < .001$), and social anxiety ($\beta = 0.45$, $p < .001$). PSI partially mediated the relationship between SMU and depressive symptoms ($\beta = 0.02$, $p = .024$). CLPM analyses revealed strong autoregressive effects for all constructs but weak cross-lagged effects.

Conclusions
The findings suggest that problematic SMU exacerbates emotional difficulties, with PSI serving as a partial mediator. Interventions targeting digital literacy, moderation of SMU, and fostering offline connections may ameliorate these psychological risks. This research advances understanding of the complex interplay between SMU, PSI, and emotional well-being in university populations.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1977

MEASURING THE DIGITAL DEPENDENCE: RELIABILITY ANALYSIS OF A BI-PERSPECTIVE SCALE FOR INTERNET AND ONLINE GAMING ADDICTION IN INDIAN ADOLESCENTS

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Background: The growing prevalence of Internet addiction and online gaming addiction (IA/OGA) among Indian adolescents calls for culturally sensitive and psychometrically sound assessment tools. Existing diagnostic scales lack parental insight and weak contextual relevance.
Objectives: This study aimed to develop and evaluate the validity and reliability of a dual-perspective tool, the Internet and Online Gaming Addiction Scale (IOGAS), with separate versions for adolescents and their respective parents.
Methods: Guided by Gratification Theory and General Strain Theory, items were constructed based on DSM-5 criteria, literature synthesis, and expert input from psychiatry, clinical psychology, sociology, cybersecurity, and computer science. A focused group of experts provided feedback to ensure content validity and item formation, which led to the formation of two questionnaires: Internet and Online Gaming Addiction Scale (for Adolescents) and Internet and Online Gaming Addiction Scale (for the Parents with respect to their ward). The scales were administered on 160 adolescents and their respective parents across five zones (North, East, West, South, and North-East) of India. Reliability and criterion validity of the tools were also calculated.
Results: Meta-analysis for item formation and content validity from experts was considered for item discrimination; further criterion validity was evaluated at $\alpha = 0.05$ ($r > 0.1593$) and $\alpha = 0.10$ ($r > 0.1339$). The majority of items showed statistically significant positive correlations with the total score ($r > 0.1593$), indicating strong correlations ($r \geq 0.60$). Reliability analysis using Cronbach's Alpha revealed high internal consistency for both the adolescent version ($\alpha = 0.9$) and parent version ($\alpha = 0.8$), confirming the tool's robustness.
Conclusion: The IOGAS demonstrates strong validity and reliability and is a contextually appropriate instrument to assess internet and online gaming addiction in Indian adolescents from both self and parental perspectives.

06 - Division 6: Clinical and Community Psychology

Poster Session 5 - Division 6

Friday 24 July 2026 from 09:50 to 11:20

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 1683

THE INTERSECTIONS OF POWER, SUBSTANCE ABUSE, AND TRAUMA: A LITERATURE REVIEW ON DOMESTIC VIOLENCE IN INTIMATE RELATIONSHIPS

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Istanbul Rumeli University ~ Istanbul ~ Turkey

This literature review explores the sophisticated dimensions of domestic violence, focusing on power dynamics, substance abuse, and psychological effects within intimate relationships. The study challenges social conventions in order to empower victims by shedding light on the widespread influence of traditional gender roles, economic inequality, and the abuser's desire for domination. The review, which investigates the link between drug use and domestic abuse, emphasizes the role of dependency, impaired judgment, and increased aggression, advocating for integrated treatment programs, education initiatives, and legal support. Addressing the profound psychological effects on victims, including anxiety, depression, PTSD, and diminished self-worth, the study underscores the necessity of tailored support systems encompassing mental health care, counseling, and advocacy. The collective understanding resulting from this exploration emphasizes the interconnected nature of these themes, advocating for interventions to break the cycle of domestic violence and foster a safer, more equitable world.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1545

REPRODUCTIVE HEALTH AND TRAJECTORIES AMONG THE ITALIAN REPRODUCTIVE-AGED POPULATION

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Fertility awareness, parenthood aspirations, and reproductive intentions are key psychosocial dimensions shaping reproductive health trajectories. However, these factors remain underexplored in minoritized groups facing fertility-impacting conditions. Trans* populations, in particular, often face systemic obstacles such as discrimination, limited access to inclusive fertility services, socio-legal restrictions, and pervasive cisnormative assumptions. Understanding how these barriers affect reproductive knowledge and desires is critical to designing equitable clinical and policy interventions. This study aimed to examine fertility awareness, parenthood aspirations, and reproductive intentions across diverse reproductive-aged populations in Italy, with a focus on high-risk groups. Specific objectives include assessing demographic and health-related influences on reproductive knowledge and desires, comparing trans* and cisgender participants, and identifying unique predictors of parenthood aspirations. A cross-sectional survey was administered online to participants aged 18–49, residing in Italy. Stratified sampling ensured adequate representation across gender identities. Recruitment occurred through social media, reproductive clinics, universities, and LGBTQ+ associations. The measures used included a sociodemographic questionnaire, Cardiff Fertility Knowledge Scale, Parenthood Motivation List, Reproductive Intentions Scale, and open-ended questions addressing decision-making and barriers. Results revealed moderate overall fertility awareness with notable gaps among men, younger participants, those with lower education, and marginalized groups, underscoring uneven reproductive knowledge distribution. Trans* participants reported comparable parenthood aspirations but lower reproductive intentions, reflecting systemic barriers rather than lack of desire. Parenthood aspirations in trans* individuals were linked to non-traditional family forms and flexible affective configurations. Overall, the findings contribute to understanding reproductive health disparities, inform inclusive reproductive health education, and guide policies fostering equitable access to family-building resources for marginalized populations.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1594

ACADEMIC PSYCHOLOGICAL DISTRESS SCALE: DEVELOPMENT AND VALIDATION OF A MULTIDIMENSIONAL MEASURE FOR UNIVERSITY STUDENTS

Martino M.L.*, Scandurra C., Pizzo R., Passeggia R., Esposito G., Freda M.F.

Federico II University ~ Naples ~ Italy

Introduction: Psychological distress among university students is a growing concern, impacting academic performance, mental health, and well-being. Existing measures often capture distress only partially, focusing on single domains such as anxiety or stress.
Purpose: This study aimed to develop and validate the Academic Psychological Distress Scale (APDS), a multidimensional tool designed to comprehensively assess distress in higher education students.
Method: Two independent samples of Italian university students participated (Sample 1: N = 310; Sample 2: N = 367). In Sample 1, exploratory factor analysis (EFA) was conducted to identify the latent structure of the preliminary scale. In Sample 2, confirmatory factor analysis (CFA) was performed to test model fit and refine the item set. Concurrent measures of academic stress, general psychological distress, and academic engagement were administered to assess validity.
Results: EFA revealed a six-factor solution comprising 37 items, which was refined to 25 items after CFA, yielding excellent model fit ($\chi^2/df = 2.31$; RMSEA = .06 [95% CI = .05, .06]; CFI = .94; TLI = .93; SRMR = .04). The six factors were academic anxiety, stress-related somatic responses, loneliness, negative self-worth, fatigue, and demoralization. The APDS demonstrated high internal consistency, strong convergent and discriminant validity, and meaningful correlations with academic stress (positive), general psychological distress (positive), and academic engagement and performance (negative).
Conclusions: The APDS is a psychometrically robust, multidimensional measure of academic psychological distress. It provides a comprehensive assessment that can inform targeted support strategies and guide intervention development for university students.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1588

SELF-DEFINING AUTOBIOGRAPHICAL MEMORIES AND BODY IMAGE FOR BREAST CANCER SURVIVORS: AN INNOVATIVE PSYCHOLOGICAL INTERVENTION PROPOSAL

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Oncological care significantly impacts autobiographical memories that contribute to narrative identity, which provides information about self and plays a crucial role in interpreting events. These memories include specific episodic recollections of experiences and conceptual schemas, particularly concerning the body. In this regard, body image refers to the mental representation of one's own body, and it is often characterized by dissatisfaction and a negative perception following a cancer diagnosis. Research shows that psychological interventions can be effective in improving body image among breast cancer survivors. However, few studies have explored the relationship between body image and autobiographical memories. Our proposal presents a personalized psychological intervention designed to enhance both a positive body image and a reappraisal and restructuring of imprinted critical autobiographical memories reflecting oncological care in breast cancer survivors. It is essential to implement specific, tailored psychological interventions that focus on body image and autobiographical memories, considering the unique characteristics of the oncological journey and the emotional and cognitive challenges individuals face.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 1521

RELATIONSHIP BETWEEN DEPRESSION AND SELF-ATTENTION IN UNIVERSITY STUDENTS IMAGES EVOKED BY TSUBO IMAGERY THERAPY WITH OPEN EYES

Matsumura K.*, Ozawa E.

Kyushu University ~ Fukuoka ~ Japan

Tsubo Imagery Therapy (Tajima & Naruse, 2000) was developed in Japan as a psychotherapeutic method that encourages individuals to confront distressing experiences while maintaining a sense of reassurance and safety. In recent years, the method has been adapted under open-eye conditions to enhance safety. While Tsubo Imagery Therapy with open eyes has been reported to reduce depressive symptoms in adolescence, the effect of the images it evokes during therapy remains insufficiently explored. This study investigated the relationship between depression and self-attention in university students, focusing on the content of the imagery elicited during Tsubo Imagery Therapy with open eyes. Thirty-two university students participated in the therapy, which involved imagining a container to hold the feelings and bodily sensations associated with their personal concerns. Participants were then asked to mentally modify or reposition the container to create a stronger sense of emotional safety, and to carry out these changes within their mental imagery. Participants completed the Rumination-Reflection Questionnaire (Trapnell & Campbell, 1999) before the therapy and the Self-rating Depression Scale (Zung, 1965), both before and after the therapy. Verbal transcripts of the imagery process were recorded and analyzed. Based on the results, the recalled containers were categorized into three types: “Fragile containers,” “Non-Fragile containers,” and “Containers with special effects.” Analysis of variance revealed that those who imagined “Containers with special effects” had significantly higher rumination scores than other participants. In contrast, those who visualized “Fragile containers” or those who performed the positional change bringing the container closer, experienced a significant reduction in depressive symptoms. These findings suggest that, during the implementation of Tsubo imagery therapy with open eyes, it is important to focus on individuals’ rumination tendencies and to support individuals who visualize “Fragile containers” or “Containers with special effects” while monitoring emotional changes throughout the imagery process.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1433

WELL-BEING AMONG YOUNGER ADULTS WITH LOW VISION

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According to a 2008 report by the Ministry of Health, Labour and Welfare, there are about 310,000 people with visual impairments in Japan. Majority of people with visual impairments have low vision (LV), as opposed to blind without sights and/or lights, and most of them are older adults. Since many LV individuals are older adults, most previous studies have primarily focused on elderly populations. Consequently, research on younger adults with LV remains insufficient, and their current circumstances are not clear. In this study, we focused on the “roles” and “future directions” of the younger adults with LV. We conducted interviews with seven people with LV who were aged 49 or younger and specifically who considered themselves doing relatively well. The results of the analysis, regarding the perspective of “roles,” generated three categories: “expanding the choices of work” “establishing a peer support group” and “giving feedback on visual support tools.” Regarding their “future directions,” two categories were generated: one related to society, and another related to themselves. For young adults with LV, who are often situated in environments that eliminate their opportunities for social and community participation, engaging in roles and having future directions were related to well-being, as the roles and the future directions involved hopes for becoming better themselves and achieving social change. The findings suggest that Japanese society continues to treat visual impairment as a condition strongly associated with social exclusion. This underscores the need to reframe support systems away from individual adaptation to the impairment alone and to move towards the mechanisms that enhance both psychological empowerment and structural transformation.

（This work was supported by JST Grant Number JPMJPF2201.）

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1591

TIME SINCE SPOUSAL BEREAVEMENT AND PSYCHOLOGICAL DISTRESS AMONG OLDER ADULTS IN JAPAN: A MARRIED-REFERENCED ANALYSIS USING K6

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Introduction: Evidence from Japan on how psychological distress changes with time since spousal loss in the general population is limited. Prior reports rarely index years since bereavement or separate early from later stages.
Purpose: To describe married-referenced differences in psychological distress among widowed older adults in Japan and to examine gradients by time since bereavement, with attention to socioeconomic and health correlates.
Method: We conducted a secondary analysis of the National Survey of the Middle-aged and Older (Wave 1, 2010; SSJDA). Eligible respondents were aged 55–84 with complete data (N=2,750). Psychological distress was assessed using a five-item form of the Kessler scale (K6); scores were rescaled by 1.2 to the conventional 0–24 metric. We summarized crude proportions meeting thresholds for moderate (K6≥5) and serious (K6≥13) distress. Analyses focused on widowed versus continuously married respondents, stratified by sex and bereavement duration in four bins: <3 years, 3–<6 years, 6–<10 years, and ≥10 years. Married-referenced contrasts were reported as percentages, percentage-point differences, and prevalence ratios, alongside age-stratified summaries.
Results: Compared with the continuously married, widowed adults showed higher proportions of moderate distress. Within widowhood, elevation was most pronounced in the early period (<3 years) and remained raised at 3–<6 years, with attenuation by 6–<10 years and ≥10 years. A small subset met the serious-distress threshold, concentrated nearer to the loss. Among men, the early spike appeared sharper with a steeper subsequent decline; among women, levels remained comparatively elevated even ≥10 years after bereavement. Widowed respondents were more frequently in lower-income and non-employment categories and reported poorer self-rated health.
Conclusions: Distress following spousal loss shows a time-sensitive elevation that partly diminishes over years, with sex-specific trajectories and socioeconomic patterning. These descriptive findings provide a baseline for preregistered, minimally adjusted estimation in subsequent work.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 1659

ACTION RESEARCH ON INTERGENERATIONAL RELATIONSHIP BUILDING THROUGH KIKIGAKI（LIFE-STORY LISTENING AND WRITING）

Nagata M.*

Kyoto University ~ Kyoto ~ Japan

In recent years, Japan has witnessed the collapse of collectivism and the accompanying progression of individualization, which has led to a weakening of community ties, particularly intergenerational connections. Such weakening not only undermines local communities but also adversely affects individual well-being. This study explores kikigaki (life-story listening and writing) as a relational tool, focusing on how it can foster intergenerational connections and contribute to community building. In this study, kikigaki is defined as a process in which one listens to another's life story, distills its essence, documents it in writing, and shares it with others. Action research was conducted in collaboration with a high school, utilizing its "Inquiry-Based Cross-Disciplinary Study" curriculum. After receiving training in kikigaki, high school students were paired with local residents and engaged in listening to and documenting their life experiences. Data were collected through interviews and questionnaires to examine the impact of kikigaki on the relationships between students and residents, and to explore how these relationships could be extended to community development initiatives. The findings are discussed within the framework of Gergen's theory of co-action, highlighting the potential of kikigaki as a practice for intergenerational relationship-building and community well-being.

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 1520

UTILIZATION AND CHALLENGES OF PSYCHOLOGICAL ASSESSMENT IN JAPAN'S CHILD WELFARE PROFESSIONS

Ozawa E.*

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Psychological professionals in Japan's child welfare system perform diverse roles, including protecting children from maltreatment and supporting those with disabilities. Psychological assessments are crucial in these contexts because they offer valuable insights into children's cognitive, emotional, and behavioral functioning. However, the wide range of available tools and frequent updates of test versions have left the actual patterns of use—and the challenges faced by practitioners—unclear. This study examined how psychological professionals in child welfare services utilize assessments, the challenges they encounter, and their training needs, to inform professional development. A questionnaire survey was administered to 20 psychologists employed in local government child welfare offices. Participants evaluated 13 commonly used assessments for children, including intelligence and personality measures. Using a five-point Likert scale, they rated four domains: (a) administration accuracy, (b) appropriateness of interpretation, (c) adequacy of feedback, and (d) effectiveness of information sharing with families and stakeholders. Participants also reported their professional experience and provided open-ended responses on particularly important assessments and the reasons behind their selections. Mean differences were examined using analysis of variance. Respondents reported an average of 5.95 years of professional experience (range = 1–15, SD = 4.73). The Wechsler Intelligence Scale for Children and Tanaka-Binet Intelligence Test were most frequently identified as essential for understanding and supporting children. Simultaneously, the Rosenzweig Picture-Frustration Study was valued for assessing interpersonal and behavioral difficulties. Although administration accuracy was generally high, difficulties persisted in providing feedback and communicating results to families and stakeholders. These findings suggest that while test administration skills are relatively well-developed, targeted training is necessary to enhance the application of assessment results and to strengthen collaboration with families and other stakeholders.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1576

EXPERIENCES ON THE POLISH-BELARUSIAN BORDER AND THE PSYCHOLOGICAL CHARACTERISTICS OF ACTIVISTS

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Department of Quality of Life Research, Medical University of Gdansk ~ Gdansk ~ Poland

Humanitarian activists are distinguished not only by their motivation to help others, but also by psychological characteristics that may shape both resilience and vulnerability to trauma. This pilot study examined factors associated with PTSD symptoms among activists working on the Polish-Belarusian border, a highly stressful and socially significant context. Twenty activists participated by completing the Revised Impact of Events Scale, the Mini-COPE Stress Coping Inventory, the IPIP-BFM-20 Brief Big Five Questionnaire, the SPP-25 Stress Measurement Scale, and answering questions about their border experiences.

Although the small sample size limited the ability to detect group differences in PTSD severity, several significant correlations emerged. The number of humanitarian interventions was positively related to coping through religion and PTSD intensity, as well as to agreeableness and acceptance as stress responses. Furthermore, activists experiencing stronger PTSD symptoms were more likely to seek psychiatric help, while those showing resilience and openness to experience tended to turn to psychological support.

The findings confirm a high level of traumatization in this group and illustrate the complex interplay between coping styles, personality traits, and mental health outcomes. From an applied perspective, the results highlight the urgent need for targeted psychological interventions, accessible counseling services, and preventive strategies aimed at reducing mental health risks among humanitarian activists. Supporting these individuals is essential not only for their personal well-being, but also for promoting social resilience in humanitarian crises.

This study provides an initial contribution to understanding vulnerability and resilience factors in humanitarian activism. It emphasizes the importance of further research and applied interventions that address trauma, strengthen psychological resources, and reduce inequalities in access to care.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1531

A DAILY LIFE WORTH LIVING: A QUALITATIVE DESCRIPTION OF THE DAILY LIVING FUNCTIONING OF PEOPLE DIAGNOSED WITH BORDERLINE PERSONALITY DISORDER (BPD)

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University of South Australia ~ Adelaide ~ Australia

Introduction
People diagnosed with borderline personality disorder (BPD) experience persistent functional impairment despite current psychotherapeutic treatment. Functional impairment traditionally refers to vocational and relational domains. However, daily life extends beyond symptoms, work and relationships. Daily living functioning encompasses multiple domains, including routine establishment, sleep, leisure and self-care.

Purpose
This qualitative study aimed to describe the daily living functioning of people diagnosed with BPD using a multi-stakeholder approach, triangulating perspectives of consumers, carers and clinicians.

Method
Purposive sampling recruited consumers diagnosed with BPD (n = 4), carers (n = 5) and clinicians (n = 13). Semi-structured interviews explored participants' perspectives of the daily living functioning of people diagnosed with BPD. Interview transcripts were analysed using Braun and Clarke's reflexive thematic analysis.

Results
Four themes emerged. First, emotional intensity disrupts daily living functioning. While cognitive ability to perform activities was retained, emotional activation made self-care and other important activities difficult. Further, masking emotions required considerable energy.
Second, external structure provides stability. External obligations offered routine that reduced the functional impacts of emotional intensity. Lack of structure increased risk, aimlessness and made it harder to establish new routines.
Third, boom and bust activity patterns dominated. Intense activity levels when feeling good were followed by crashes, rather than balanced, sustainable activity levels. All-or-nothing thinking and swings from totally perfect to utterly incapable influenced both activity levels and self-expectations.
Fourth, meaning depends on external validation. People diagnosed with BPD struggle to find inherent meaning in daily activities, relying instead on others' approval. Without an internal values compass, they allowed others to dictate time use and activity choices. Daily living functioning was also linked to relationship states.

Conclusions
Functional recovery for people diagnosed with BPD extends beyond traditional work and relationship domains. These findings highlight the need to emphasise all activities and routines in daily life to inform a more person-centred, comprehensive and integrated treatment approach.

06 - Division 6: Clinical and Community Psychology

TOGETHERNESS IN THE CONTEMPORARY WORLD: WHAT ARE THE DISCONMFORTS, AND WHAT COMMUNITY-BASED INTERVENTIONS?

Friday 24 July 2026 from 11:00 to 12:30

(G-Spadolini)

Immacolata Di Napoli (University of Naples Federico II ~ Naple), Chair

In a world marked by accelerating temporality, global instability, and technological transformation, the concept of togetherness, the capacity to be meaningfully connected with others (Procentese & Gatti, 2021; Procentese, & Gatti & Falanga, 2019), is
increasingly under strain.
Wars, social violence, migration crises, and growing inequalities not only generate collective discomforms, but also severely disrupt trust, social cohesion, and the very possibility of sustaining long-term human relationships. In this context, temporality plays a crucial role: the time of crisis, of continuous emergency, and of pervasive precarity shapes how individuals experience themselves, others, and the future. This symposium aims to explore the challenges of togetherness in
today's temporal world, focusing on how armed conflict, systemic violence, and marginalization impact everyday life and the possibility of shared existence. These conditions often lead to emotional isolation, relational distrust, a lack of hope, and existential fatigue—challenges that require both social and psychological responses.
The symposium examines the community-based interventions and rebuilding bonds, restoring a sense of safety, hope, and cultivating belonging.

Abstract 3486

SOCIAL DISINTEGRATION AND THE RECONSTRUCTION OF RELATIONAL CAPITAL: A PSYCHOSOCIAL INTERPRETATION

Fortuna P.*

University of Naples ~ Naples ~ Italy

In recent years, we have witnessed the emergence of disaggregating collective phenomena that, by fueling widespread anxiety, distrust in institutions, relational isolation, and civic disengagement, appear to seriously undermine the social capital of communities. This attack on the shared relational fabric generates significant psychosocial effects, manifesting both at the individual and collective levels, and weakening the bonds of trust, reciprocity, and collaboration. However, from a community psychosocial perspective, it is possible not only to observe and analyze the negative impacts of such transformations, but also to identify signs of resilience and the transformative potential embedded within these crises. Indeed, social and relational instability may open up opportunities for new forms of commitment, solidarity, and participation, encouraging the reactivation of cooperative, mutualistic processes and the shared construction of the common good.

In this context, collective interventions are needed that promote active citizen participation through co-design practices, the activation of local networks, community empowerment pathways, and inclusive spaces for dialogue. Social labs, civic forums, active citizenship initiatives, and shared care of common goods represent key tools for rebuilding trust, stimulating mutual engagement, and strengthening the relational infrastructures that sustain democratic life and social cohesion.

The presentation will discuss data from research and practical experiences aimed at fostering a greater sense of responsibility togetherness, and following the collective engagement.

Abstract 3487

INDIVIDUAL AND COLLECTIVE HOPE – A TRANSDISCIPLINARY MODEL AND CROSS-CULTURAL RESEARCH FINDINGS

Krafft A.M.*

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The current experiences of a crisis-ridden world have fundamentally shaken many people's beliefs and trust in a better future. This triggers negative feelings of fear and helplessness and has a massive impact on mental health, especially among young people. Against this background, the question is whether there is still reason for hope and, if so, what keeps our hope alive. How we look into the future—whether with confidence, fear, or indifference—will determine how we feel, think, and act in the present, both individually and as a community. Based on the existential and multi-layered nature of hope, we present an interdisciplinary approach to studying individual and collective hope in diverse cultural contexts. The presentation integrates concepts of positive psychology, futures studies, and pragmatist philosophy into a comprehensive model. The proposed concept seeks to honor the fundamental nature of hope by considering the diversity of situations in which people can hope and being sensitive to different cultural worldviews and values. We report on research findings gathered from the International Hope Barometer Research Program in several countries, which offers valuable insights into people's expectations for the future, their hopes and fears for both individual and collective futures, and their psychological and social well-being.

Abstract 3488

HOW INTERPERSONAL AND INSTITUTIONAL TRUST PREDICT CIVIC HONESTY ACROSS VARYING LEVELS OF MAFIA INFLUENCE AND STATE RESILIENCE

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Introduction. Civic honesty, the moral standards that define citizens' commitment to the public good, is fundamental for social cooperation and collective well-being. Prior research has emphasized the role of trust in institutions and in fellow citizens as predictors of such standards. However, much of this evidence comes from the Global North, where state authority is relatively secure. Less is known about how these dynamics unfold in contexts where the state's monopoly over governance functions is contested by powerful criminal organisations, such as mafia-type groups. Purpose. This study examines whether country-level criminal groups' influence and state resilience moderate the relationship between interpersonal and institutional trust and civic honesty. Method. We employed mixed-effects multilevel modelling combined with an extended Johnson–Neyman technique to probe multiple moderators simultaneously. The dataset comprised 132,602 individuals across 84 countries. Country-level indicators of mafia influence and state resilience were integrated with individual-level measures of interpersonal and institutional trust, enabling cross-level analyses. Results. Institutional trust was positively associated with civic honesty in contexts characterised by weaker mafia presence and stronger state resilience. However, this relationship reversed in environments with high mafia influence and fragile state institutions, suggesting that confidence in compromised institutions is linked to reduced civic honesty. Interpersonal trust, by contrast, was negatively associated with civic honesty only in states with low resilience, indicating that trust in others does not necessarily translate into commitment to the public good when institutional safeguards are weak. Conclusions. These findings demonstrate that the impact of trust on civic honesty is contingent on broader political and criminal contexts. They underscore the importance of considering how political features such as criminal governance and state fragility reshape the meaning and consequences of trust. Policy implications for strengthening civic values under contested governance are discussed.

Abstract 3489

SIGNIFICANCE AND FAIRNESS IN COMMUNITY LIFE: EXPLORING THE INTERPLAY BETWEEN MATTERING, SOCIAL JUSTICE, AND WELL-BEING

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The literature on well-being has increasingly recognized the importance of mattering, a construct that refers to the perception of being significant, valued, and capable of adding value to others and to one's broader social contexts. Previous studies have demonstrated that mattering plays a critical role in fostering happiness and wellbeing at individual and relational level, yet the relationship between mattering and the multiple domains of wellbeing and social justice has not been sufficiently explored.

This study addresses that gap by investigating the role of mattering across seven domains of wellbeing as measured by the I COPPE scale (Interpersonal, Community, Occupational, Physical, Psychological, Economic, and Overall wellbeing). Data were collected from a national convenience sample of 3,163 Italian citizens, with analyses conducted on 2,524 valid cases. Using Structural Equation Modeling (SEM) and Latent Path Analyses, findings confirm that mattering is a strong determinant of each domain of multidimensional well-being. Importantly, the study also highlights a mediating role of social justice, conceptualized through the Belief in a Just World construct, in the relationship between mattering and wellbeing outcomes.

The results offer robust empirical evidence of the interconnectedness between mattering, perceptions of social justice, and multidimensional wellbeing. This contributes to advancing theoretical understanding by situating mattering not only as an intrapersonal construct but also as one embedded within multiple life contexts, such as family, friendships, work, and community. The study provides further validation of mattering as a key determinant of wellbeing and the findings underscore the importance of designing interventions and policies aimed at strengthening people's sense of significance and fairness in society, as a pathway to enhance overall wellbeing.

06 - Division 6: Clinical and Community Psychology

Gender and Sexual Identity

Friday 24 July 2026 from 11:00 to 13:00

(M-Lorenese)

Abstract 4968

A QUANTITATIVE SURVEY OF GENDER DIFFERENCES IN DEPRESSIVE SYMPTOMS AMONG UNIVERSITY STUDENTS

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University students often exposed to various events such as development transitions, academic burden, and interpersonal challenges that may increase their vulnerability to depressive symptoms. This study employed a quantitative survey design to examine gender differences in depressive symptoms among Malaysian university students using the Malay version of the Center for Epidemiologic Studies Depression Scale–Revised (MCESD-R). A total of 319 participants from the general population completed the self-report instrument. The Malay MCESD-R demonstrated excellent internal consistency, with a Cronbach's alpha of .941. Descriptive results indicated that females reported higher mean depressive symptom scores (M = 17.96, SD = 14.56) than males (M = 15.20, SD = 12.95). However, an independent samples t-test revealed that the gender difference was not statistically significant, t(318) = −1.56, p = .119. Effect size analysis using Cohen's d (−0.20) indicated a small and practically negligible difference between genders. Overall, the findings suggest minimal gender-related variation in depressive symptoms within this Malaysian sample. Additionally, the results further support the Malay CESD-R as a reliable screening tool for assessing depressive symptoms across diverse population groups in Malaysia.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1611

EXTENDING THE CULTURAL SOCIALIZATION MODEL: LGBTQ+ SOCIALIZATION, IDENTITY PRIDE, INTERNALIZED STIGMA, AND PSYCHOLOGICAL WELL-BEING

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INTRODUCTION: LGBTQ+ people experience higher rates of mental health issues than their cisgender heterosexual counterparts. Minority stress theory identifies internalized stigma as a key risk factor, while identity pride is protective. Thus, more research is needed on promoting LGBQT+ well-being. One useful model, the Cultural Socialization Model, posits individuals with marginalized racial/ethnic identities develop a healthy sense of self when caregivers teach them positive aspects of their identity and prepare them for oppression (i.e., cultural socialization). This model has not been tested in LGBTQ+ samples.

PURPOSE: We tested the Cultural Socialization Model with LGBTQ+ adults to determine the influence of LGBTQ+ socialization on well-being, and indirect influence through LGBTQ+ internalized identity stigma and identity pride.

METHODS: Participants were 597 LGBTQ+ adults in the U.S. Structural equation modeling tested hypotheses.

RESULTS: LGBTQ+ socialization was directly associated with greater well-being ($\beta = .15$, SE = .04, $z = 3.93$, $p < .001$). LGBTQ+ socialization was indirectly associated with greater well-being through identity pride ($\beta = .07$, SE = .02, $z = 4.90$, $p < .001$): higher levels of LGBTQ+ socialization predicted higher levels of identity pride, which in turn predicted greater well-being. In contrast, internalized stigma alone did not mediate the association between LGBTQ+ socialization and well-being. However, a significant serial mediation emerged: LGBTQ+ socialization predicted lower internalized stigma, which was associated with higher identity pride, which in turn predicted greater well-being ($\beta = .02$, SE = .01, $z = 2.37$, $p < .001$). The model accounted for 18% of the variance in psychological well-being.

CONCLUSIONS: Findings extend the Cultural Socialization Model to LGBTQ+ populations, highlighting the role of caregiver socialization in fostering well-being. Thus, identity pride may serve as a critical mechanism through which LGBTQ+ socialization promotes well-being. Interventions aiming to reduce stigma and enhance positive identity development may benefit from incorporating cultural socialization strategies.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 1676

TRANSGENDER INTIMATE PARTNER VIOLENCE: A GROUNDED THEORY STUDY WITH AN ECOLOGICAL APPROACH

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Fulfilling and meaningful relationships are key aspects of social and psychological well-being. (Intimate Partner Violence) IPV among Transgender and Gender Diverse populations remains an underexplored phenomenon, particularly in European and Italian contexts, as do psychological services designed to address it. This study employed a Grounded Theory approach with an ecological perspective to explore romantic relationships and IPV experiences among 50 transgender individuals in Italy. The research followed an iterative process of data collection, analysis, and discussion, leading to the emergence of several macro-categories.

The first, Instrumentalization of Cisnormativity, highlights how perpetrators exploit transphobic social norms to maintain psychological control and devalue their victims. The Impact of Norms on Relational Well-being category shows how these same norms affect the opportunities of transgender individuals to form and sustain healthy relationships, despite their strong need for affection. At the same time, participants described processes of Identity Construction, where they mobilize personal resources to affirm their identity and seek appropriate social support. Participants also expressed a strong demand for specialized psychological support, emphasizing the need for training that incorporates gender identity issues and for increased representation of transgender professionals. This shaped the category Support for Anti-violence and Well-being. The core category, Construction of Identity in Vulnerability, conceptualizes how structural vulnerabilities deeply shape identity development, with romantic relationships becoming key sites where identity is either affirmed or negated.

Overall, this study highlights the need to translate findings into psychological training and services that address the specific psychosocial needs and structural vulnerabilities of transgender individuals.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1082

PASSING, GENDER EUPHORIA, AND MENTAL HEALTH AMONG TRANSGENDER AND GENDER DIVERSE INDIVIDUALS

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While research on the mental health of transgender and gender diverse (TGD) individuals has often focused on minority stress and discrimination, emerging scholarship calls for greater attention to affirming experiences such as gender euphoria, which is the joy and comfort associated with being recognized in one's authentic gender. Another particularly salient affirming experience is passing, or being perceived by others in alignment with one's gender identity. Despite its relevance, the psychological mechanisms linking passing to mental health remain underexplored, and little is known about how these relationships may differ across gender identities. This study addresses these gaps by examining the associations among passing, gender euphoria, and mental health among TGD individuals in Hong Kong. A total of 179 participants (18.4% transmasculine, 17.3% transfeminine, and 64.2% non-binary), with a mean age of 27.5 years, were recruited for the study. The results showed that passing was positively associated with both gender euphoria. Gender euphoria significantly mediated the relationship between passing and mental health outcomes, including depression and well-being. Furthermore, gender identity moderated the relationship between passing and gender euphoria, with stronger effects observed among transmasculine and transfeminine individuals compared to non-binary individuals. Similarly, the indirect effects of passing on depression and well-being via gender euphoria were also more pronounced among transmasculine and transfeminine individuals than non-binary individuals. These findings contribute to a growing movement in applied psychology that emphasizes not only harm reduction but also the cultivation of well-being. They underscore the importance of integrating affirming experiences into psychological interventions that support the mental health of TGD individuals. Clinical practices should actively engage with experiences of gender euphoria, including those related to passing, as part of holistic mental health support. Additionally, community-level efforts should foster affirming environments across schools, workplaces, healthcare systems, and community settings.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1698

EXPERIENCES OF TRANSGENDER PEOPLE: A QUALITATIVE STUDY

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Transgender is a general term for individuals whose gender identity and expression does not align with the conventional norms linked to the sex they were assigned at birth. Across societies, transgender people frequently experience prejudice, discrimination, and gender-based violence that function as a mechanism of “punishment” for transgressing the binary gender norm. This gender fundamentalism works by denying, stigmatizing, and marginalizing any form of gender nonconformity. As a result, transgender people tend to encounter various forms of social oppression that creates significant challenges throughout their lives. According to the Social Exclusion Knowledge Network’s social exclusion model, they face exclusion across four main dimensions—economic, political, social, and cultural—occurring at multiple levels ranging from the individual and household to the community, national, and global scale. Thus, addressing these challenges is essential for promoting gender equality, protecting their well-being, and reducing inequalities experienced by these individuals. In the current study, in order to comprehend transgender individuals’ lived experiences and the difficulties that they encounter in depth, qualitative research, which provides a comprehensive and interior perspective, will be carried out. For this purpose, semi-structured interviews will be conducted with 5 to 10 Turkish individuals who define themselves as transgender, and interpretative phenomenological analysis will be utilized in analyzing the data. By striving to grasp transgender individuals’ experiences thoroughly and from a closer perspective by means of qualitative research, it is asserted that understanding the hardship they face and challenges they have to go through on a daily basis will be better understood. In this way, possible ways of assisting them and improving their quality of life will also become clearer. Accordingly, the aim of the present study will be to introduce ideas that might help in enhancing both mental and physical well-being of transgender individuals.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2464

GENDER, STIGMA, AND SUPPORT: UNDERSTANDING MENTAL-HEALTH INEQUALITIES AMONG MEN AND WOMEN IN KENYA. A QUALITATIVE STUDY.

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Introduction:
This qualitative survey explored to understand societies' perceptions, experiences on gender, and factors shaping mental-health outcomes. Among these were prevalence of alcohol and substance use, anxiety, depression and suicidal ideation. Additionally, this study explored source and impact of gender-based violence in the community.
Objectives:
To explore community knowledge, perceptions, and attitudes in relation to mental-health; examine help-seeking behaviors, existing support systems, and barriers to accessing care; and assess gender on mental-health impact.
Methodology:
This descriptive qualitative study executed between December 2022 and February 2023 in Kenya. Data collection was acquired through 16 key informant interviews and 15 focus group discussions, comprising a total of 31 interviews of participants aged 21 to 64 years. Participants included healthcare workers, religious leaders, community-based organization representatives, community health promoters, and other community members. Thematic analysis was performed on key patterns and gendered experiences.
Results:
Themes revealed limited mental-health literacy, immense sense of stigma, extreme reliance on traditional and religious healing. COVID-19 intensified economic stress, domestic violence and caregiving burdens, especially among women. Men coped privately through substance and alcohol use and avoidance, women on the other hand faced compounded stress from caregiving, financial insecurity, and social isolation. Barriers to care included stigma, cultural norms, discouraging disclosure, limited services, financial constraints, and inadequate health-worker training. Physical, verbal and sexual abuse against women associated with persistent gender inequality, economic dependence, and cultural tolerance of violence.
Conclusion:
Findings underscore the urgent need for gender-responsive mental health promotion, community sensitization, and capacity-building of both frontline workers and spiritual leaders and traditional healers. Integration of mental health into community structures, strengthening social protection, and addressing gender-based violence to improve mental-wellbeing across communities in Kenya.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1546

NAVIGATING REPRODUCTIVE HEALTH ACROSS DIVERSE GENDER IDENTITIES: STRUCTURAL AND EMOTIONAL CHALLENGES EXPLORED THROUGH PARTICIPATORY ACTION APPROACH

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Reproductive health needs and parenthood aspirations remain insufficiently explored among individuals facing fertility-impacting conditions such as trans* populations. Traditional standardized measures often fail to capture the emotional, structural, and socio-legal barriers experienced by marginalized groups. Participatory Action Research (PAR) provides a community-based approach emphasizing collaboration and empowerment, ensuring that participants' voices directly inform scientific inquiry, clinical practice, and policy. This study aims to investigate reproductive health experiences across diverse gender identities and fertility-impacting conditions in Italy, with a focus on trans* participants. Objectives include identifying barriers and unmet needs, co-constructing new narratives on parenthood, and producing participant-driven recommendations to improve reproductive healthcare and policy. A PAR methodology was implemented in collaboration with Advisory Committee Members (ACM), composed of LGBTQ+ community leaders, health professionals, and organization workers. Participants aged 18–49 were recruited via social media, reproductive clinics, university networks, and LGBTQ+ associations. Data collection involved focus groups guided by semi-structured questions and collaborative activities. Sessions included three phases: (1) open-ended reflection on reproductive experiences, (2) co-construction of group concept maps to visualize decision-making factors, and (3) consensus-building to generate community-informed materials, including recommendations for healthcare professionals, educational resources, and advocacy tools. Data (transcripts, concept maps, artifacts, and researcher/ACM notes) were analyzed through inductive Thematic Analysis using NVivo. Findings provided in-depth qualitative insights capturing the individual complexity of navigating parenthood desire across diverse gender identities and fertility-impacting conditions. Moreover, structural and emotional barriers specific to trans* participants have been identified—such as medical gatekeeping, misgendering by providers, and lack of tailored reproductive information. PAR methodology fostered empowerment, enhancing participants' agency in reproductive decision-making and strengthening community connections. Results inform inclusive reproductive health services, psychological practices, and policies, promoting equitable access to parenthood for marginalized populations.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 909

PSYCHOTHERAPY FOR MEN: A SCOPING REVIEW OF CLINICAL TRIALS

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Introduction: There is a substantial empirical evidence base endorsing psychotherapy interventions as effective evidence-based treatments for a range of mental, physical and behavioural health conditions. However, rates of help-seeking, engagement, and retention in therapy are significantly lower among men compared to women globally. Despite growing interest in men's mental health, trials specifically targeting men remain rare, with psychotherapy research often overlooking men's unique needs.

Purpose: This scoping review examined randomised controlled trials (RCTs) that delivered psychotherapy interventions to men. To map the field, we aimed to identify the populations studied, intervention types, outcomes assessed, and male-specific recommendations to inform future research and the adaptation of services to better align with men's needs.

Method: Five databases were searched in August 2024 for relevant RCTs published from 2015 onwards. We included trials investigating a psychotherapy intervention delivered by licensed mental health professionals to men. Data extraction focused on information about male population groups, psychotherapy interventions, primary outcomes and male-specific recommendations for future research.

Results: Database searching yielded 5,734 titles of which 50 were considered eligible for inclusion. Most studies targeted specific subgroups (e.g., convicted offenders, sexual minority men, veterans). Few focused on men from the general population, while none targeted disabled men, indigenous men or men from low socioeconomic backgrounds. Cognitive Behavioural Therapy was the most delivered psychotherapy intervention (n=22, 44%) across studies, while maladaptive behaviour reduction was the most frequently examined primary outcome (n=19, 38%). Only one study (2%) focused on suicide prevention. Reporting of male-specific outcomes was limited, with only n=13 (26%) studies reporting gender-informed adaptations of psychotherapy interventions, while just n=10 (20%) reported male-specific recommendations for future research.

Conclusions: Our scoping review highlights promising developments in research targeting men. We recommend broader examination of gender-informed psychotherapy interventions and reporting of male-specific recommendations for future research to advance the field.

06 - Division 6: Clinical and Community Psychology

Poster Session 6 - Division 6

Friday 24 July 2026 from 11:25 to 12:55

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 327

SIX-MONTH FOLLOW-UP OUTCOMES OF THE SUPERKIDS PROGRAM: A SOCIAL-EMOTIONAL SKILLS INTERVENTION FOR CHILDREN AGED 4–6

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Background: Early childhood is a critical period for developing emotional and social competencies. SuperKids is a school-based program designed to enhance emotional and social skills in early childhood through play-based activities. Although short-term efficacy has been previously demonstrated, evidence on the maintenance of these gains over time is still limited. Objective: To examine the maintenance of emotional recognition, emotional understanding, and social functioning outcomes in children aged 4 to 6, six months after participating in the SuperKids program. Method: A total of 254 children (44.9% female; 90% Spanish nationality) participated in the study. Measures were administered at three time points: baseline (pretest), immediately after the intervention (posttest), and six months later (follow-up). Measures included tasks on emotional recognition, emotional understanding (including identification of specific emotions such as happiness, anger, sadness, and fear), and social execution. Sociodemographic variables were also collected. Results: From pretest to posttest, statistically significant improvements were found in all outcome domains ($p < .001$). These gains remained stable at the six-month follow-up, with some indicators even showing continued improvement. Notably, emotional understanding continued to improve between posttest and follow-up (e.g., total score increased from $M = 10.79$ to $M = 11.66$, $p < .001$). Social execution also showed sustained gains ($M = 8.53$ to $M = 8.86$, $p < .001$). Some emotional indicators (e.g., anger recognition) showed small but significant changes at follow-up ($p = .02$). Conclusion: The SuperKids program produced significant improvements in emotional and social competencies in young children, with gains largely maintained or further enhanced at the six-month follow-up. These findings highlight the potential of early preventive interventions to produce lasting changes in foundational socio-emotional skills during a critical developmental window.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1699

FROM STIGMA TO RESILIENCE: SELF-EFFICACY AND SOCIAL SUPPORT IN PSYCHOLOGICAL ADJUSTMENT OF WOMAN REQUESTING ABORTION

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Introduction
Women who choose to terminate a pregnancy may face stigma and psychological vulnerability. While self-efficacy and perceived social support are known as protective factors, stigma significantly increases risk of distress and symptoms. Investigating how these dimensions interrelate is crucial to inform interventions promoting resilience and well-being.
Purpose
This study examined whether perceived social support moderates the relationship between self-efficacy and post-traumatic symptoms, and explored the associations of abortion stigma with trauma-related distress.
Method
A sample of N = 115 women who terminated their pregnancy completed a digital battery including the General Self-Efficacy Scale (GSE), the Multidimensional Scale of Perceived Social Support (MSPSS), the Individual Level of Abortion Stigma (ILAS), the Depression Anxiety Stress Scales-21 (DASS-21), and the PTSD Checklist for DSM-5 – Past Week Version (PCL-5). Moderation analyses were conducted with Hayes' PROCESS macro.
Results
Bivariate correlations showed that abortion stigma was positively associated with post-traumatic symptoms (PCL-5, $p < .01$) and psychological distress (DASS-21, $p < .01$). Neither self-efficacy ($p = .28$) nor social support ($p = .11$) displayed significant effects on trauma symptoms. However, their interaction was significant ($p < .05$). Therefore, moderation analyses were conducted to examine the role of self-efficacy in relation to levels of social support. Conditional effects revealed that self-efficacy was not protective at low social support, but reduced symptoms at medium ($B = –1.10$, 95% CI [–1.76; –0.43]) and high levels of support ($B = –1.32$, 95% CI [–2.12; –0.52]).
Conclusions
The results highlight abortion stigma as a relevant risk factor linked to both post-traumatic and general psychological distress. Moreover, self-efficacy emerged as a significant protective factor only when present adequate or high perceived social support. Together, these results underscore the need for interventions that simultaneously reduce stigma and strengthen both in individual and in relational resources.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1917

BEHAVIORAL MANIFESTATIONS BETWEEN HORSES AND CHILDREN WITH AUTISM DURING INITIAL INTERACTION: AN ETHOLOGICAL AND RELATIONAL STUDY

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This study proposes to explore the behavioral manifestations that emerge during the initial moments of interaction between horses and children with autism, with an emphasis on ethological and relational dynamics.

Previous research on interspecies interactions and horse-assisted therapies indicates that the presence of animals can enhance communicative behaviors in children with autism. Horses appear to act as facilitators of social expression, and the initial moments of interaction are crucial for emotional regulation and communication, as they allow for the observation of how the relationship begins to develop.

The aim of the study is to analyze individual behaviors of the child (distance, steps toward the horse, eye contact, gestures, touch, posture, vocalizations, and latency), and horse (ear position, head/neck posture, body movement, olfactory/contact behaviors, signs of relaxation or tension, and latency), combined with interspecific behaviors (exchange sequence, reciprocity, quality of approach, co-occurrence of positive signals, and progression of the sequence) throughout the interactions.

Structured as an observational and longitudinal study, this research will include video recordings and ethological coding of both individual and relational behaviors. The sample will consist of 10 children diagnosed with autism spectrum disorder and 3 horses involved in equine-assisted therapy activities. Over the course of 12 behavioral observation sessions, we will analyze the initial phase of approach and the first establishment of contact between the child and the horse in each encounter, documenting the behaviors that emerge during this specific moment.

This project seeks to understand how interspecific engagement between the child and the horse occurs, identifying factors that facilitate or hinder the development of the relationship, communication, and bonding, providing a foundation for future studies and practical applications in equine-assisted therapy, animal welfare, and the promotion of social skills in children with autism.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others
SDG 3: Good Health and Well-being

Abstract 1798

THE ROLE OF EMOTION-RELATED IMPULSIVITY TRAJECTORIES IN THE ASSOCIATION BETWEEN DYSFUNCTIONAL FAMILY PROCESSES AND ADOLESCENT SMARTPHONE ADDICTION

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Introduction: While dysfunctional family processes are recognized risk factors for adolescent smartphone addiction, existing research often focuses on isolated factors and leaves longitudinal mechanisms unclear. The development of emotion-related impulsivity has been suggested as a potential mechanism underlying these associations. Purpose: This study investigated how specific dysfunctional family processes predict later smartphone addiction in Chinese adolescents and whether heterogeneous developmental trajectories of emotion-related impulsivity explain these relationships. Method: A sample of 1,434 Chinese adolescents (Mage = 12.64; SDage = 0.68 at Time 1; 56.8% boys) was assessed across four waves over two years, at six- to nine-month intervals. Dysfunctional family processes (physical/emotional abuse, physical/emotional neglect, interparental conflict, and paternal/maternal rejection) were measured at baseline. Emotion-related impulsivity was assessed at all four time points, and smartphone addiction was assessed at the final 2-year follow-up. Results: Latent class growth models revealed four latent classes of emotion-related impulsivity: high-stable (6.7%), high-decreasing (10.9%), low-increasing (24.4%), and low-stable (58.0%). Emotional abuse, interparental conflict, and paternal rejection were significant longitudinal predictors of smartphone addiction. These relationships were mediated by developmental trajectories of emotion-related impulsivity. Specifically, interparental conflict had indirect effects on smartphone addiction through membership in the high-stable, high-decreasing, and low-increasing groups of emotion-related impulsivity. Emotional neglect and paternal rejection had indirect effects via the high-stable group of emotion-related impulsivity, while emotional abuse was mediated by the high-decreasing group of emotion-related impulsivity. Conclusions: The findings demonstrate distinct pathways through which dysfunctional family processes contribute to smartphone addiction via impaired impulse control, highlighting interparental conflict as a particularly potent risk factor. These results underscore the critical need for intervention programs that target impulse regulation skills, particularly for adolescents exposed to familial adversity.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1810

VULNERABLE NARCISSISM, SOCIAL MEDIA USE, AND SENSE OF COMMUNITY IN ADOLESCENTS: THE MEDIATING ROLE OF SELF-ESTEEM

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University of Palermo ~ Palermo ~ Italy

Social networking sites (SNS) play a central role in shaping adolescents' identity, offering constant spaces for exposure and comparison. Empirical evidence highlights a link between intensive SNS use and narcissistic traits, particularly vulnerable narcissism, which is characterized by communicative ambivalence and a persistent need for approval. Passive SNS use, defined as browsing without active interaction, has been associated with reduced self-esteem and heightened personal insecurity. Moreover, while SNSs can foster digital connections, they may negatively affect adolescents' sense of community, understood as perceived belonging, value sharing, and active participation. This study examined the relationships among vulnerable narcissism, self-esteem, SNS use, and sense of community in adolescence. A sample of 467 Italian high school students (aged 15–22 years) completed validated self-report measures of these constructs. Results revealed a negative association between vulnerable narcissism and sense of community, with self-esteem mediating this relationship. Specifically, higher levels of vulnerable narcissism predicted lower self-esteem, which in turn was associated with reduced community connectedness. Furthermore, SNS use moderated these associations: under low SNS use, vulnerable narcissism was negatively related to both self-esteem and sense of community, whereas under high SNS use, these relationships became positive. These findings underscore the complex role of SNSs in adolescent development. While limited use may amplify tendencies toward withdrawal, more frequent engagement can provide protective feedback mechanisms that reinforce self-worth and support community integration. The results suggest that interventions should not simply discourage SNS use but rather promote conscious and balanced engagement. Programs fostering emotional awareness, critical reflection on online feedback, and authentic self-esteem development may help adolescents transform vulnerable narcissistic tendencies into opportunities for constructive community participation.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1715

"SOMETIMES SUNNY, SOMETIMES CLOUDY": THE POWER OF METAPHOR IN INTERNATIONAL STUDENTS' PSYCHOLOGICAL ADAPTATION PROCESS

Soheili F.*, Lanz M.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Introduction:
Psychological adaptation to major life changes like studying abroad may involve complex emotional and cognitive challenges. Metaphors provide a symbolic way for individuals to express and understand experiences, especially when they are difficult to articulate directly. Therefore, metaphors are useful tools for exploring how people manage and adjust psychologically during such transitions.
Purpose:
This study investigates how international students use metaphorical language to represent their experiences of adapting to a new cultural context. It explores how metaphors reflect the internal processes of coping, emotional regulation, and meaning-making that accompany psychological adaptation.
Method:
Drawing from a broader qualitative study on psychological adaptation, this analysis focuses on participants' metaphorical descriptions of their experiences. Semi-structured interviews were conducted with 18 international students from 12 countries studying in Milan universities. Ethical approval was granted by the Università Cattolica del Sacro Cuore Ethics Committee. Data were analyzed using Braun and Clarke's reflexive thematic analysis.
Results:
Themes such as the fluctuation between turmoil and calm emotional states, confronting ambiguity and uncertainty, and the dynamic reconstruction of meaning were developed, each reflected through participants' personal metaphors. Metaphors like "a sky that is sometimes cloudy and sometimes sunny," "a roller coaster," and "a strong elephant" illustrated variable emotional experiences, feelings of instability, and efforts to regain control and meaning within a new cultural context.
Conclusion:
The results highlight the active role of metaphors as tools for processing experience, regulating emotions, and redefining the self during adaptation to a new cultural context. By symbolically expressing complex emotions and restructuring their experiences, students actively engage in coping and self-reflection. Metaphorical language reveals how individuals interpret, manage, and adapt to new cultural experiences.

Funding:
This research was supported by Fondazione Fratelli Confalonieri, Milan, Italy.

06 - Division 6: Clinical and Community Psychology

Child and Adolescent Mental Health 1

Friday 24 July 2026 from 12:30 to 14:00

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 322

A META-ANALYTIC REVIEW ABOUT THE INTER-GROUP EFFICACY OF SUPER SKILLS FOR LIFE ON DEPRESSION, ANXIETY AND EXTERNALIZING SYMPTOMS IN CHILDREN AND ADOLESCENTS

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The Super Skills for Life (SSL) program was designed to prevent anxiety and depressive symptoms among children and adolescents from a transdiagnostic approach. Several studies have tested its efficacy in reducing emotional symptoms, but also conduct problems. The present study conducted a systematic review and meta-analysis to evaluate the effectiveness of SSL in reducing symptoms of depression, anxiety and externalizing symptoms in children and adolescents, in comparison to a control group. Relevant literature was identified through comprehensive searches in PubMed, Scopus, Web of Science, PsycInfo, and gray literature sources. 6 studies with control group and the outcomes of interest were included in the analysis, conducted in Spain (k = 4), United Kingdom (k = 1) and Malaysia (k = 1). Random effects models were fitted, with significant differences in changes between intervention and control group found for the three outcomes: depression (g = .41), anxiety (g = .51) and externalizing symptoms (g = .31). Moderation of variables concerning participants and the intervention delivery format was examined. Despite the heterogeneity among studies, the findings support the efficacy of Super Skills for Life in reducing anxiety, depressive and externalizing symptoms.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 224

SPIRITUALITY IN PSYCHOTHERAPY : NARRATIVES OF MENTAL HEALTH PRACTITIONERS IN THE MILIEU OF CHILDHOOD CANCER

Bhagwan R.*, Munshi N.

Durban University of Technology ~ KwaZulu Natal ~ South Africa

Spirituality serves as a huge source of strength and resilience, when parents must confront a diagnosis of paediatric cancer. The unpredictable trajectory of paediatric cancer can contribute to huge levels of anxiety, depression and fear which can exacerbate the physical and mental health of the child and parents alike. This paper explores the role of spirituality through the lens of parents and mental health professionals, with a particular view, to understanding how paediatric cancer impacted the emotional well-being of parents, but more importantly to understand how spiritual practices can be used to support their psychological well-being. Although seemingly silent spirituality has a huge influence on psychotherapy, as spirituality can be particularly beneficial for families managing the mental health sequelae of anxiety, fear and depression, which is linked to a child with cancer. Using a qualitative case study design, this study sought to understand the mental health effects of paediatric cancer on children and their parents and how spirituality was used to support their coping and well-being as they transitioned through the complexities of treatment and recovery related to childhood cancer. Interviews were held with twelve parents and ten psychologists and social workers to understand how spirituality had benefitted paediatric cancer patients and their families. The interviews were audio-recorded, transcribed verbatim and analysed to develop major themes and subthemes by inductive and constant comparison. Four themes were identified namely, the mental health impact of cancer on the child and family, seeking peace and strength through spirituality, the integration of spirituality into psychotherapeutic practice; connecting with spiritually based interventions to heal and transcend the struggle with cancer. The study found that spiritually based practices such as mindfulness meditation, and other religious rituals were hugely therapeutic for both the child and their family providing comfort and hope.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2651

IMPACTS OF INTERSECTING CHILDHOOD ADVERSITIES ON COSMETIC SURGERY DESIRE: PARALLEL MEDIATING MECHANISMS OF APPEARANCE ANXIETY AND BODY APPRECIATION

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Hong Kong Metropolitan University ~ Hong Kong ~ Hong Kong

This study examined the serial mediating effects of appearance anxiety and body appreciation in the relationship between intersecting childhood adversity and cosmetic surgery desire in emerging adulthood. The worldwide rise in cosmetic surgery interest, projected to continue beyond 2026, highlights the importance of understanding how early-life adversities influence appearance-related attitudes.

From an ecological systems perspective, children are embedded in multiple environments that shape their psychological development. Adverse experiences within the family (microsystem) may interact with bullying victimization at school (another microsystem), creating cross-contextual stress amplification. This intersection of family- and school-based adversity may foster appearance-related insecurity and influence later cosmetic surgery intentions. Although cosmetic surgery can temporarily enhance confidence and body image, it also carries potential complications, failures, or dissatisfaction.

A total of 320 emerging adults (aged 18–29 years) completed an online survey distributed via social media. The study employed the Childhood Trauma Questionnaire–Short Form, Multidimensional Bullying Victimization Scale, Appearance Anxiety Inventory, Body Appreciation Scale-2, and Acceptance of Cosmetic Surgery Scale to investigate the relationships between adverse childhood experiences, together with multidimensional bullying victimization, and cosmetic surgery desire.

The findings indicate that higher levels of childhood adversity are associated with greater exposure to bullying, increased appearance anxiety, reduced body appreciation, and a stronger desire for cosmetic surgery. Appearance anxiety and body appreciation functioned as significant parallel mediators, highlighting the emotional and perceptual pathways through which early adverse experiences may shape body-related decisions in emerging adulthood.

This study underscores the importance of preventing family violence and school bullying and addressing appearance-related distress to foster positive body image. The results provide insights for developing prevention and intervention strategies targeting the long-term consequences of intersecting childhood adversity and appearance anxiety.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 146

ASSOCIATIONS BETWEEN COMPLEX POST-TRAUMATIC STRESS DISORDER SYMPTOMS, LONELINESS, AND SENSE OF SECURITY: A FOUR-WAVE LONGITUDINAL STUDY IN CHILDREN

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Introduction: Complex post-traumatic stress disorder (CPTSD) refers to a mental disorder formed in repeated interpersonal traumatic events and includes two symptom clusters: post-traumatic stress disorder (PTSD) and disturbance in self-organization (DSO). De facto unattended children are vulnerable to CPTSD symptoms because the absence of effective parental caregiving in childhood leads to heightened exposure to trauma. There is a dearth of existing research exploring the mechanisms of CPTSD symptoms among children.
Purpose: This study aims to explore the roles of loneliness and sense of security in the developmental of children's CPTSD symptoms.
Methods: 298 de facto unattended children participated in a four-wave longitudinal study. CPTSD symptoms, loneliness, and sense of security were measured between 2021.12 and 2023.12. We conducted two random intercept cross-lagged models for PTSD, DSO symptoms and loneliness, and PTSD, DSO symptoms and security, respectively.
Results: The longitudinal relationships between loneliness, security and CPTSD symptoms were different. Loneliness was only significantly related to DSO, rather than PTSD. There were three stages in the relationship between loneliness and DSO. From T1 to T2, DSO symptoms positively predicted loneliness. From T2 to T3, they had a positive predictive relationship with each other. From T3 to T4, loneliness sustained the development of the DSO symptoms. In terms of security, security significantly predicted both PTSD and DSO symptoms from T2 to T4, but they didn't predict security.
Conclusions: This study found that loneliness and security played an important role in the development of CPTSD symptoms. DSO symptoms can destroy interpersonal communication, so it may lead to loneliness, in turn, loneliness maintain DSO symptoms. When the security mechanism collapses, it will not only cause PTSD but also DSO symptoms. Targeting loneliness and sense of security in the intervention of children with repeated trauma may help alleviate CPTSD symptoms.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 140

HOW DOES CHILD MALTREATMENT AFFECTS COMPLEX POSTTRAUMATIC STRESS DISORDER: THE ROLE OF EARLY MALADAPTIVE SCHEMAS IN THE DOMAIN OF DISCONNECTION/REJECTION

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Introduction
Complex Posttraumatic Stress Disorder (CPTSD) is closely related to childhood maltreatment. Early Maladaptive Schemas (EMS) refer to persistent negative cognitive patterns formed in childhood. EMS are well-established mediators between childhood maltreatment and psychopathology. However, how EMS affect CPTSD symptoms among adolescents with child maltreatment remains unclear, particularly regarding different effects on distinct EMS domains.

Purpose
This study aims to investigate the mediating role of EMS between child maltreatment and CPTSD, and to identify which EMS dimension is critical in influencing CPTSD.

Method
Child maltreatment was assessed in November 2023 (T1) using the Childhood Trauma Questionnaire. EMS was assessed in April 2024 (T2) using the Young Schema Questionnaire-Short Form, including 3 domains of EMS (impaired autonomy and performance, disconnection and rejection, over-vigilance and inhibition). CPTSD symptoms were assessed in November 2024 (T3) using the International Trauma Questionnaire, including posttraumatic stress disorder (PTSD) and disordered self-organization (DSO) symptoms. The 3-waves longitudinal data included 722 adolescents with child maltreatment. Path analysis was used to estimate the effects of child maltreatment on PTSD and DSO symptoms and potential mediating roles of the three EMS domains.

Results
Child maltreatment positively predicted all three EMS domains. Only disconnection and rejection significantly predicted PTSD and DSO symptoms and mediated the relationships between child maltreatment and PTSD and DSO symptoms.

Conclusions
This study found that the disconnection and rejection domain of EMS is a potential mechanism for the development of CPTSD symptoms among adolescents with childhood maltreatment. This domain manifests the fragmentation of self-concept and disconnections with others after child maltreatment, which may trigger the important avoidance symptoms in PTSD. In addition, negative perceptions of self and others may also contribute to DSO symptoms. In future interventions for maltreatment, the inclusion of EMS interventions targeting disconnection and rejection may alleviate CPTSD symptoms.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1790

UNDERSTANDING FILIPINO CHILDREN'S PERCEPTION OF HOTLINES AND HELPLINES: IMPLICATIONS FOR CHILD PROTECTION

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This mixed-methods study investigated Filipino children's perceptions of hotlines and helplines, examining their understanding and engagement with these services through the lens of child participation and child protection. The quantitative phase indicated that although very few children had prior direct experience with these services, it revealed a promising openness to future utilization, and demonstrated clear expectations regarding the potential functions and benefits of hotlines. The survey also showed that they have clear expectations about what hotlines can do for them. Qualitative findings corroborated the general acknowledgment of the importance of hotlines, but concurrently revealed significant barriers, including persistent concerns related to trust, confidentiality, and practical accessibility challenges. The focus group discussions revealed the underlying reasons, experiences, and contextual factors influencing these perceptions. The integrated analysis highlights the critical need for child-sensitive reporting mechanisms that are culturally sensitive approaches to enhance children's confidence in and utilization of these vital protection mechanisms. The results further support the need to advocate for different ways of disclosing and reporting incidents of abuse, including hotlines and helplines services.

06 - Division 6: Clinical and Community Psychology

Public & Community Care 2

Friday 24 July 2026 from 13:00 to 14:30

(M-Lorenese)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1990

SELF-CRITICISM IN PREVENTIVE GUIDED SELF-HELP INTERVENTIONS: GREATER GAINS OR GREATER RISKS? ITS EFFECT ON ADHERENCE, TREATMENT SUCCESS, AND WORKING ALLIANCE

Di Consglio M.[1], Bassi De Toni M.*[1], D''Olimpio F.[2], Couyoumdjian A.[1]

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Self-criticism increases vulnerability to psychological distress and is linked to various psychopathologies. In psychotherapy, it is typically associated with greater symptom severity, lower adherence, poorer outcomes, and higher dropout. However, evidence from preventive interventions suggests that self-criticism can sometimes act as a facilitator of change, with higher baseline levels predicting greater improvements. This study aims to expand this line of research by examining how self-criticism affects adherence, working alliance, and outcomes within NoiBene, a guided self-help program designed to promote well-being and prevent distress among nonclinical university students. A total of 455 participants (82% female; M = 23.5 years) were included in the study. Before and after the intervention, participants completed measures of self-criticism, psychological well-being, emotional awareness, rumination, worry, perfectionism, psychological inflexibility, and assertiveness. After the intervention, adherence and working alliance were assessed. Following the assessment phase, participants began the NoiBene intervention. Baseline levels of self-criticism were used to categorize participants into three groups: mild, moderate, and severe, based on tertile splits. Most participants concluded the entire NoiBene intervention (90.8%). Contrary to evidence from clinical settings, high self-criticism was not associated with increased dropout or weaker alliance. Furthermore, those with severe self-criticism showed greater improvements in emotion awareness, perfectionism, rumination, and psychological inflexibility. They also started with higher baseline difficulties, indicating both greater need and more room for change. These findings suggest that, in preventive guided self-help contexts, self-criticism does not necessarily hinder engagement or outcomes and may, under certain conditions, function as a catalyst for change. Limitations include the self-selected sample, which may limit generalizability; the lack of qualitative data to understand reasons for dropout; and the assessment of working alliance only at post-intervention, which may not capture its development over time. Implications for tailoring digital preventive interventions and addressing dropout risk are discussed.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 2052

HOW DO MECHANISMS OF CHANGE UNFOLD OVER TIME? EMOTION REGULATION AND QUALITY OF LIFE AFTER TD-CBT IN PRIMARY CARE

Carpallo--González M.*[1], Esteller--Collado G.[2], Prieto--Vila M.[2], Cano--Vindel A.[3], González--Blanch C.[4], Ruiz--Rodríguez P.[5], Muñoz--Navarro R.[2]

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Introduction. A total of 1,061 patients presenting with emotional disorder symptoms (anxiety, depression, and somatization) were enrolled in the PsicAP trial, a randomized, single-blind, two-arm clinical trial conducted across 22 primary care centers in Spain. Of these, 631 participants (TAU = 316; TD-CBT + TAU = 315) completed the full intervention and all pre- and post-treatment assessments; 511 participants (TAU = 238; TD-CBT + TAU = 273) completed baseline and 3-month follow-up assessments; and 388 participants (TAU = 180; TD-CBT + TAU = 208) also completed the 12-month follow-up. The assessment battery included measures of symptoms, emotion regulation strategies (ERS), and quality of life (QoL).
Purpose. The present study examines the potential mediating effect of several ERS—adaptive (reappraisal) and maladaptive (suppression, metacognition, rumination, and worry)—in the relationship between treatment group assignment and the four QoL domains (physical, psychological, social, and environmental) at short- and long-term follow-up.
Method. Multivariate mediation analyses will be conducted using the PROCESS macro for SPSS (Hayes, 2017), with 10,000 bootstrap resamples. Treatment group assignment (TAU vs. TAU + TD-CBT) will be entered as the independent variable, ERS as mediators, and QoL domains at 3 and 12 months as dependent variables.
Results. The findings will address the role of ERS as potential mechanisms of change underlying the transdiagnostic treatment in primary care, particularly in enhancing QoL in the TD-CBT + TAU condition, as well as the variance across QoL domains.
Conclusions. These results will contribute to a better understanding of the mechanisms of change driving the efficacy of TD-CBT, with a specific focus on the mediating role of ERS in improving quality of life.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1714

PSYCHOLOGICAL BARRIERS AND FACILITATORS TO MENTAL HEALTH HELP-SEEKING ACROSS THE AUSTRALIAN LANDSCAPE: SHAME, STIGMA AND SELF-COMPASSION

Freire M.*, Dumaine T., Loder C.

The University of Newcastle, Australia ~ Callaghan, New South Wales ~ Australia

Introduction
Suicide rates in very remote areas of Australia are more than twice those in major cities, with 21.0 deaths per 100,000 population compared to 10.0 in urban areas. This stark difference points to underlying disparities in mental health outcomes. While engaging with professional mental health services is essential, barriers to help-seeking remain a persistent challenge, particularly in regional and remote communities. Shame and stigma are widely recognized as psychological obstacles to seeking help for mental health, whereas self-compassion may offer a protective pathway toward engagement. However, the interplay among these factors across geographic contexts remains poorly understood.
Purpose
This study explores how shame and stigma influence help-seeking intentions, and whether self-compassion moderates these effects across urban, inner regional, and outer regional/remote Australian populations.
Method
Participants (N = 747) completed validated measures of mental health distress, shame, stigma, self-compassion, and help-seeking intentions. Hierarchical multiple regression analyses were conducted for each geographic group, controlling for mental health distress and testing interaction terms. Preliminary analyses are reported here.
Results
Initial findings indicate that stigma consistently suppresses help-seeking across all geographic groups, while shame demonstrates limited direct influence. Self-compassion appears to facilitate help-seeking, but only within inner regional contexts, where it also shows evidence of buffering the impact of shame. Mental health distress is a stronger predictor of help-seeking in urban and inner regional populations, but plays a less prominent role in remote areas. Multicollinearity among interaction terms affected the reliability of moderation effects, prompting further modeling to clarify these relationships and explore underlying mechanisms.
Conclusions
Preliminary results highlight stigma as a key barrier to help-seeking, with self-compassion showing promise as a protective factor in regional settings. Geographic differences suggest that tailored interventions may be needed. Further analyses will refine these findings and explore structural pathways, to inform policy and practice.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 1606

A PHOTO-ELICITATION STUDY ON THE HEALTH-SEEKING EXPERIENCES OF WOMEN WITH BIPOLAR DISORDER

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De La Salle University ~ Manila ~ Philippines

This qualitative study delves into the health-seeking experiences of women with Bipolar Disorder, shedding light on their pursuit of holistic health and well-being amidst the challenges posed by this erratic and chronic condition. Employing a photo-elicitation approach, the research illustrates the dynamic interplay between psychological and socio-contextual resources, framed within Antonovsky's salutogenic model of health. Employing reflexive thematic analysis on the interviews with six women (mean age of 28.67 years) diagnosed with Bipolar Disorder, the findings elucidate a dual approach to their pursuit of health. First, it illustrates how women with Bipolar Disorder actively maintain their well-being, driven by a strong sense of agency in health management and empowered by a profound religious faith, which empowers them to do what they can and entrust what they cannot, encouraging them to take practical steps to establishing health behaviors and sustaining their sense of hope and resolve in seeking health. Second, the study underscores the crucial role of external supports amidst turbulent mood swings and suicidal ideations. This includes receiving a deep personal connection with God, ensuring security even when personal and interpersonal resources falter. Simultaneously, being supported by nurturing communities that provide civil, social, domestic, and material support play a pivotal role in enabling women with Bipolar Disorder to engage actively in societal roles, fostering a sense of purpose and a clear vision of their continued commitment to life. Participant-captured photographs provide insights into the multi-faceted nature of health, highlighting the defining feature of 'stability' in health for women with Bipolar Disorder. This study advocates for a socioecological approach and provides practical recommendations for enhancing comprehensive support for women with Bipolar Disorder.

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology SDG 10: Reduced Inequalities SDG 16: Peace, Justice and Strong Istitutions SDG 3: Good Health and Well-being

Abstract 4606

REIMAGINING APPLIED PSYCHOLOGY IN RESTRICTIVE CONTEXTS: TRUST, RESPONSIBILITY, AND COMMUNITY-BASED PATHWAYS TO WELL-BEING

Khombo S.*, Christopher J.

Midlands State University ~ Gweru ~ Zimbabwe

Introduction
Applied psychology is increasingly being asked to respond to everyday realities shaped by inequality, uncertainty, and declining trust in public institutions. In many low- and middle-income countries, psychologists work in social and institutional environments that place real limits on how mental health care can be understood, accessed, and sustained. These conditions invite a rethinking of applied psychological practice, one that looks beyond individual distress and pays closer attention to communities, relationships, and local ways of coping.
Purpose
This study explores how trust, responsibility, and hope are understood and put into practice within community-based psychological work in restrictive contexts. Using Zimbabwe as a case study, the study aims to contribute to emerging conversations in applied psychology by highlighting culturally grounded and socially responsive practices that support meaningful and sustainable community well-being.
Method
The study adopted a qualitative case study design. Data were collected through semi-structured interviews with applied psychology practitioners and community stakeholders who are actively involved in community-based psychological initiatives in Zimbabwe. The data were analysed thematically to identify shared experiences and perspectives related to trust-building, responsibility, community engagement, and well-being.
Results
The findings suggest that trust lies at the heart of effective applied psychological work in restrictive contexts. Participants described how culturally grounded, participatory, and asset-based approaches help strengthen psychological resilience, social connection, and a sense of collective agency. Responsibility for well-being was understood as something shared between practitioners and community members, allowing locally meaningful pathways to emerge even in the face of ongoing structural challenges.
Conclusions
This study highlights the potential of applied psychology to support community well-being and social cohesion when practice is ethically grounded and responsive to local realities. Paying attention to trust, shared responsibility, and community participation offers a promising way of reimagining applied psychological practice in settings marked by social and institutional constraints.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1892

APPLIED PSYCHOLOGY IN THE TRENCHES: METHODOLOGICAL BEST PRACTICES FOR CONDUCTING COMMUNITY-BASED, PARTICIPATORY RESEARCH WITH VULNERABLE FARMWORKERS

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[1]The University of Texas at Arlington ~ Arlington ~ United States of America, [2]Oregon Health & Science University ~ Portland ~ United States of America

There are approximately 2.4 million farmworkers in the United States, the majority of whom are Latino immigrants. Work is an important social determinant of health that has a powerful influence on health disparities, and farmworkers are at greater risk of exposure to physical and psychosocial work hazards, lower wages and economic insecurity, unfavorable employment policies, and barriers to accessing healthcare. For example, farmworkers typically work long hours but in the US are federally excluded from receiving guaranteed overtime pay. In spite of these challenges, U.S. farmworkers have built strong structures to promote greater health and well-being, including networks of community-based organizations, farmworker unions, and informal community groups.

The purpose of this presentation is to share our transdisciplinary approach in this emerging field. Specifically, we share our development and implementation of a longitudinal, mixed-methods, and community-based participatory research (CBPR) study to examine risk and protective factors for farmworker health and well-being, and to evaluate the impact of a policy intervention, in the form of the implementation of a State-level farmworker overtime legislation over its 5-year phase-in period.

For years, we have been working in partnership with the farmworker community through community-based organizations, academic research institutions, and a community advisory board. We share how this partnership was built and our collaborative processes for conceptualizing and implementing each phase of our research partnership. We also share our methodological approach to data collection and dissemination to this point, including interviews, focus groups, and two waves of surveys. We also discuss our approach to dissemination of findings to community stakeholders.

Overall, we believe that these CBPR approaches serve as important examples for research teams to draw from to build trust and enhance societal applications when engaging in research activities considering work as a social determinant of health for at-risk or vulnerable community members.

06 - Division 6: Clinical and Community Psychology

Migration and Minority Stress

Friday 24 July 2026 from 13:30 to 15:00

(E- Spadolini)

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 669

VOICES, CHOICES AND RIGHTS: DEMOCRATISING COMMUNITY COHESION THROUGH COMMUNITY PSYCHOLOGY

Wilson S.*

University of Lancashire ~ Preston ~ United Kingdom

Public trust in institutions is at a critically low level worldwide, posing a risk to community cohesion. This presentation will cover a decade of community research in low-income coastal communities in the UK, which aimed to build capacity and connections between communities and institutions, thereby contributing to community cohesion. A range of Participatory Action Research (PAR) approaches will be described, including peer interviews, doorstep surveys, and photovoice, all of which were conducted in collaboration with local institutions, such as schools, the police, and local government. The transdisciplinary theoretical scope of the work covered social psychology, sociology and activism, all of which are central to community psychology. A synthesis of the data revealed that perceived relationships between communities and institutions are a significant contributor to the success of interventions aimed at building community capacity and connections. Collectively, the experiences of participants have been collated and contributed to a co-produced 'relational wealth building' framework (Wilson, 2024). The research had a significant impact in building sustainable communities by enhancing capacity and fostering relationships between communities and institutions. New grassroots community organisations have created employment opportunities for local activists, which address the needs of the community as identified through their research (Wilson & Morris, 2022). The findings have also been used by local government to develop new mechanisms for engaging and involving diverse communities in local decision-making (Wilson, 2025). Moreover, the methodologies that have evolved throughout the course of the research have recently been commissioned by a leading UK philanthropy charity to develop community-led grant-making strategies. The challenges of building relational wealth and relational democracy between communities and institutions will be critically discussed. It is hoped that this session will inspire others to develop relational research and practice, cultivating conditions of hope, responsibility and democratic values.

Division 6: Clinical and Community Psychology Division 7: Applied Gerontology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2700

FORCED MIGRATION TRAUMA, CURRENT DAILY STRESSORS, MENTAL HEALTH, AND SLEEP QUALITY AMONG ELDERLY ROHINGYA REFUGEE PEOPLE RESETTLED IN BANGLADESH

Haque S.*, Borak Z.

Monash University Malaysia ~ Bandar Sunway ~ Malaysia

The relationship between trauma and mental health is well-documented, but how trauma experienced during a forceful migration and ongoing daily stressors affect the mental health and quality of sleep of elderly refugee populations is scarce. We recruited 207 forcibly displaced Myanmar nationals, aged 60 to 100 years, resettled in Cox's Bazar and Bhasanchar, Bangladesh. The participants completed the Questionnaire for Traumatic Events Assessment and the Brief Daily Stressors Screening Tool to report the types and frequency of traumatic incidents they were exposed to and their ongoing general stressors. We also assessed their religious coping, sleep quality, PTSD, depression, and generalized anxiety using standardized, Rohingya-translated tools. Hierarchical multiple regression analyses revealed that exposure to trauma and daily stressors significantly predicted PTSD, depression, and sleep quality after controlling for the participants' age and gender, in which daily stressors appeared to be a stronger predictor. Parallel mediation analyses showed that daily stressors mediated the predictive relationship between trauma and PTSD positively; however, negative religious coping mediated this relationship negatively. Daily stressors also positively mediated the trauma-depression and trauma-sleep quality relationships. The results indicate that practitioners should address daily stressors, besides past trauma, while devising any intervention programmes for refugee mental health and their sleep disturbances.

Division 10: Psychology, Law, and Ethics Division 8: Health Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 14: Life below water SDG 12: Responsible consumption and production

Abstract 1057

TRANSDISCIPLINARY COLLABORATION TO SUPPORT SURVIVORS OF HUMAN TRAFFICKING AND FORCED LABOR

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This presentation examines the psychological and legal dimensions of human trafficking and forced labor at sea through the lens of the dialogical approach in social representations theory. Drawing on the transdisciplinary collaboration fostered by COST Action Blue Rights (the COST Action focuses on the protection of liberty at sea, rooted in the ethical assumptions about human dignity and freedom, inherent to the concept of human rights), we explore how insights from psychology – particularly regarding complex trauma, coercion, and isolation – can inform the practices of legal professionals, policymakers, and government representatives engaged in protecting human rights at sea. Forced labor will be contextualized within broader discussions of decent work and responsible consumption, highlighting the structural push and pull factors that drive trafficking and exploitation. We will point out how this type of interdisciplinary collaboration might contribute towards specific SDGs, including “Life Below Water” that is rarely considered by psychologists, as forced labor and trafficking are particularly relevant in fishing activities (what in legal studies is referred to as “the conservation and management of fisheries resources”).

Using narratives from migrants trafficked into exploitative labor, we discuss how lived experience can both enrich and complicate policy responses, while interrogating the legal weight of personal testimony in judicial proceedings. We argue that while survivors’ stories are essential in shaping public understanding and accountability, expectations placed on individual testimony often overlook the psychological realities of trauma disclosure. In this respect, we consider the role of professionals such as psychologists, social workers, and lawyers in co-constructing and mediating such narratives. By integrating psychological knowledge with legal frameworks, we aim to demonstrate how a human-rights-based approach can more effectively address the complexities of forced labor at sea and strengthen protections of liberty and dignity.

Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1451

A PRACTICAL GUIDELINE FOR CO-CREATING KNOWLEDGE WITH MIGRANT DOMESTIC WORKERS USING THE PHOTOVOICE METHOD

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This paper presents a comprehensive psychological guideline for implementing photovoice methodology with migrant domestic workers (MDWs), grounded in feminist participatory action research and applied psychology principles. The framework addresses critical mental health disparities and psychological vulnerabilities experienced by MDWs, including social isolation, identity challenges, acculturative stress, and limited psychological support systems within host countries. The guideline emerged from extensive applied psychology research conducted across multiple Asian contexts, examining the psychological well-being and coping mechanisms of MDWs through culturally responsive methodologies. Our approach integrates visual storytelling techniques with psychological assessment frameworks, enabling MDWs to articulate their mental health experiences, resilience strategies, and psychosocial needs through collaborative knowledge creation. The methodology encompasses psychological safety protocols, trauma-informed practices, and culturally adapted interview techniques that respect participants' emotional boundaries while facilitating meaningful psychological exploration. Training modules incorporate basic photography skills, narrative therapy principles, and psychoeducational components about mental health literacy. The framework emphasises psychological empowerment, therapeutic benefits of creative expression, and the development of critical consciousness regarding structural factors affecting mental health outcomes. Data collection procedures include photo-elicitation interviews informed by phenomenological psychology, focus groups utilizing group therapy dynamics, and collaborative analysis processes that validate participants' psychological insights. The approach demonstrates significant therapeutic value, promoting emotional processing, identity reconstruction, and collective healing among participants. This guideline offers applied psychologists, researchers, and practitioners evidence-based tools for conducting psychologically informed participatory research with vulnerable populations. It provides practical applications for community psychology interventions, cross-cultural psychological assessment, and policy development addressing migrant mental health. The interdisciplinary framework ensures methodologically rigorous and ethically sound applications across diverse psychological practice contexts globally.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2037

CLINICAL EFFECTS OF DANCE MOVEMENT THERAPY AND SOCIAL IMPACT ON THE RECOVERY PROCESS OF WOMEN REFUGEES: A COMPARATIVE LONGITUDINAL STUDY

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Introduction: Women affected by migration are often at increased risk of developing post-traumatic stress disorder (PTSD), depression, and anxiety. Dance movement therapy (DMT) can be effective in alleviating these symptoms. Psychotherapeutic interventions, including DMT, are more effective when addressing structural vulnerabilities linked to migration, including exposure to violence, material insecurity, and social isolation.
Purpose: Our study explored whether social factors, such as access to food, housing, employment, and social support, moderate the effectiveness of DMT.
Method: This comparative longitudinal study examined the role of social determinants in the effectiveness of DMT among migration-affected women (N = 28). Participants were assigned to either an experimental group receiving the DMT intervention or a control group without intervention. Data were collected at baseline (T0) and after two months (T1). Measures included a socio-demographic questionnaire, the DASS-21 for depression, stress, and anxiety, the PCLS for PTSD symptoms, and the SSQ6 for social support (which assessed perceived availability of social support sources and satisfaction of the support). Within- and between-group comparisons were conducted using Mann-Whitney U tests, and robust linear regressions estimated adjusted associations with contextual covariates.
Results: Participants in the DMT group showed greater reductions in depression and hyper-arousal compared to controls. Social support was the most consistent predictor of improvement, while food access, housing stability, and employment had limited or inconsistent effects.
Conclusions: These findings indicate that clinical interventions should not only implement DMT but also actively integrate social determinants of health, ensuring care is both therapeutic and context sensitive. From a research perspective, this study underscores the need for further research on how social variables moderate the effects of DMT, especially among migration-affected women. Larger studies are required to clarify the complex interactions between mental health, social contexts, and therapeutic outcomes.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 607

THE IMPACT OF ACCULTURATION GAP ON PSYCHOLOGICAL WELLBEING: THE ROLE OF LANGUAGE BROKERING AND PARENT-CHILD DYNAMICS

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Introduction & Purpose: Acculturation gap (AG) occurs when immigrant parents acculturate slower than their children (Bazanez et al., 2014). Due to differences in values and preferred behaviors, greater AG is likely to increase conflicts and affect parent-child relationship quality (PCRQ), which in turn may lead to poorer psychosocial outcomes for children of immigrants. Additionally, higher AG may result in greater occurrence of language brokering (LB) served by children, which in turn may negatively impact their psychological wellbeing (PW). The influences of AG, LB, and PCRQ on PW of adult children from immigrant families have not been thoroughly studied. The current study aimed to explore the indirect effects of AG on PW of adult children with immigrant parents via LB frequency and PCRQ.

Method: A total of 228 (M=21.12; SD=3.43) adult children of immigrants completed online surveys. The following measures with adequate psychometric properties were used: Acculturation Gap Conflict Inventory (Basaenz et al., 2014), Depression, Anxiety, and Stress Scale (Lovibond & Lovibond, 1995), Generalized Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), Rosenberg Self-Esteem Scale (Rosenberg, 1979), three questions assessing language brokering frequency, and Parental Environment Questionnaire (Elkins et al., 1997).

Results: Findings of the PROCESS Model 4 (Hayes, 2017) indicated significant indirect effects of AG on psychological distress (95%CI [.62, 1.91], self-esteem (95%CI [-.11, -.04]), and self-efficacy (95%CI [-.08, -.01]) via PCRQ. However, the indirect effect of AG through LB frequency was not significant on any of the PW variables.

Conclusions: The results indicated that for adult children of immigrants, AG was negatively associated with PCRQ, which in turn led to greater psychological distress, lower self-efficacy and self-esteem. However, LB frequency was not a significant mediator. Findings highlight the importance of facilitating dialogue about acculturation processes and its relational impact when working with immigrant families. Further implications and limitations will be discussed.

06 - Division 6: Clinical and Community Psychology

Child and Adolescent Mental Health 2

Friday 24 July 2026 from 14:00 to 15:30

(G-Spadolini)

Division 17: Professional Psychology Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions

Abstract 255

MYTH, MESS & MASTERY (CHILDHOOD SEXUAL ABUSE)

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Abstract: Therapeutic Services that focus on the synthesis of research and clinical practice are vital in providing efficacious change for the individuals who have been victims of childhood sexual abuse. This presentation will address what processes have been helpful in being a catalyst in changing one's inner life as well as providing meaningful applications and fulfilling experiences.

Those that has been victimized quite frequently finds themselves stuck in an emotional impasse where they are not able to move forward in their life and find themselves repeating a pattern of self-defeating decisions and actions. The key to amelioration is helping the person become aware and cognizant of their habitual choices and interrupt this cyclic repetition and acquire a more productive framework to advance the quality of their life. This process can be simply described as "reframing". Reframing in therapy is used to help clients view a situation, thought, or emotion from a different perspective—often a more positive or constructive one. The goal is to shift how the client interprets or understands their experiences, which can lead to changes in emotional responses and behavior.

In this presentation, initially focusing on the MYTHS regarding childhood sexual abuse. Subsequently, addressing the MESS that follows from not recognizing the adverse and impairments that could result from Childhood Sexual Abuse. Finally, concluding by looking at the MASTERY that could arise from moving from being a Victim, to a Survivor and possibly a Thriver.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 982

DIFFERENCES BETWEEN MEN AND WOMEN IN INTRAFAMILIAL RELATIONSHIPS AND STRENGTHS IN ADOLESCENTS

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Universidad de Guadalajara ~ Guadalajara ~ Mexico

Introduction: Intrafamilial relationships are the interactions and bonds established between family members. During adolescence, they are essential for achieving comprehensive development. Together with strengths, their balance provides each individual with the ability to act responsibly within their family and social environment. When these relationships and strengths are well established, they contribute to overall well-being. It is important to know whether there are differences between men and women with regard to these variables. Objective: To compare gender differences in intrafamilial relationships and strengths in high school students. Method: A cross-sectional correlational study was conducted with 315 students from a public university in Mexico. The revised short version of the intrafamilial relationship assessment scale and the adolescent strengths assessment scale were applied. Mean comparisons were made using Student's t-test for independent samples. Results: No statistically significant differences were found between males and females in intrafamilial relationships. In terms of external strengths, differences were detected in maternal support $t(313) = -2.04$, $p = .042$, $d = -0.23$ and maternal supervision $t(313) = -3.60$, $p < .001$, $d = -0.42$ in favor of women. Meanwhile, in internal strengths, differences were found in resistance to pressure, $t(313) = 2.79$, $p = .006$, $d = 0.32$, with higher means in men, and expression of anger, $t(313) = -3.81$, $p < .001$, $d = -0.44$; and school expectations, $t(313) = -2.51$, $p = .013$, $d = -0.29$, with higher scores in women. Discussion: The results show that there are differences between the strengths related to male and female adolescents that should be taken into account in interventions.

Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 4: Quality Education

Abstract 1329

USING VIGNETTE METHODOLOGY TO INVESTIGATE PUBLIC PERCEPTIONS OF MENTAL HEALTH: INSIGHTS FROM A MULTICULTURAL PROJECT ABOUT ADHD

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Understanding how individuals perceive and evaluate social phenomena is a central task in the social sciences. Traditionally, these processes have been examined with attitude questionnaires, which conceptualize attitudes as relatively enduring organizations of beliefs, feelings, and behavioral tendencies toward socially significant objects, groups, or events. Such measures typically rely on single statements requiring respondents to indicate agreement or disagreement.

In contrast, vignette methodology employs brief, contextualized narratives describing a protagonist's behavior in specific situations. This approach offers greater ecological validity and experimental control, enabling quasi-experimental manipulation of vignette features analogous to A–B testing. Researchers can thereby explore how contextual factors influence perception and judgment.

Research on public perceptions of attention-deficit/hyperactivity disorder (ADHD) has focused largely on attitudes and knowledge, with limited use of vignette methods. To address this gap, an international project developed vignettes explicitly grounded in DSM-5 diagnostic criteria. Each depicted one of the 18 core ADHD symptoms. Thirty-two psychiatrists and clinical psychologists from five European countries evaluated these vignettes for construct validity. Based on feedback, several were revised, and eight additional vignettes were created to capture social functioning difficulties and emotional dysregulation beyond DSM-5 symptoms.

The revised vignettes were piloted with over 1,000 participants. Results showed significant differences in perceptions of commonality and typicality depending on the protagonist's gender. Using network and factor analyses, the set was refined to 12 validated items for efficient application.

Findings highlight the influence of contextual and demographic factors on interpretations of ADHD symptoms, demonstrating the value of vignette methods for capturing nuanced understandings of behavioral disorders. The developed tool provides a standardized, cross-culturally adaptable method to investigate social perceptions of ADHD, with applications in psychoeducation, stigma reduction, and clinical communication, advancing both assessment practices and applied research.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 759

LONGITUDINAL ASSOCIATIONS BETWEEN COMPLEX POSTTRAUMATIC STRESS DISORDER AND DEPRESSION SYMPTOMS: A FOUR-WAVE STUDY AMONG DE FACTO UNATTENDED CHILDREN IN CHINA

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Complex posttraumatic stress disorder (CPTSD) is widely comorbid with depression. However, how CPTSD and depressive symptoms interact with each other at the within-person level remains unclear. The current study aimed to conduct a random intercept cross-lagged panel model (RI-CLPM) to explore how depressive and CPTSD symptoms interact with each other during two years among de facto unattended children in China. We collected 4-wave data from 403 de facto unattended children in China over 2 years. The RI-CLPM was conducted to explore the longitudinal relationship between depressive symptoms, PTSD and disturbances in self-organization (DSO) symptoms of CPTSD. The results revealed that (a) depressive symptoms significantly predict PTSD symptoms and DSO symptoms, but CPTSD symptoms did not predict depressive symptoms at the within-person level, and (b) depressive symptoms were stronger predictors of DSO symptoms of CPTSD than PTSD symptoms. Our study suggests that depressive symptoms play a dominant role in maintaining the development of CPTSD among children. Furthermore, DSO symptoms of CPTSD play a key role in the maintenance of comorbid depression and CPTSD. In clinical settings, treating depressive symptoms as a priority target in interventions may improve the effectiveness of interventions for comorbid depression and CPTSD.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1305

EFFECTIVENESS OF A SCHOOL-BASED MENTAL HEALTH TRAINING PROGRAMME: THE TRANSFORMATIVE, RESILIENT, YOUTH-LED (TRY) GYM

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Introduction: Adolescent mental health is an escalating concern globally. While approximately one in seven youth aged 10–19 worldwide experience mental health conditions, a survey conducted in Hong Kong revealed that 24.4% of students aged 6–17 has at least one mental disorder. These alarming figures highlight the need for innovative, youth-centred approaches to prevention and improve adolescents' mental health. The Transformative, Resilient, and Youth-Led (TRY) Gym is a school-based, co-creative mental health training programme guided by positive psychology theories and the Positive Youth Development framework. It comprised three phases, including training, self-practice, and implementation of youth-created mental health promotion activities, to enhance adolescents' mental well-being.

Purpose: This study aimed to evaluate the effect of the TRY Gym programme on improving resilience, competence, and overall well-being among Hong Kong secondary school students.

Method: A mixed-methods design was used to assess programme outcomes. Eighty school students were recruited and completed surveys at baseline, post-training, and post-implementation, with 19 interviewed to assess changes in resilience, different domains of competence, and mental well-being. Quantitative data were analysed using ANOVA or Friedman tests, while qualitative responses were thematically coded for emerging insights.

Results: Significant improvements were observed from baseline to post-implementation in social (χ^2=20.22, p<.001), cognitive (χ^2= 13.25, p = .003), and emotional competence (χ^2=9.02, p=.022), resilience (χ^2= 16.050, p=.001), and overall well-being (χ^2= 14.68, p=.002). Additionally, positive changes in emotional competence (r=0.32, p=.004) and resilience (r=0.37, p<.001) were significantly associated with increased mental well-being. Meanwhile, improve in self-compassion was marginally significant associated with post-implementation change in mental well-being Qualitative data highlighted that, beyond gaining mental health knowledge, the co-creative process played a key role in participants' improved mental health.

Conclusions: The positive outcomes of the programme underscores its effectiveness and a co-creative and youth driven approach in improving mental health among adolescents.

Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 910

ASSOCIATIONS BETWEEN PERSONAL VALUES AND PROSOCIAL BEHAVIOR IN CHINESE ADOLESCENTS: EVIDENCE FROM A LONGITUDINAL PANEL NETWORK ANALYSIS

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Personal values are generally regarded as important motivational goals that influence an individual's prosocial behavior. Concurrently, prosocial behavior can help to internalize corresponding personal values by shaping self-perception and providing positive social feedback, particularly among adolescents who are still developing their values. Existing empirical studies have primarily focused on the unidirectional effects of personal values on prosocial behavior, overlooking potential reciprocal influences. Furthermore, these studies are often constrained by traditional methodologies, such as regression analysis or cross-lagged panel models, and tend to examine only a few values. This makes it challenging to capture the intricate and systematic relationships between various personal values and prosocial behavior. This study used cross-lagged panel network models based on two waves of annual follow-up data from 4,363 adolescents (Mean age = 13.38 years, SD age = 2.51; 51.2% female) to examine the dynamic relationships between the ten personal values proposed by Schwartz's circular model of values (self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism) and prosocial behavior. Results showed that: (1) prosocial behavior showed the highest out-expected influence and the lowest in-expected influence in the network, suggesting that it primarily influenced personal values rather than being influenced by them. (2) Prosocial behavior exerted primary positive effects on universalism, benevolence, stimulation, self-direction, and achievement. (3) Benevolence and universalism, in turn, were the main personal values that predicted prosocial behavior positively. The findings reveal a bidirectional relationship between personal values and prosocial behavior. This highlights the crucial role of promoting prosocial behavior among adolescents in shaping their personal values. Therefore, encouraging young people to engage in prosocial activities is an effective way of fostering these values.

06 - Division 6: Clinical and Community Psychology

Poster Session 1 - Division 6

Friday 24 July 2026 from 14:05 to 15:35

(X- Poster 1)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 156

SOCIAL STORY TELE-INTERVENTION WITH AFFECTIVE MUSIC TO ENHANCE EMOTIONAL STATE TERMS IN PRESCHOOLERS WITH AUTISM SPECTRUM DISORDER

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Introduction/Purpose: Preschoolers with autism spectrum disorder (ASD) had poor emotional terms. This study examined whether the effectiveness of a social story tele-intervention with affective music (SSTI-AM) in enhancing the expression of emotional state terms (EST) among preschoolers with ASD.

Methods: Twenty-eight preschoolers with ASD aged 5–6 years were included and randomly assigned to the experimental group (n = 14, Mage= 6.07 years) and the control group (n = 14, Mage= 5.91 years). All participants had a nonverbal index score of 80 or above on the WPPSI-IV. The SSTI-AM program consisted of four weekly sessions (one session per week), each lasting 50 minutes, during which emotional state terms—happy, sad, angry, and fear—were taught. Only the experimental group listened to corresponding original music excerpts while learning the emotional terms. The Emotional Lexicon Task (ELT) was used to assess expressive emotional vocabulary at four time points: pre-test, pre-intervention, post-intervention, and follow-up post test.

Results: A two-way mixed-design ANOVA was conducted with group and time as factors. A significant group × time interaction was found for EST accuracy, $F(3,78) = 4.899$, $p = .004$, $\eta p2 = .159$. Simple main effects analysis showed a significant group effect at the post-intervention time point, $F(1, 104) = 4.74$, $p = .032$, $\eta p2 = .044$, with the group receiving affective music scoring higher than the group without music.

Conclusions: The SSTI-AM significantly enhanced the expression of basic emotional state terms in preschoolers with ASD. These findings highlight the potential of SSTI-AM as a distance-friendly and effective approach to enhancing emotional lexicon acquisition in this population.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 115

FACIAL EMOTION PERCEPTION IN SCHOOL-AGED CHILDREN WITH AUTISM SPECTRUM DISORDER UNDER AFFECTIVE MUSIC CONDITIONS

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Introduction/Purpose: Previous research has shown that individuals with autism spectrum disorder (ASD) exhibit deficits in facial emotion perception (FEP). This study examined the FEP in children with ASD under affective conditions taking age differences into account.
Method: This study included 70 children with ASD (Young: n = 35 ; Mage (SD) = 7.18 (0.42) years; Old: n = 35; Mage (SD) = 9.18 (1.08) years) and 70 typical developing children (TD; Young: n = 35 ; Mage (SD) = 7.64 (0.21) years; Old: n = 35 ; Mage (SD) = 9.52 (1.42) years), all with a Verbal Intelligence Quotient above 70 using PPVT-Chinese version. Participants' FEP was assessed using the Facial Expression Recognition Task, involving 30 photos (10 neutral, 10 happy, 10 angry) presented under three music conditions (none, happy, angry). Photo stimuli and music conditions were counterbalanced across participants, accuracy and reaction time (RT) were recorded.
Results: Two three-way mixed-design ANOVA were conducted with group (ASD vs. TD), age (Young vs. Old), and music condition (none, happy, angry) as independent variables. For accuracy, the three-way interaction was significant in recognizing neutral faces ($F(2, 258) = 6.32$, $p = .002$). Furthermore, the old ASD and young TD groups showed significantly higher accuracy in the happy and angry music conditions compared to the no-music condition. For RT, the main effect of music was significant across the three facial expressions ($F(2,250) = 8.90$, $F(2,270) = 9.78$, $F(2,268) = 8.62$, $ps < .001$), indicating that both groups showed significantly shorter RTs in the music conditions than in the no-music condition.
Conclusion: The study found that FEP in children with ASD improved under affective music conditions. These findings provide empirical support for developing multisensory FEP interventions for school-aged children with ASD.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 86

NATURAL LANGUAGE PROCESSING OF PERSONAL NARRATIVES REVEALS COGNITIVE AND BEHAVIORAL SIGNATURES OF SELF-COMPASSION

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Introduction: Self-compassion is a psychosocial resource that associated with resilience, mental health, and performance across clinical, educational, and organizational contexts. For applied psychologists aiming to translate theory into evidence-based interventions, identifying the concrete cognitions and behaviors that constitute self-compassion in daily adversity is essential but remains a challenge. Natural language processing (NLP) applied to large-scale free-text data can capture subtle, context-dependent psychological patterns beyond the reach of traditional rating scales, offering deeper insights for applied practice.
Purpose: This study aimed to identify context-specific cognitive and behavioral patterns distinguish individuals with higher vs. lower levels of self-compassion.
Method: We collected 9,360 free-text narratives from 780 Japanese adults (by 12 prompts regarding thoughts and actions during experiences of suffering, personal shortcomings, and failure). Structural topic modeling was used to extract latent topics from the texts. Regression and network analyses examined links between topic proportions and self-compassion.
Results: Forty-seven interpretable topics emerged. Higher self-compassion was associated with topics characterized by problem-solving orientation, balanced optimism, and flexible self-improvement. Lower self-compassion predicted contrasting topics featuring self-criticism, upward social comparison with envy, depressive affect, and behavioral inaction. Topic prevalence varied by context: balanced optimism predominated during suffering and failure, whereas flexible self-improvement was more frequent in responses to personal shortcomings.
Conclusions: A large-scale, data-driven natural language approach sheds light on how self-compassion manifests across everyday challenges. Identifying context-dependent cognitive and behavioral signatures provides actionable targets for tailored interventions and demonstrates the value of integrating NLP into applied psychological research and practice.

06 - Division 6: Clinical and Community Psychology

Poster Session 7 - Division 6

Friday 24 July 2026 from 14:05 to 15:35

(X- Poster 2)

Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2005

BEYOND SYMPTOMS: INTEGRATING QUALITY OF LIFE IN THE EVALUATION OF PSYCHOLOGICAL INTERVENTIONS

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Introduction: The most prevalent emotional disorders in the general population—such as depression, anxiety, and somatization—exert a substantial impact on well-being and impose a considerable burden on healthcare systems. Traditionally, both research and clinical practice have emphasized symptom reduction as the primary indicator of therapeutic success and treatment efficacy. However, this approach is insufficient to capture subjective well-being and the broader impact on daily functioning. Quality of life (QoL), defined by the World Health Organization as an individual's perception of their position in life in relation to their cultural context, values, goals, and expectations (WHOQOL Group, 1994), represents a multidimensional construct encompassing physical health, psychological status, social relationships, and environmental factors.
Purpose: The present work aims to highlight the need to integrate QoL as a key outcome measure in the evaluation of psychological interventions, complementing traditional symptom-based assessments.
Method: A systematic review with exploratory elements was conducted across PubMed, PsycINFO, and Web of Science databases. Studies published between September 2015 and September 2025 addressing large-scale psychotherapy programs implemented in healthcare contexts were included.
Results: The systematic review identifies relevant studies examining the outcomes of including QoLmeasures. EUROHISQoL and WHOQOL-BREF are the most cited instruments.The increasingly used in recent research to provide a multidimensional appraisal of QoL, is underscored.
Conclusions: The systematic incorporation of QoL into clinical evaluation is expected to yield a more comprehensive understanding of the real-world impact of psychological interventions, moving beyond the sole reduction of psychopathological symptoms. Positioning QoL as a central outcome will generate valuable insights into the physical, psychological, social, and environmental dimensions that shape overall well-being, thereby advancing a more integrative and patient-centered approach in clinical practice.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2107

MACHINE LEARNING MODELS FOR PREDICTIVE ASSESSMENT OF PSYCHOLOGICAL DISTRESS IN CRISIS CONTEXTS

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Introduction: Psychological distress has emerged as a significant public health concern during health crises, with prevalence rates reaching 25-45% globally. Traditional statistical methods present limitations in capturing complex non-linear interactions between multiple predictive variables. Machine learning (ML) techniques offer enhanced sensitivity for detecting patterns and developing clinically applicable predictive models.
Purpose: To develop and validate ML models for identifying the most predictive factors of psychological distress during health crises in adult populations, comparing eight different algorithms through systematic evaluation.
Method: Data from 1,605 adult participants from Madrid collected during a major health crisis were analysed. Psychological distress was assessed using the GHQ-12 questionnaire. Forty-five predictor variables were organized into seven theoretical categories: sociodemographic, economic, social, health exposure, institutional evaluations, specific health concerns, and housing conditions. Eight ML algorithms were compared using hyperparameter optimization and stratified cross-validation to select the optimal model.
Results: Psychological distress prevalence was 54.1%. LightGBM emerged as the best-performing algorithm, achieving an F1-Score of 0.707 and sensitivity of 77%. Economic factors dominated predictive capacity (26.1% of total importance), with personal economic concerns as the most relevant predictor. These were followed by institutional management evaluations (19.9%) and specific health-related concerns (17.5%). Psychosocial and economic factors predominated over direct health exposure.
Conclusions: ML models, particularly LightGBM, demonstrated clinically useful predictive capacity for identifying individuals at risk of psychological distress. The predominance of psychosocial and economic factors over direct exposure suggests that preventive interventions should focus on economic and social support during future health crises.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 1986

SUPPORTING PSYCHOLOGISTS IN THE DIGITAL ERA: USABILITY EVALUATION OF LOOMEE HEALTH

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Introduction: Digital transformation in mental healthcare requires platforms that integrate effectively into clinical workflows. LOOMEE Health is a SaaS platform combining administrative management and clinical tools for psychology professionals, supporting blended therapy approaches.
Purpose: To evaluate the usability and acceptance of LOOMEE Health among clinical psychology professionals during initial onboarding and explore user experience patterns.
Method: Clinical psychologists with varying experience levels (0 - >10 years, primarily cognitive-behavioural orientation) participated in a usability assessment during platform onboarding. Data collection included the System Usability Scale (SUS), perceived utility ratings (1-5 scale), learning time assessment, and qualitative feedback on first impressions, missing features, and overall platform evaluation.
Results: Most participants achieved platform competency in under one hour. SUS scores demonstrated above-average usability performance, with perceived utility ratings averaging 4.1/5. The total score of SuS was 83.43, considered acceptable. Participants consistently rated the platform's visual design positively, highlighting a clean interface and intuitive organization. Key strengths identified included a detailed evidence-based resource library (600+ materials), an integrated calendar system, and structured intervention planning. Areas for improvement included enhanced colour differentiation and expanded resource categories for specific populations.
Conclusions: LOOMEE Health demonstrates strong usability characteristics with rapid learning curves and high user acceptance among clinical psychologists. The platform successfully integrates administrative and clinical functions while maintaining workflow efficiency. Results support the platform's potential for widespread adoption in clinical psychology practice, with targeted improvements enhancing user experience across diverse professional profiles.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2120

CO-CONSTRUCTING KNOWLEDGE ON ASYLUM SEEKERS' WELLBEING: A PARTICIPATORY PHOTOVOICE STUDY IN ITALIAN EMERGENCY RECEPTION CENTERS

Forcella M.*[1], Ceccon C.[1], Costa S.[2], Pirchio S.[3], Miconi D.[4], Moscardino U.M.M.[1]

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Introduction

Global conflicts have displaced millions, raising concern about migrants' mental health (Pelletier et al., 2024). Although many studies highlight the role of living conditions in host countries, few examined how different asylum policies and reception practices affect well-being (MacFarlane et al., 2024; WHO, 2022). This is especially relevant in Italy, where recent reception reforms have reduced access to legal, educational, and psychological support, increasing the need for local-level knowledge on how structural and social determinants shape migrants' well-being (UNHCR, 2023).

Purpose

Within this context, Photovoice emerged as a valuable participatory action research (PAR) method, used with migrant communities to promote critical reflection, power-sharing, and communication (Cubero et al., 2024; MacFarlane et al., 2024; Wang & Burris, 1997). This study aims to explore how young adults seeking asylum in Italy represent their experiences, while co-producing knowledge to inform interventions and policy development.

Methods

42 male participants (Mage = 27; 36% from Western African and 32% from Northern African countries) participated in five Photovoice groups in Padua and Rome. Over six weekly workshops, participants took photographs and discussed how legal status and reception conditions affected their well-being. Themes were identified collaboratively and further analyzed by academic researchers. Three participatory circles were also held to co-design advocacy actions, including public exhibitions and conference contributions.

Results

The 204 photographs show prolonged uncertainty, isolation, and systemic exclusion. Participants described life as a state of "limbo", but also highlighted social connections, routines, and cultural learning as protective factors. They called for more inclusive educational and social opportunities.

Conclusions

Photovoice proves to be a powerful tool for generating community-based knowledge, centering affected voices, and informing inclusive policies and interventions. By actively involving participants in the research and dissemination process, this approach promotes empowerment and contributes to rethinking reception practices from the perspective of those directly affected.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2172

TOWARD A CULTURALLY ADAPTED MODEL OF PSILOCYBIN-ASSISTED PSYCHOTHERAPY: POTENTIAL MECHANISMS FOR ADDRESSING THE PSYCHONEUROIMMUNOLOGICAL CONSEQUENCES OF ACCULTURATION STRESS IN LATINX IMMIGRANTS

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Latinx immigrants account for nearly half of the foreign-born population in the United States, with more than 20 million individuals residing in the country. Although they often arrive with similar overall health to U.S.-born individuals, research shows that over time the cumulative burden of stressors before, during, and after migration—persisting as acculturation stress—frequently leads to a decline in both mental and physical health that worsens with years spent in the U.S. and across generations. Stressors such as discrimination, language barriers, legal concerns, identity conflicts, and social isolation compound risk for depression, anxiety, posttraumatic stress disorder (PTSD), substance use disorders, diabetes, and cardiovascular disease. Despite these needs, Latinx immigrants remain underrepresented in treatment, being 40% less likely to access care and nearly 70% more likely to discontinue services after the first visit.

Acculturation stress undermines psychological well-being and also produces psychoneuroimmunological (PNI) consequences, including dysregulation of the hypothalamic-pituitary-adrenal axis, disrupted cortisol rhythms, and elevated inflammatory markers such as CRP and IL-6, which increase vulnerability to chronic disease. However, few interventions address both the psychological and biological effects of acculturation.

Psilocybin-assisted psychotherapy (PAP) has emerged as a promising approach, with evidence of rapid and sustained improvements in PTSD, depression, and substance use after only one or two treatments. It has also shown potential for alleviating racial trauma, reducing identity-based stigma and shame, and fostering belonging, self-compassion, and stronger ethnic identity among marginalized groups. Early findings further suggest psilocybin may help restore healthy HPA and immune stress responses by promoting neuroplasticity, enhancing network connectivity, and reducing pro-inflammatory biomarkers.

By integrating psychological and biological evidence, this poster presents the potential of a culturally adapted PAP intervention for addressing acculturation stress and its associated health consequences in Latinx immigrants. It provides a conceptual framework for future research and encourages dialogue on reducing health disparities in underserved communities.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2109

DIGITAL TRANSFORMATION IN MENTAL HEALTH: CHATBOTS AS DIAGNOSTIC AND THERAPEUTIC SUPPORT TOOLS

Morales Gil I.*[1], Arribas--GarcÍa S.[1], Doval Moreno S.[1], Fausor R.[2], José Miguel G.[3], Inés M.[4], Macarena Q.[5], Francisco Javier Q.G.[6]

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Introduction: The growing demand for mental health care and limited access to specialized services have driven the development of AI-based digital solutions. Conversational chatbots emerge as promising diagnostic and therapeutic support tools, yet their clinical effectiveness and safety requirements remain under investigation.
Purpose: To analyse the current state of AI-powered chatbots in mental health, examining their effectiveness, technical requirements, and user/professional perceptions as complementary tools in clinical practice.
Method: A narrative review with exploratory elements was conducted across PubMed, PsycINFO, and Web of Science databases. Studies published between August 2019 and August 2025 addressing AI applications in mental health, specifically chatbots for diagnostic or therapeutic support, were included. Search terms combined artificial intelligence, conversational agents, mental health, and clinical processes. After duplicate removal and screening, 26 studies were analysed.
Results: The review included 11 randomized controlled trials, 6 systematic reviews, 7 observational studies, and 2 technical development studies. Evidence shows modest but consistent positive effects on depressive and anxiety symptoms, with small-to-moderate effect sizes in short-term interventions. Rule-based systems demonstrated good adherence and structured outcomes, while generative models showed greater conversational flexibility but required enhanced safety protocols. Critical limitations include lack of robust clinical validation, interpretation errors, and inability to manage crisis situations autonomously. Users valued accessibility and privacy, while professionals emphasized the need for complementary rather than substitutive use.
Conclusions: Chatbots show potential for transforming mental health care access but require rigorous evaluation, safety protocols, and clear regulatory frameworks. Implementation demands technical safeguards, clinical supervision, and ethical guidelines ensuring responsible integration into healthcare systems while maintaining human clinical judgment as fundamental.

Division 6: Clinical and Community Psychology Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2035

DEPRESSIVE SYMPTOMS AND EMPLOYMENT STATUS CHANGE IN SOUTH AFRICA: A LONGITUDINAL STUDY

Muchemwa M., Sodi T.*

University of Limpopo ~ Sovenga ~ South Africa

Depression is a growing public health concern in South Africa, particularly as the nation faces high unemployment rates and fluctuations in the labour market. This study examines the association between changes in employment status and levels of depression in South Africa over time. Using longitudinal data from the National Income Dynamics Study (NIDS) Waves 1–5 (2008–2017), we assess how transitions in employment—such as moving from employment to unemployment, unemployment to employment, and continuous unemployment—affect individuals' mental health. Results indicate that individuals who transitioned from employment to unemployment were more likely to experience depressive symptoms compared to those who remained continuously employed (OR = 1.202). Those who were continuously unemployed had an increased likelihood of experiencing depressive symptoms compared to continuously employed individuals (OR = 1.172). Individuals who transitioned from being unemployed to employed had higher depressive symptoms compared to the continuously employed (OR = 1.097). These findings highlight the mental health risks associated with employment status change. Targeted mental health support, such as counselling and therapy, is needed for both long-term unemployed individuals and newly employed workers. This support can be delivered through community-based mental health programmes and the integration of mental health services within the workplace.

06 - Division 6: Clinical and Community Psychology

Child and Adolescent Mental Health 3

Friday 24 July 2026 from 15:30 to 16:30

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1478

"THEY DON'T LOOK AT YOU AS A PERSON, THEY LOOK AT YOU AS A PROBLEM": ADOLESCENT PERSPECTIVES ON MENTAL-HEALTH HELP-SEEKING

Golding J.*, Freire M., Gauld C., Liddell B.

The University of Newcastle ~ Newcastle ~ Australia

Introduction

Mental health problems are prevalent in adolescence, yet one in three adolescents do not seek help. There is a dearth of research on adolescent help-seeking that incorporates perspectives from adolescents themselves. It is important to understand adolescent beliefs about mental health help-seeking to promote service uptake and earlier intervention for mental health problems.

Purpose

This study investigates adolescents' underlying beliefs about mental health help-seeking.

Method

We conducted focus groups at high schools with adolescents aged 14-18 years old. Using the Theory of Plan Behaviour (Ajzen, 1991), focus group discussions explored attitudes, subjective norms and control beliefs regarding mental health help-seeking. We also sought to understand perspectives on mental health intervention preferences. Qualitative data was analysed thematically, using NVivo, to identify perceived barriers and facilitators to mental health help-seeking.

Results

Several core themes emerged. Exploration of attitudes towards mental health help-seeking suggested that mental health literacy, stigma and gender roles were key factors that would influence help-seeking. Approval from family and friends was viewed as a strong facilitator of mental health help-seeking, with approval of parents being particularly important. Negative consequences to seeking help (e.g. dismissal, judgment, confidentiality breach) were viewed as prohibitive to help-seeking. Control belief themes relating to autonomy and mental health literacy were deemed to facilitate mental health help-seeking, however a perceived lack of control over practical aspects such as transport or financial resources were seen to preclude access to professional services, particularly in the absence of parental support. Adolescent preferences for interventions involved relatability, anonymity, online delivery, peer design and/or leadership.

Conclusions

Understanding adolescent underlying beliefs about mental health help-seeking is crucial to improving access to mental health services and promoting earlier intervention. These findings provide valuable adolescent perspectives on barriers and facilitators to mental health help-seeking.

Division 6: Clinical and Community Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1434

CONNECTING WITH NATURE, CONNECTING COMMUNITIES: PROMOTING ADOLESCENTS' WELL-BEING IN INTERCULTURAL CONTEXT.

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Introduction
Rising urbanisation, environmental crises, and increasing psychosocial distress among young people intersect with migration-related experiences, which may further challenge social bonds and well-being. These overlapping pressures highlight the need to understand protective factors and local dynamics through context-sensitive approaches in order to strengthen inclusion and support positive development in diverse communities. In this context, nature connectedness has emerged as a promising protective factor, yet its role among adolescents from migrant backgrounds remains under-explored.
Purpose
This study investigates how nature connectedness may support stress reduction, psychological well-being, and sense of community, aiming to inform inclusive and sustainable interventions for young people.
Method
A total of 400 adolescents—both with and without migrant background—from disadvantaged neighborhoods completed self-report measures assessing nature connectedness, perceived stress, psychological well-being, and sense of community. A mixed-methods approach was adopted: quantitative data were analysed using person-centred techniques to identify distinct profiles of connection and well-being, while a parallel community assessment provided contextual insights to support interpretation and practical relevance.
Results
Preliminary results suggest that adolescents with stronger nature connectedness experience lower stress levels, higher well-being and a stronger sense of community. Person-centred profiles reveal significant differences between highly and less-connected individuals. The analyses were supplemented by a community assessment to better understand contextual factors and also examined differences between adolescents with and without a migrant background.
Conclusions
The study identifies nature connectedness as a socially relevant factor linked to youth well-being, stress, and sense of community. The distinct patterns observed across migrant and non-migrant adolescents emphasise the importance of considering ecological and social contexts, supported by a community assessment, when designing initiatives for young people. These findings may offer valuable insights for aligning interventions with Sustainable Development Goals, particularly Good Health and Well-Being, Quality Education, and Sustainable Cities and Communities, to foster inclusive and collective well-being.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1427

DOES GROUP PSYCHOTHERAPY WORK FOR ALL? A TYPOLOGY OF ADOLESCENTS AND YOUNG ADULTS ATTENDING GROUP PSYCHOTHERAPY

Sabatella F.*, Von Wyl A., Wehrli R.M.

ZHAW ~ Zürich ~ Switzerland

Introduction. Unemployment during adolescence and young adulthood presents significant societal and individual challenges, negatively impacting social structures and personal well-being. A key issue is the transition from compulsory education to further education and employment. Not all emerging adults successfully navigate this transition. In Switzerland, vocational integration programs ("motivational semesters") aim to bridge this gap. However, participants in these programs often show elevated levels of psychological distress or mental health disorders. We therefore designed a group psychotherapy implemented in vocational integration programs.
Purpose. The present study therefore aims to explore how adolescents experience group psychotherapy. By identifying distinct typologies, this research seeks to inform clinical practice: to better understand for whom group therapy is effective, and for whom it may not be the best fit.
Method. The sample of the main study comprised 231 adolescents and young adults. It was a longitudinal study wir pre, post and follow up measurements. 139 took part in the interviews conducted at t1 when the adolescents and young adults left the program. Several interviews had to be excluded. The total sample size therefore consisted of 119 interviews. The collected transcripts were initially analyzed using focused content analysis, followed by a type-forming analysis.

Results. Five types of different adolescent group experiences were formed from the interviews: The group-oriented emotional type, the self-oriented observant type, the self-oriented rational type, the negatively evaluated type and the group-oriented altruistic type.

Conclusions. Our analysis revealed that not all participants profit at the same level from group psychotherapy, and that their experience can vary among the different types. These findings give a deeper insight into group psychotherapy for emerging adults

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1570

THE PREDICTIVE ROLE OF EMOTION DYSREGULATION AND PROBLEMATIC MOBILE PHONE USE AMONG CHINESE ADOLESCENTS: A CROSS-SECTIONAL AND CROSS-LAGGED NETWORK ANALYSES

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According to the compensatory internet use theory, adolescents with emotional dysregulation may increasingly rely on mobile phones to alleviate negative emotions. Conversely, problematic mobile phone use (PMPU), which has been identified as a behavioral addiction, can impair emotional processing and regulation abilities, potentially creating a vicious cycle. However, previous studies have explored PMPU and emotional regulation using latent variables. To address this gap, this study employed network analysis to (i) examine cross-sectional networks of adolescents' PMPU and emotional dysregulation symptoms and evaluate their replicability and (ii) explore their longitudinal cross-lagged comorbidity network. A sample of 1,527 students from grades 7 and 11 (M = 15.16, SD = 1.68) completed questionnaires on PMPU and emotional dysregulation at two time points spaced six months apart. The Problematic Mobile Phone Use Scale and the Brief Emotional Regulation Difficulty Scale were used to measure the symptoms of PMPU and emotional dysregulation, respectively. The study found that adolescents' emotional dysregulation directly influenced their PMPU. Additionally, lack of emotional clarity (a dimension of emotional regulation difficulties) and withdrawal symptoms (a dimension of PMPU) demonstrated the greatest predictive power within the comorbidity network, while limited access to emotion regulation strategies had the highest in-strength centrality. This study enriches the understanding of the dynamic association between PMPU and emotional dysregulation among adolescents, and emotional dysregulation was identified as a key factor influencing PMPU among adolescents. Developing prevention and intervention programs that target these core influencing factors would be more cost-effective.

06 - Division 6: Clinical and Community Psychology

Poster Session 2 - Division 6

Friday 24 July 2026 from 15:40 to 17:10

(X- Poster 1)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 725

DEVELOPMENT AND VALIDATION OF THE PARTNER RUMINATION SCALE

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Decades of research demonstrate clear bidirectional — and likely cyclical — links between depression and relationship distress; however, the precise mechanisms underlying this association remain unclear (Whisman et al., 2021). Rumination (the tendency to focus on negative thoughts and emotions in a repetitive and perseverative manner) has been studied extensively and is associated with both depression and relationship distress. Investigating this construct in an interpersonal context, however, may better elucidate the role rumination plays in both outcomes. This presentation focuses on the development and validation of the Partner Rumination Scale (PRS), a novel measure that assesses the proclivity to ruminate about a romantic partner. This instrument is comprised of 20 items (e.g., “I often have trouble letting go of negative thoughts about my partner; I think a lot about my partner’s flaws”). The PRS showed excellent internal consistency (Cronbach’s alpha = .95) and test-retest reliability (r = .81). Evidence of convergent and discriminant validity was demonstrated through correlations with several existing measures of rumination, an index of depressive symptom severity, and numerous instruments of relationship-related constructs. Exploratory factor analyses yielded a one-factor model that was supported via confirmatory factor analysis and cross-validated in an independent sample. Finally, the incremental validity of the PRS over two existing measures of rumination was supported in a representative sample of individuals with past depression. This study is the first to link partner rumination to depression, and the findings support the use of the PRS in both mood and relationship-specific contexts. The implications for research and practice will be discussed.

Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 336

TITLE: BIZI PROGRAMME: AN INTERACTIVE, SELF-MANAGED AND OPEN-ACCESS ONLINE COURSE TO PROMOTE SUICIDE PREVENTION IN COMMUNITY SETTINGS

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University of the Basque Country ~ Donostia San Sebastián ~ Spain

Abstract

Introduction: Suicide is a major public health issue affecting individuals across all demographics. Despite growing awareness, many community members lack the training necessary to identify and respond to individuals at risk. This highlights a critical gap in suicide prevention strategies: the need to empower non-clinical individuals to act as effective gatekeepers.

Purpose: The aim of this project was to design, implement, and evaluate BIZI, an accessible, evidence-based, online training program intended to equip the general population with the knowledge and skills required to recognize suicide warning signs and intervene appropriately.

Method: Developed by a multidisciplinary team from the University of the Basque Country, in partnership with Osakidetza and third-sector organizations, BIZI is a fully online, self-paced training program. The program comprises approximately 9 hours of content, including theoretical modules and four interactive, decision-based case scenarios. Data on completion rates, participant feedback, and self-reported learning outcomes were collected and analyzed.

Results: To date, BIZI has trained over 4,000 individuals, including teachers, social workers, and other community members. The program achieved an 86% completion rate. Participants reported significant improvements in suicide-related knowledge, confidence in responding to risk, and long-term retention of intervention strategies. The program's accessibility and no-cost model have contributed to its high engagement and broad reach. BIZI has also received recognition from the European Parliament as an innovative and scalable approach to suicide prevention.

Conclusions: BIZI demonstrates that community-based, online training programs can play a vital role in suicide prevention by bridging the gap between awareness and action. Its success underscores the potential for large-scale implementation across Europe, particularly in rural regions. Universities and public institutions have a critical role in promoting and expanding such initiatives, making suicide prevention a collective and achievable priority.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 647

TOWARDS SENSITIVITY IN MENTAL HEALTH CARE: A QUALITATIVE STUDY ON THE PERSPECTIVES OF PATIENTS AND PROFESSIONALS

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Erasmus University Rotterdam ~ Rotterdam ~ Netherlands

Introduction: In increasingly diverse societies, mental health care must move beyond standardized, protocol-driven approaches to meet the needs of all patients (Wampold et al., 2017; Westen et al., 2004). Sensitivity challenges the assumption of uniformity in treatment and emphasizes person-centred care (McLeod & Elliot, 2011; Slade, 2009). It is essential for reducing disparities in mental health outcomes, particularly among psychologically diverse populations (Powell, 2015). Psychological diversity refers to complex clinical presentations such as comorbidity, chronicity, and non-linear recovery trajectories (Slade, 2009). Despite growing attention, little is known about how sensitive care translates into everyday practice and how patients and professionals define it.
Purpose: This study explores the perspectives and experiences of patients and mental health professionals regarding psychologically sensitive care, aiming to identify gaps and opportunities to improve education, postgraduate training, and practice, ultimately promoting more equitable and inclusive care.
Method: This qualitative study will be conducted in the Netherlands with two groups: mental health patients with complex psychological needs and professionals working with this population. An expert group will inform topic lists and help interpret findings to ensure clinical relevance. Data will be gathered through (1) semi-structured interviews with former patients and (2) focus groups with professionals. Sampling will aim for variation in diagnoses, roles, and settings. Data will be analysed thematically.
Results, conclusion and discussion: Data collection is expected to be completed before March 2026. Analysis and discussion will focus on identifying challenges to implement sensitive care in everyday practice, strategies used by professionals to navigate psychological complexity, and points of alignment and divergence between patients and professionals perspectives. The study aims to promote equitable care by providing recommendations for professionals and educators to improve sensitivity in mental health care for psychologically diverse populations.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 636

EPISTEMIC TRUST IN PSYCHOTHERAPY: A SYSTEMATIC REVIEW

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Marmara University ~ Istanbul ~ Turkey

Epistemic trust (ET), the ability to evaluate and accept knowledge from others, has gained increasing recognition as a core process in psychotherapy. Disruptions in this capacity, often rooted in early adverse experiences, can reduce patients' openness to therapeutic input and limit treatment gains. This systematic review synthesizes 17 empirical studies (2014–2024) that investigated epistemic trust across diverse psychotherapies, including mentalization-based treatment, psychodynamic therapy, and multimodal rehabilitation. Findings highlight epistemic trust as both a mechanism of therapeutic change and an outcome of successful intervention, closely tied to alliance formation, engagement, and symptom improvement. Measurement approaches varied widely: self-report tools such as the ETMCQ and observational systems such as the ETRS demonstrated promising validity, yet methodological heterogeneity and limited cross-study comparability remain challenges. Importantly, current observational methods are still in early stages and require refinement to capture the dynamic, interactional, and culturally embedded nature of ET in psychotherapy. Notably, most studies relied on WEIRD samples, with underrepresentation of children, older adults, and non-Western populations. ET is emerging as a clinically actionable and transdiagnostic construct that underpins alliance, engagement, and outcomes across psychotherapies. Future research should adopt longitudinal, culturally sensitive designs to clarify developmental trajectories of ET and its role in sustaining therapeutic change.

Division 6: Clinical and Community Psychology - Others Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 589

INVESTIGATING THE INFLUENCE OF BILINGUAL EXPERIENCE ON COGNITIVE RESERVE VIA SEMANTIC NETWORK ANALYSIS

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Tsai-Wei, Kuo ~ Taichung ~ Taiwan

Purpose: Bilingual proficiency may be one of the contributing factors to cognitive reserve, and bilingual experience appears to influence not only language itself but also general cognitive functions and the neural networks that support both language and cognition. In older adults, semantic networks tend to be smaller, have lower semantic associations, higher density, and deviate from small-world characteristics. Analyzing the structural features of semantic networks may help describe and predict cognitive performance in aging populations and distinguish between normal and pathological aging. This study employed semantic network analysis to examine differences in cognitive reserve between bilingual and monolingual older adults. It was hypothesized that bilingualism has a positive impact on cognitive reserve in later life. Methods: A total of 200 community-dwelling older adults aged 65 and above were recruited from central and southern Taiwan. Using a quasi-experimental design (non-randomized between-subjects variable: bilingual vs. monolingual), participants completed the Cognitive Reserve Index questionnaire (CRIq), the Mini-Mental State Examination (MMSE), and the Montreal Cognitive Assessment (MoCA) to assess their cognitive function. During testing, a Semantic Fluency Test was also administered to collect semantic network data, which was analyzed using Snafu software. Hierarchical multiple regression analysis was conducted to test the study hypotheses. Results: Bilingual older adults outperformed monolingual peers in cognitive function measures (MoCA, MMSE) and showed higher cognitive reserve scores (CRIq). Their semantic networks also resembled those of individuals with higher cognitive reserve—characterized by a greater number of nodes, higher average node degree (semantic association), and lower network density. Conclusion: Findings suggest that bilingual experience positively contributes to cognitive reserve in older adults. Bilingualism may enhance cognitive functioning and help delay age-related cognitive decline.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 609

THE IMPACT OF BORDERLINE PERSONALITY FEATURES ON DEPRESSION: A SERIAL MEDIATION MODEL OF EMOTION DYSREGULATION AND PERCEIVED BURDENSOMENESS

Yeh Z.T.*

Zai Ting Yeh ~ Taipei ~ Taiwan

Purpose: The features characteristic of Borderline Personality (BPF) encompass instability in interpersonal relationships, self-perception, and emotional expression, with emotional dysregulation as a central component. This instability can lead to interpersonal challenges and an increased perception of burdensomeness (PB), where individuals view themselves as burdens to others. This perception is a recognized form of interpersonal stress and a significant predictor of depressive states. This study aims to clarify the relationship between BPF and depression, specifically investigating the sequential mediating effects of emotional dysregulation and perceived burdensomeness. Methods: A cohort of 339 participants, aged 18 to 30, was recruited for the study. Each participant completed the Personality Assessment Inventory – Borderline Features Scale (PAI-BOR), the Difficulties in Emotion Regulation Scale (DERS), the Interpersonal Needs Questionnaire (INQ), and the Beck Depression Inventory-II (BDI-II). Spearman's correlation analysis was employed to assess the interconnections between variables, while regression analysis was used to determine the predictive capacity of each variable. Additionally, mediation analyses were conducted to evaluate the mediating role of emotional dysregulation in the relationship between Borderline Personality Features and perceived burdensomeness, as well as the sequential mediation effects of emotional dysregulation and perceived burdensomeness in the relationship between Borderline Personality Features and depression. Results: The study produced four key findings: (1) BPF is a positive predictor of both PB and depression. (2) PB is a positive predictor of depression. (3) Emotional dysregulation acts as a mediator between BPF and PB. (4) Emotional dysregulation and PB sequentially mediate the relationship between BPF and depression. Conclusions: This research highlights the mediating roles of emotional dysregulation and perceived burdensomeness in the context of Borderline Personality Functioning (BPF) and depression, providing valuable insights into the mechanisms underlying the comorbidity of these conditions. Future longitudinal studies are recommended to further explore the causal pathways among these variables.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2292

A REAL-WORLD SAFETY AND EFFECTIVENESS STUDY OF PSILOCYBIN THERAPY IN OREGON: A PRELIMINARY REPORT

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NYU Grossman School of Medicine ~ New York ~ United States of America

Background:
Clinical trials have shown that psilocybin therapy with psychological support can improve depression, anxiety, and well-being. However, concerns have been raised that findings from clinical trials may not generalize to real-world practice due to exclusion criteria, sampling bias, controlled environments, and limited participant diversity. Oregon's Psilocybin Services Act established the first legal framework for psilocybin therapy outside clinical trials, providing a unique opportunity to evaluate outcomes in community settings. This ongoing longitudinal study assesses the real-world safety and effectiveness of psilocybin therapy and examines factors associated with therapeutic outcomes across multiple follow-up periods.

Methods:
Up to 3,000 adults receiving psilocybin therapy from licensed facilitators across 10 treatment sites in Oregon are being enrolled prior to treatment and followed for 12 months through online assessments. The primary outcome is well-being (WHO-5) at the primary endpoint of one month post-treatment. Secondary outcomes include depression (PHQ-9), anxiety (GAD-7), and psychological flexibility (Psy-Flex), with additional disorder-specific measures based on clinical presentation (e.g., borderline personality disorder, posttraumatic stress disorder, substance use). Safety is tracked throughout using the Swiss Psychedelic Side Effects Inventory (SPSEI) and measurement of symptom exacerbation. Acute experiences are assessed with the Mystical Experience Questionnaire, Emotional Breakthrough Inventory, and Challenging Experience Questionnaire. Analyses include ANCOVAs and linear mixed-effects models controlling for baseline characteristics, and latent variable modeling to identify predictors and mechanisms of change. The study also examines variation in psychotherapeutic approach and level of psychological support, offering insight into process factors that influence outcomes and guide training.

Results:
Data collection is ongoing. Preliminary findings on feasibility, safety, and early effectiveness outcomes will be presented.

Conclusions:
This first large-scale, multi-site, prospective evaluation of psilocybin therapy in naturalistic practice will generate crucial real-world evidence. Findings will guide safe implementation, refine therapeutic frameworks, inform training and regulation, and advance applied psychological science in psychedelic-assisted therapy.

06 - Division 6: Clinical and Community Psychology

Poster Session 8 - Division 6

Friday 24 July 2026 from 15:40 to 17:10

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2286

USE OF ELECTRONIC CIGARETTES AND MENTAL HEALTH COMORBIDITIES IN YOUNG ADULTS

Amado M.*[1], Batista I.[1], Oviedo D.[2]

[1]Universidad Santa María La Antigua ~ Panamá ~ Panama, [2]INDICASAT - AIP / USMA ~ Panamá ~ Panama

The use of electronic cigarettes (EC) has increased substantially in recent years, particularly among young adults, raising concerns about its potential impact on mental health. Although often perceived as a safer alternative to traditional smoking, growing evidence links EC use to symptoms of depression, anxiety, stress, low self-esteem, and suicidal ideation. In Latin America, especially in Panama, there is limited empirical research addressing this topic. This study aimed to analyze the relationship between EC consumption and mental health comorbidities among young adults in Panama City. A quantitative, descriptive-correlational, and non-experimental design was conducted with 74 participants aged 20–30 years. Participants completed sociodemographic questionnaires and validated psychological scales that included the Beck Depression Inventory-II (BDI-II), Beck Anxiety Inventory (BAI), Perceived Stress Scale (PSS-14), Rosenberg Self-Esteem Scale (RSES), and Beck Hopelessness Scale (BHS). Statistical analyses were performed using JAMOVI (v.2.3), applying descriptive statistics, Pearson correlations, and Student's t-tests ($p < .05$). Results indicated that 59.5% of participants were active EC users, with men showing a higher use of EC ($p = 0.025$). Strong correlations emerged between depression and anxiety ($p < .001$), anxiety and stress ($p = 0.023$), and stress and suicidal tendencies ($p = 0.013$). Women presented significantly higher scores in depression ($p = 0.004$), anxiety ($p < .001$), and stress ($p = 0.002$) compared to men. Furthermore, a comparison between EC users and non-users, evidenced significant differences in perceived stress levels ($p = 0.040$), showing higher stress among users. Overall, the findings suggest that EC consumption is associated with elevated stress and interconnected emotional symptoms, highlighting the need for public health policies and preventive mental health interventions focused on young adults as a vulnerable population.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2298

BORDERLINE PERSONALITY DISORDER FEATURES MODERATE THE LINK FROM ATTACHMENT TO PSYCHOLOGICAL SYMPTOMS VIA MENTALIZING: A TEST OF A MODERATED MEDIATION MODEL IN A NON-CLINICAL SAMPLE

Kaynar Yaman G.*

Ankara Medipol University ~ Ankara ~ Turkey

Research supported that people with borderline personality disorder (BPD), or BPD features had higher attachment insecurity, psychological symptoms, and impairments in mentalizing compared to non-clinical controls. Yet, little is known about the mediational link from attachment to psychological symptoms via mentalizing dimensions in BPD. The aim of this study was to test a moderated mediation model where BPD features moderated the mediation model of attachment, mentalizing, psychological symptoms. In the study, 516 participants aged between 18 and 35 from the general population completed the Parental Bonding Inventory (PBI), the Mentalization Questionnaire (MZQ), the Brief Symptom Inventory (BSI), and the Borderline Personality Inventory (BPI). Moderated mediation model using PROCESS indicated that the indirect effect of parental attachment security on psychological symptoms severity via mentalizing dimensions was conditional on levels of BPD: parental attachment security via the MZQ-pre-mentalizing modes dimension decreased psychological symptoms in the two groups with higher and medium BPD levels, but not via emotional self-reflection and regulation affect. The findings are discussed in the context of mentalization-based model of BPD, suggesting that hyper mentalizing specifically may play an important role psychological symptoms severity in BPD.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2588

PREDICTORS OF SUICIDE RISK AMONG UNIVERSITY STUDENTS: THE ROLE OF PERCEIVED SOCIAL SUPPORT, SOCIAL PROBLEM-SOLVING, AND SUBSTANCE USE ACROSS LIVING CONDITIONS

Yalçın M.*, Baglamis B.

Çanakkale Onsekiz Mart University ~ Çanakkale ~ Turkey

Suicide, responsible for nearly one million deaths annually, is recognized by the World Health Organization (WHO) as a major public health problem. Epidemiological data indicate that suicidal behaviors are particularly prevalent among individuals aged 15–29, a developmental period characterized by identity exploration, social conflict, and emotional instability. In line with international data, Turkish statistics show that suicide rates are highest among individuals aged 15–34, corresponding to late adolescence and emerging adulthood. University students constitute a particularly vulnerable group facing intense academic, social, and economic stressors, and recent reports indicate an increase in suicide attempts among those living in dormitories, suggesting that dormitory environments may present additional psychosocial risk factors. This study aims to examine the extent to which perceived social support, social problem-solving, and alcohol–substance use predict suicide risk among university students, considering differences in accommodation type (living at home vs. in dormitory). Ethical approval for the study has been obtained, and data collection will begin in December 2025. The planned sample will consist of approximately 580 Turkish university students aged 18–29. Data will be collected using self-report questionnaires, including a Demographic Information Form, the Multidimensional Scale of Perceived Social Support, the Social Problem-Solving Inventory, the BAPI Risk Screening Scale, and the Suicide Probability Scale. Statistical analyses (correlation, independent samples t-test, one-way ANOVA, and hierarchical regression) will be conducted after data collection is completed. The study is expected to reveal that low perceived social support, ineffective problem-solving, and higher levels of alcohol–substance use significantly predict higher suicide risk, with potential moderating effects of living conditions. Findings will be discussed in light of current literature, emphasizing implications for suicide prevention and mental health promotion among young adults.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2291

POSITIVE EMOTIONS AS MECHANISMS OF CHANGE IN PSYCHEDELIC THERAPY: EVIDENCE FROM TWO STUDIES

Zeifman R.*[1], Danias G.[1], Agin--Liebes G.[2], Pagni Broc A.[1], Kettner H.[3], Bhat V.[4], Ross S.[1], Carhart--Harris R.[3]

[1]NYU Grossman School of Medicine ~ New York ~ United States of America, [2]Yale School of Medicine ~ New Haven ~ United States of America, [3]University of California San Francisco ~ United States ~ United States of America, [4]Unity Health Toronto ~ Toronto ~ Canada

Background: Positive emotional experiences during psychedelic therapy may play a key role in facilitating treatment outcomes, yet little is known about the effects of psychedelics on specific positive emotions or their relative importance.
Methods: Two studies examined links between acute positive emotions and mental health outcomes. Study 1 was a prospective observational study of individuals planning to use psychedelics (N=359), assessing well-being at baseline and four weeks after use. Study 2 was a clinical trial comparing psilocybin with escitalopram among individuals with major depressive disorder (N=59). Participants completed two dosing sessions (25 mg or 1 mg psilocybin) and measures of mental health at baseline and three weeks after their second session. In both studies, participants retrospectively rated seven acute positive emotions (ecstasy, self-compassion, compassion, gratitude, love, awe, peace) experienced during dosing. MANOVAs evaluated dose-related differences in emotions, correlations examined associations with mental health, and mediation models tested whether emotions accounted for psilocybin's effects (vs. escitalopram) on mental health improvements.
Results: Across studies, higher doses were associated with greater levels of all positive emotions. In Study 1, self-compassion, compassion, gratitude, love, and awe correlated with change in well-being. In a model including all emotions, only self-compassion predicted well-being, even when mystical experience or positive mood were included. In Study 2, self-compassion, compassion, awe, love, and peace correlated with reductions in depression. Several emotions mediated treatment outcomes (depression, suicidal ideation, anxiety, and well-being), with the strongest evidence for self-compassion as an independent mediator above mystical experience and positive mood.
Conclusions: Positive emotional experiences, especially self-compassion, appear to play an important role in facilitating improvement in mental health following psychedelic use. These findings highlight positive emotions as therapeutic mechanisms. Deliberate focus on the experience and integration of specific positive emotions may help guide the therapeutic process, refine psychotherapeutic components of psychedelic-assisted interventions, and optimize treatment outcomes.

06 - Division 6: Clinical and Community Psychology

Digital Mental Health 2

Friday 24 July 2026 from 16:30 to 18:00

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 2111

FROM PAPER TO CLOUD: VALIDITY AND RELIABILITY OF PHQ-9 AND GAD-7 IN DIGITAL SCREENING FOR DEPRESSION AND ANXIETY

Doval Moreno S.*[1], Fausor R.[2], Carpallo--González M.[3], Tavira--Sánchez F.J.[2]

[1]Faculty of Health, International University of La Rioja (UNIR) ~ La Rioja ~ Spain, [2]Faculty of Health, Valencian International University (VIU), 46002, Valencia, Spain ~ Valencia ~ Spain, [3]Department of Personality, Assessment and Psychological Treatments, Faculty of Psychology. Universitat de València. Valencia, Spain ~ Valencia ~ Spain

Introduction: The digital transformation in mental health has accelerated the migration of traditional paper-based screening instruments to digital platforms. While PHQ-9 and GAD-7 are well-established tools for depression and anxiety screening respectively, their transition to digital environments raises important questions regarding the preservation of their psychometric properties.
Purpose: To examine the validity and reliability of PHQ-9 and GAD-7 when administered through digital platforms, analysing their psychometric performance across different administration modalities.
Method: A systematic review was conducted following PRISMA guidelines. PubMed, PsycINFO, Web of Science, and Embase databases were searched using terms related to PHQ-9, GAD-7, digital administration, validation, and psychometric properties. Studies evaluating validity, reliability, or equivalence of these instruments in digital versus paper formats were included. The COSMIN checklist was applied to assess methodological quality.
Results: The systematic review identifies relevant studies examining psychometric properties of digital versions of both instruments. Patterns regarding validity and reliability measures across different digital platforms and populations are being analysed, with variations observed across different technological approaches.
Conclusions: The transition from paper to digital formats presents both opportunities and challenges for depression and anxiety screening instruments. Understanding the factors that influence psychometric performance in digital environments is crucial for informed implementation decisions. Further research is needed to establish comprehensive guidelines for digital administration of these widely used screening tools.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 2660

A WEB-BASED INTELLECTUAL HUMILITY INTERVENTION TARGETING INTERPERSONAL CONFLICT: RANDOMIZED CONTROLLED TRIAL

Mancuso E.*[1], Lorona R.[2], Lee A.[1]

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Interpersonal conflict about religion has been associated with anger, loneliness, and psychological distress. The current research consists of a pre-registered, randomized controlled trial (N = 447) on the effectiveness of a 4-week online intellectual humility intervention for adults experiencing distressing religious conflicts. Intellectual humility is a form of meta-cognition that involves awareness that one's knowledge is imperfect; that particular thoughts and beliefs might be inaccurate or incomplete. The intervention is secular, yet spiritually-sensitive, making it appropriate for individuals of any or no religion or spirituality. Measures were administered at baseline, immediately post-intervention, and one month later. Generalized linear mixed models with robust covariance estimation and intent-to-treat principle revealed a time by condition interaction for general intellectual humility, intellectual humility about the conflict, conflict intensity, cognitive and affective self-stigma, stress, somatization, depression, anxiety, personal growth, and forgiveness of the conflict partner. There was no time by condition interaction for self-stigmatizing behavior. Pairwise contrasts with Holm's sequential Bonferroni adjustment were conducted. The intervention and waitlist control groups did not differ from one another on any variables at baseline. Immediately post intervention, the intervention group was higher than the control group in general intellectual humility, conflict-specific intellectual humility, conflict resolution, personal growth, and forgiveness of the conflict partner. Immediately post intervention, the intervention group was lower than the control group in conflict intensity, cognitive and affective self-stigma, stress, somatization, depression, and anxiety. These differences were maintained one month later for general and conflict-specific intellectual humility, intensity of the conflict, conflict resolution, cognitive and affective self-stigma, stress, personal growth, and forgiveness of the conflict partner. This research supports the efficacy of a low-cost, convenient intervention for religious conflict—an interpersonal stressor for which specialized services are limited. The results suggest promise for promoting mental health and wellbeing in this context.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1145

ENHANCING EMOTIONAL COMPETENCE OF CHILDREN WITH AUTISM THROUGH SOCIAL ROBOT–ASSISTED INTERVENTIONS

Liu X.*[1], Bi Y.[1], Zhang J.[1], Dou D.[2]

[1]Capital Normal University ~ Beijing ~ China, [2]Central University of Finance and Economics ~ Beijing ~ China

Introduction: Children with autism spectrum disorder (ASD) often show deficits in emotional understanding and expression, which limit their social interactions and overall adaptation. Social robots, with their predictable and structured interactions, provide an innovative avenue for emotional interventions, yet evidence from controlled comparative studies remains limited.

Purpose: This study aimed to evaluate the effectiveness of social robot–assisted interventions, compared with therapist-only interventions, in improving the emotional competence of children with ASD.

Method: A randomized controlled trial was conducted with 13 children with ASD, assigned either to a robot-assisted rehabilitation group (n = 7) or a therapist-only group (n = 6). Interventions targeted emotion understanding (naming, re-recognition, and perspective-taking) and emotion expression (facial expressions in structured tasks and natural contexts). Assessments included behavioral tasks and observational measures across pre- and post-test sessions.

Results: Both groups showed significant improvements in emotional competence after intervention. However, the robot-assisted group demonstrated greater gains. Specifically, post-test scores for emotion naming, re-recognition, and perspective-taking were significantly higher in the robot-assisted group than in controls. Regarding emotion expression, children in the robot-assisted group exhibited significant improvements in happy and sad expressions under task conditions and sustained enhancement of happy expressions across later stages of the intervention. No significant improvements were found for anger and fear expressions, which may represent more threat-related emotions.

Conclusions: Findings indicate that social robot–assisted interventions can effectively enhance emotional understanding and the expression of non-threatening emotions (happy and sad) in children with ASD, with outcomes surpassing those of therapist-only approaches. These results highlight the potential of human–robot collaborative models in applied psychology and suggest promising directions for integrating emerging technologies into educational and clinical practices to support children's socio–emotional development.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1850

DIGITAL PARENTING: SMARTPHONE USE AND MEDIA EDUCATION PRACTICES AMONG PARENTS OF TODDLERS

Von Wyl A.*, Wernli J., Joliat A., Schneebeli L., Braune--Krickau K.

ZHAW Zurich University of Applied Sciences ~ Zurich ~ Switzerland

Introduction: In an increasingly digitalized society, parents of toddlers frequently engage in smartphone use, even in the presence of their children. Moreover, parental smartphone use constitutes a significant factor influencing early childhood media socialization.
Purpose: The aim of this study was to explore how parents of toddlers aged 30–36 months incorporate smartphone use into everyday life, examines their attitudes toward parental media education, and seeks to identify distinct typologies based on their media practices and educational orientations.
Method: We conducted 44 semi-structured, guideline-based interviews with parents of children aged 30 to 36 months. A mixed-methods design was applied, combining Ideal-Type Analysis with quantitative evaluation of sociodemographic and usage-related data, including measures of smartphone distraction.
Results: Six distinct ideal types were identified along the dimensions of parental smartphone use (functional vs. multifunctional) and child-related use (restrictive, situational, open). These types systematically differed in their smartphone practices and parenting attitudes regarding their toddlers' media exposure. At the same time, overarching patterns emerged, such as the consensual use of smartphones for family communication.
Conclusion: The findings suggest that it is not merely the quantity of smartphone use that matters, but rather the quality, reflexivity, and contextualization of media practices within everyday family life. The integration of empirical results with media education models and developmental psychology theories highlights the importance of a balanced and consciously regulated media education in early childhood. The results offer practice-relevant implications for parent education, prevention, and research. They demonstrate how intrafamilial smartphone use can be typologically differentiated and what dynamics this entails for the media socialization of young children.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 2387

GIVE WORDS TO FEELINGS: A LARGE LANGUAGE MODEL-BASED CHATBOT INTERVENTION FOR EMOTIONAL SELF-AWARENESS

Zhou C.*[1], Wang R.[2], Li Y.[2], Wang X.[3], Ji L.[1]

[1]Queen's University ~ Kingston ~ Canada, [2]Huazhong University of Science and Technology ~ Wuhan ~ China, [3]Jiangxi Normal University ~ Nanchang, ~ China

Emotional self-awareness, the ability to recognize and articulate one's own feelings, is essential for emotional regulation and adaptive coping. However, many individuals struggle to connect with their inner states, particularly in East Asian contexts such as China, where emotional restraint is culturally emphasized. To address this challenge, we developed a large language model (LLM)-based chatbot intervention designed to enhance emotional self-awareness by guiding individuals to identify and reflect on their feelings regarding a personally distressing interpersonal event. In our preliminary study, participants who engaged with the emotion-focused chatbot showed greater improvements in emotion identification and description compared to those in the control condition discussing neutral lifestyle topics. Moreover, participants in the emotion-focused condition exhibited greater decrease in state anxiety and stress immediately after the intervention compared to those in the control condition. These findings provide preliminary evidence that a structured LLM-based conversational intervention can effectively promote emotional awareness and improve momentary well-being.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1350

MINDFULNESS MEETS VIRTUAL REALITY: A RANDOMISED CONTROLLED TRIAL COMPARING VR-INTEGRATED AND CONVENTIONAL MINDFULNESS INTERVENTION FOR IMPROVING UNIVERSITY STUDENTS' MENTAL HEALTH

Yuen W.*, Lam B., Cheung Y.

Hong Kong Shue Yan University ~ Hong Kong ~ Hong Kong

Introduction: Rising global concerns about youth mental health highlight the need for evidence-based prevention. University life, while often stressful and demanding, offers a key window for early intervention to promote resilience and psychological wellbeing. Mindfulness-based interventions (MBIs) are increasingly used in higher education, with virtual reality (VR) showing promise in enhancing mindfulness, emotional well-being, and engagement. However, research on VR-integrated MBIs among Chinese university students remains limited.

Purpose: The present pilot study aimed to assess the effectiveness of MBIs with a VR component on neuropsychological and mental health outcomes and investigate the relationship between mindfulness, self-compassion, mind wandering, and mental health outcomes. It hypothesizes improved outcomes in self-compassion, resilience and reduce levels in stress, anxiety and depressive symptoms for VR-integrated MBI group compared to MBI-only group.

Method: 70 university students aged 18–25 are being recruited via convenient and snowball sampling. Participants were randomly assigned to MBI-only or MBI with VR groups The MBI intervention includes six 90-minute group sessions with mindfulness practices, inquiry, and discussion, in which VR mindfulness breathing exercises are added for the VR group. Neurocognitive and psychosocial outcomes, including stress, anxiety, depression, resilience, and mindfulness, were measured at baseline and post-intervention.

Findings: Preliminary results from questionnaires showed that revealed significant improvements in mindfulness and reduction distress following both mindfulness interventions. Qualitative interviews revealed increased emotional awareness and a stronger intention for self-care following the group sessions. VR enhanced participants' engagement and interest in mindfulness practices, although some encountered barriers such as technical difficulties.

Conclusions: The cultural adaptation and impact of VR-enhanced mindfulness interventions on mental health outcomes and student engagement will be discussed. The findings offer insights for designing more accessible, culturally relevant, and tech-integrated mental health programmes tailored to young adults in higher education.

06 - Division 6: Clinical and Community Psychology

Poster Session 3 - Division 6

Friday 24 July 2026 from 17:15 to 18:45

(X- Poster 1)

Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 557

THE PSYCHOLOGY OF HUMAN-AUTONOMY TEAMING

O'neill T.*

University of Calgary ~ Calgary ~ Canada

I will discuss the results of my systematic review on Human-Autonomy Teams in which I outline a definition and differentiate it from Human Automation Interaction. I will report on preliminary results of my updated systematic review that documents and evaluates research methods in the Human-Autonomy Teams literature. Finally, I will explore the psychology of Human-Autonomy Teams. Specifically, the roles of social identity and small groups evolutionary processes in human perceptions of AI agents as teammates versus tools will be considered. A model will be provided that explains how the integration of AI agents as fully fledged team members impacts socialization and reflection processes in the team, and ultimately AI agent social and task integration depending on the identify processes mentioned earlier. Future research and practice opportunities will be offered.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 6: Clinical and Community Psychology
SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 752

ASSOCIATIONS AMONG AUTONOMY SUPPORT, MOTIVATION, AND COMPETENCE FOR HEALTHY EATING IN INDIVIDUALS WITH OBESITY AND/OR TYPE 2 DIABETES

Kato Y.*, Mikajiri R., Tabuchi S., Kuroda M., Yamamoto N., Nakade K., Murata Y., Takahashi M.

Kobe University ~ Kobe ~ Japan

Introduction: Dietary therapy is a fundamental component in the management of obesity and type 2 diabetes. However, modifying long-established eating habits remains a considerable challenge. Interventions grounded in Self-Determination Theory (SDT) have demonstrated promising outcomes, and studies conducted in Japan suggest that autonomous motivation for healthy eating is associated with metabolic indicators. Nevertheless, few studies have specifically investigated motivational factors in individuals diagnosed with obesity or type 2 diabetes. To implement SDT-based interventions effectively, it is essential to understand the psychological characteristics related to motivation in these populations.
Objective: This preliminary study aimed to examine the relationships among perceived autonomy support, autonomous motivation for healthy eating, perceived competence for healthy eating, and physical health indicators in individuals with obesity and/or type 2 diabetes.
Methods: Participants were 67 individuals diagnosed with obesity and/or type 2 diabetes (17 men, 49 women, 1 other; mean age = 48.37 ± 1.33 years). Measures included Japanese versions of the Motivation for Healthy Eating Scale, the Perceived Competence for Healthy Eating Scale and the Health Care Climate Questionnaire, and physiological indicators (BMI, waist circumference, blood pressure, fasting glucose, HbA1c, triglycerides, LDL cholesterol, HDL cholesterol).
Results: Perceived autonomy support was significantly associated with autonomous motivation ($\beta = 0.452$, $p < 0.001$), which in turn was significantly associated with perceived competence for healthy eating ($\beta = 0.387$, $p = 0.002$). No significant associations were found for controlled motivation. Perceived autonomy support also directly predicted perceived competence ($\beta = 0.284$, $p = 0.014$). A trend toward a negative association was observed between perceived competence and BMI ($\beta = -0.217$, $p = 0.083$).
Conclusion: Autonomy-supportive care may enhance motivation and perceived competence for healthy eating in individuals with obesity and/or type 2 diabetes, potentially contributing to weight management. Further research with larger samples is warranted.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 970

DO ADVERSE CHILDHOOD EXPERIENCES ASSOCIATE WITH INTERPERSONAL DIFFICULTIES? EXAMINING THE MEDIATING ROLE OF EMOTIONAL DYSREGULATION IN A FEMALE-IDENTIFYING SAMPLE IN PUERTO RICO

Luna--Rodríguez L.*, González--Rodríguez E., Pérez--Pedrogo C., Matos--Moreno A.

Universidad Albizu ~ San Juan ~ Puerto Rico

Objectives: Adverse Childhood Experiences (ACEs) are a significant risk factor for physical and mental health issues, as well as interpersonal difficulties throughout life. Even so, the mechanisms underlying these associations remain unclear. This study explores the relationship between ACEs, interpersonal relationships, and emotional dysregulation. Its primary objective was to investigate whether emotional dysregulation mediates the link between ACEs and interpersonal difficulties in adulthood within a female-identifying sample. Method: A total of 171 female participants over the age of 21 were recruited through social media using a non-probabilistic convenience sampling method. Participants completed three self-report questionnaires that assessed ACEs, interpersonal difficulties, and emotional dysregulation.
Results: The findings revealed a significant positive relationship between ACEs and Interpersonal Difficulties. Upon introducing the mediating variable (emotional dysregulation), both the direct effect of ACEs on interpersonal difficulties and the indirect effect through emotional dysregulation were significant.
Conclusions: These results suggest that emotional dysregulation is a key factor in explaining how ACE's contribute to interpersonal difficulties in adulthood. Examining ACEs, emotional dysregulation, and interpersonal difficulties in a sample of female-identifying adults residing in Puerto Rico can inform the provision of person-centered services, as well as trauma-informed interventions.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 955

THE ASSOCIATION BETWEEN DEPRESSION SEVERITY AND COGNITIVE IMPAIRMENT: SYSTEMATIC REVIEW AND META-ANALYSIS

Nikolic J.*, Andersen N.D., Semkovska M.

University of Southern Denmark ~ Odense ~ Denmark

Introduction: Major depressive disorder, one of the most prevalent mental disorders, is associated with cognitive impairment across multiple domains, including processing speed, memory, executive function, verbal fluency, and attention. Although several studies suggest a link between depression severity and the extent of cognitive deficits, findings remain inconsistent. The last systematic review on this association, published in 2009, was limited in scope (e.g., inclusion limited to cross-sectional designs, moderators not considered). Since then, a substantial body of literature has emerged, yielding comprehensive synthesis. Purpose: This meta-analysis aims to determine the strength of the association between depression severity and cognitive impairment in different cognitive domains, investigate whether this relationship differs across depressive states (acute vs. remitted), and evaluate the influence of potential moderators. Methods: We systematically searched PubMed, PsycINFO, PsycARTICLES, and Embase using variations of keywords related to depression, cognition, and correlation. In total, 19,706 records were identified and after duplicate removal, 10,725 were screened by title and abstract, with 1,951 retained for full-text review. Eligible studies reported correlations between depression severity and cognitive variables or provided sufficient data (means, standard deviations, sample sizes) to calculate correlations. When available, data on moderators such as the number of previous episodes and current treatment are being extracted. Results: Full-text screening and data extraction are ongoing. To date, most extracted studies provide sufficient data to calculate correlations, and many include information on potential moderators. The meta-analysis will be completed, and results will be presented at the conference. Conclusions: By including both reported correlations and calculated correlations, as well as potential moderators, this review expands on previous work. Findings are expected to provide a more nuanced understanding of the relationship between cognitive impairment and depression, with implications for relapse prevention and treatment strategies.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1105

SOCIO-DEMOGRAPHIC AND TRAINING FACTORS INFLUENCING MENTAL HEALTH PROVIDERS' ATTITUDES TOWARDS TREATMENT-SEEKING TRANS AND GENDER DIVERSE PEOPLE

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There is a dearth of empirical research on the attitudes of healthcare professionals toward trans and gender populations in Africa, particularly concerning the influence of socio-demographic and training-related factors. This gap limits the development of inclusive, affirming mental health services for trans and gender individuals in South Africa. The study that informs this article examined how healthcare professionals' socio-demographic characteristics and training experiences influence their attitudes toward trans and gender diverse clients in South Africa. It also explored which specific variables are associated with more positive or negative dispositions. A quantitative, survey design was used. 432 participants were engaged in the study including registered psychologists, psychiatrists, psychiatric nurses, social workers, and other mental health professionals. Data were collected via Qualtrics and analysed using a multi-level one-way analysis of variance in IBM SPSS Statistics (version 23). Findings revealed that among the provinces of South Africa, professionals residing in the Western Cape, KwaZulu-Natal and Gauteng; professionals in middle adulthood; professionals self-identifying as pansexual, lesbian or queer; clinical social workers, clinical psychologists, psychiatric nurses and psychiatrists; professionals with a master's, doctoral, of honours degree; professionals employed in the higher education/school sector, multi-sectors, or in private practice; professionals with a history of LGBT+-related research, those who completed a LGBT+-specific course, or had exposure to LGBT+ content during their clinical training; and respondents with more than 10 LGBT family members, friends or acquaintances exhibited the most positive attitudes towards trans and gender diverse clients when compared to counterparts in respective categories. The study concluded that provincial location, age, sexual orientation, occupation, education, training experience, and interpersonal relationships with LGBT+ populations play in shaping healthcare professionals' attitudes toward trans and gender diverse individuals in South Africa. Interestingly, some factors, like sex assigned at birth and years of experience, showed no significant influence.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1113

PREVALENCE AND RISK FACTORS OF TEEN DATING VIOLENCE IN CHILD PROTECTIVE SERVICES: DIRECTIONS FOR PREVENTION

Piché E.*, Lafleur E., Hébert M., Paradis A.

Université du Québec à Montréal ~ Montreal ~ Canada

Teen dating violence (TDV), encompassing physical, psychological, and sexual forms, represents a prevalent issue associated with lasting consequences for adolescents' health and well-being. Although research on child protective services (CPS) youth is limited, this population may be especially vulnerable, as childhood maltreatment is a well-established risk factor for both TDV victimization and perpetration. Consequently, CPS youth should be prioritized in preventive efforts; however, little empirical evidence is available to guide such initiatives. Thus, this study examined the prevalence of different forms of TDV (i.e., psychological, physical, sexual) and identified potential risk factors associated with both victimization and perpetration among CPS youth. From a larger study of adolescents recruited from 34 high schools in Quebec, Canada, a subsample of 290 CPS-involved adolescents (Mage = 15.60; SD = 1.03) who reported having dated was selected. Participants completed a self-report questionnaire. Results indicated high prevalence rates of both TDV victimization (n = 162; 66%) and perpetration (n = 154; 67%), with psychological TDV emerging as the most prevalent form. Hierarchical regression analyses showed that, after controlling for sex, age, and childhood maltreatment, self-efficacy to deal with TDV and acceptance of gender norms were significantly associated with both TDV victimization (R^2 = .187) and perpetration (R^2 = .148). Lower self-efficacy was associated with higher risk of victimization (β = –.274, p < .001) and perpetration (β = –.140, p = .048), while stronger acceptance of gender norms was linked to increased victimization (β = .174, p = .016) and perpetration (β = .191, p = .009). No significant associations were found for conflict resolution strategies (i.e., problem-solving, withdrawal, and emotion-focused). These findings highlight the alarming prevalence of TDV among CPS youth. Moreover, targeting self-efficacy and challenging gender norms in preventive interventions offers a promising avenue within clinical or community settings targeting at-risk youth.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 913

ASSOCIATIONS BETWEEN COGNITIVE FLEXIBILITY, PHYSICAL APPEARANCE PERFECTIONISM, AND COMPARISON-BASED SOCIAL MEDIA USE IN YOUNG ADULTS

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Introduction: Social media use is particularly prevalent among younger populations. While there may be positive effects associated with social media use, excessive comparison-based activities online may result in negative consequences such as poor mental health and body image. It remains unclear what individual differences and processes are related to increased frequency of engaging in social media-related comparison activities online.
Purpose: The aim of this study was to examine the relationships between cognitive flexibility, perfectionism (general and physical appearance-related), and comparison-based social media use in young adults.
Method: University students (N = 100) aged between 18 and 25 years old and without a history of schizophrenia or bipolar disorder diagnosis were recruited. Participants completed a battery of questionnaires, including cognitive flexibility, perfectionism, and frequency of social media use. Mediation effects were examined using multiple regression and bootstrapping.
Results: Lower cognitive flexibility was associated with greater frequency of comparison-based social media use. Greater levels of physical appearance perfectionism were associated with greater frequency of comparison-based social media use. Physical appearance perfectionism mediated the relationship between cognitive flexibility and frequency of comparison-based social media use. The same association was not found in general perfectionism.
Conclusions: The study helps understand individual differences in engaging in comparison-based social media use among young adults. The present results inform new directions for the design of interventions to prevent excessive social media use. We suggest that reducing physical appearance perfectionism and promoting greater cognitive flexibility may be potential targets to promote adaptive social media habits and well-being. Longer-term associations and directions for future research will be discussed.

06 - Division 6: Clinical and Community Psychology

Poster Session 9 - Division 6

Friday 24 July 2026 from 17:15 to 18:45

(X- Poster 2)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 4597

BEHAVIORAL MANIFESTATIONS BETWEEN HORSES AND CHILDREN WITH AUTISM DURING INITIAL INTERACTIONS: AN ETHOLOGICAL AND RELATIONAL STUDY

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[1]University of São Paulo, Institute of Psychology, Department of Experimental Psychology ~ São Paulo ~ Brazil, [2]Cafarnaum Center for Equine-Assisted Interventions ~ São Vicente ~ Brazil

This study aims to investigate the behavioral manifestations that emerge during the initial moments of interaction between horses and children with autism, using an ethological framework with emphasis on relational dynamics.

Previous research on interspecies interactions and equine-assisted therapies suggests that the presence of animals may enhance communicative behaviors in children with autism. Horses appear to function as facilitators of social expression, and the initial phase of interaction may be particularly relevant for emotional regulation and communication, as it allows observation of how the horse–child relationship begins to form.

The objective of this study is to analyze individual behaviors of both the child and the horse, as well as interspecific behaviors expressed during their interactions.

Designed as a longitudinal observational study, the research will employ systematic video coding of individual and relational behaviors. The sample will include ten children diagnosed with autism spectrum disorder and three horses participating in equine-assisted therapy sessions.

Across twelve behavioral observation sessions, the study will focus specifically on the initial approach phase, examining the first minutes of each encounter and the establishment of contact between child and horse, documenting the behaviors that emerge during this critical moment.

This project seeks to deepen understanding of how interspecific engagement between children with autism and horses develops, identifying factors that may facilitate or hinder relationship formation, communication, and bonding. The findings are expected to contribute to future research and inform clinical practice in equine-assisted therapy, animal welfare, and the promotion of social skills in children with autism.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2681

RELATIONAL PATHWAYS FROM TRAUMA TO RESILIENCE: A CLUSTER APPROACH TO PERINATAL MATERNAL HEALTH

Mineo R.*, Bevacqua E., Guarneri C., Sottile J., Rini C., Riolo M., Infurna M.R.

University of Palermo ~ Palermo ~ Italy

Introduction
Maternal health trajectories during perinatal period are influenced by both protective and risk factors, with adverse childhood experiences, social support, quality of the couple relationship and antenatal attachment being particularly significant. Identifying distinct profiles can provide clinically meaningful insights for prevention and intervention, especially when early adversities and current relational functioning are considered togheter.

Purpose
This study aimed to identify groups of pregnant women based on childhood trauma, couple functioning, and attachment to the fetus, and to interpret their significance as trajectories in which past and present relational experiences intersect.

Method
A sample of N = 774 pregnant women completed self-report measures assessing adverse childhood experiences (CTQ-SF), perceived social support (MSSS), couple relationship quality (DAS), and maternal antenatal attachment (MAAS). After preprocessing (KNN imputation, z-score scaling), clustering was performed using K-means (k = 3), validated with BIC and silhouette indices. Clusters were described through descriptive statistics and tested for between-group differences (ANOVA/Kruskal-Wallis with post-hoc comparisons).

Results
Three distinct relational profiles were identified:
Fragile Balance (31%): a profile of “moderate vulnerability,” navigating past adversities with limited protective relational resources.
Trauma-related vulnerability (15%): a “high-risk” profile, in which unresolved childhood trauma affects the functioning of the adult couple, while maintaining a high level of attachment to the fetus.
Resilient Bonds (54%): a protective configuration. Here, secure couple functioning and strong antenatal attachment serve as buffers against early adversity.
Differences across clusters were highly significant ($p < .001$) for most CTQ-SF and DAS items.

Conclusions
Rather than simple gradients of low-to-high risk, the clusters illustrate how early adversities and adult relational quality intertwine. Childhood trauma may undermine trust and regulation capacities, weakening the protective role of the couple bond; conversely, resilient relational dynamics can mitigate the long-term impact of adversity and influence maternal attachment to the fetus. .

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2708

MMPI-2 AND MMSE-2 ASSESSMENT OF BREAST PATHOLOGY

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Introduction
Emotional disturbances in response to breast pathology (MP) can affect a person's physical health and psychological well-being. Previous research has shown that a large proportion of people with PM experience multiple concurrent psychological symptoms during the care trajectory, such as stress, anxiety, depression and cognitive impairment. The current study expands on existing research and aims to assess psychological resource levels and cognitive impairment by using coping indicators of the Minnesota Multiphasic Personality Inventory®-2 (MMPI®-2) and the tasks of the Mini-Mental State Examination, 2nd Edition™ (MMSE-2®).
Method
The clinical sample consisted of 12 women with a mean age of 43.75 years (SD = 6.77 years; range: 33-52 years). The normative MMPI-2 (n = 1115) and MMSE-2 (n = 677) samples of the female population of Romania were analyzed for comparison of means.
The psychological instruments used included the MMPI-2 and the extended version of the MMSE-2. Cut-off scores for clinically significant increases were set at different T-score levels according to the MMPI-2 scales analyzed: Demoralization (RCd), Anxiety (A), Ego Strength (Es) and mean scores on clinical scales 1-4 and 6-9. MMSE-2 reported impaired cognitive areas.
Results
MMPI-2 scores showed moderate-intensity psychological symptoms (mean of scales 1-4 and 6-9, T = 67) and moderate-severe unhappiness, demoralization (RCd, T = 69). Mid-level scores on the A (T = 41) and Es (T = 53) scales suggested a favorable prognosis for psychotherapy, with a good adaptive psychological response to the disease condition.
The most commonly impaired cognitive function was attention, followed by short-term memory and impaired verbal learning ability.
Conclusions
The results were consistent with the study purpose. The study provides support for future research on larger PM samples.

Division 6: Clinical and Community Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 4540

A COMPARATIVE ASSESSMENT OF TRUST CRITERIA TOWARD VOLUNTEERS ON SOCIAL MEDIA ACROSS DIFFERENT AGE GROUPS IN UKRAINE

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Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction
After the full-scale war launched by Russia against Ukraine, social media platforms have evolved into more than just entertainment outlets. They have become critical infrastructures for civic resistance, humanitarian coordination, and public trust-building. These networks evolved into spaces for volunteers, especially those who raise supplementary funds to buy equipment for different needs. However, the mechanisms for building trust are not constructed or interpreted uniformly across generations. Understanding those variances helps establish effective digital humanitarian communication and maximize resource mobilization within credible interactions.
Purpose
This study aims to explore and compare the credibility assessment criteria for the organization and its social media accounts across two age cohorts mainly involved in volunteering: early adulthood (18 - 25 years) and middle adulthood (26 - 44 years). This research focuses on online communication and identifies which communication strategies and social media attributes could influence trust and donation decisions toward a specific organization/person.
Method
The study adopted the semi-structured interview combined with a visual-stimulus task. During the interview, participants will be asked some questions, then evaluate volunteer profiles and assess their credibility. This methodology will help identify trust criteria in real-time. Data would be collected through semi-structured interviews with 10-12 participants from each age group who regularly donate at least 4 times a month. The responses will be analyzed by using thematic analysis to characterize the core pattern of criteria to trust.
Results
The study identifies pattern differences in trust assessment of volunteers' profiles across two age groups, along with generally shared criteria of credibility.
Conclusion
The findings contribute to a generational model of digital trust in volunteer communication during war. It would provide a framework for credibility criteria that people across different age groups rely on when donating. Ultimately, this research supports more sustainable resource mobilization and strengthens public trust in the digital space.

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2672

HOW NEGATIVITY BIAS FUELS ANXIETY AND DEPRESSION: RESULTS FROM A NOVEL EASY-TO-USE INTERPRETATION BIAS TASK

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Introduction. Negative interpretation bias (IB) – a tendency to interpret ambiguous stimuli negatively– has been shown to be a risk factor for developing psychiatric disorders. Scrambled Sentences Task (SST) is a widely-used experimental paradigm for measuring IB. In SST, participants are shown a series of 'scrambled' words that can be rearranged into either negative or positive grammatically correct sentences. SST is traditionally administered with time limits and cognitive demand (e.g., working memory task) to prevent response bias. However, a small body of research suggests that the magnitude of convergent validity is comparable between conditions with and without cognitive load, though the role of time limit has not been well-researched. Purpose. Our study aims to address this gap by examining psychometric properties (e.g. reliability, validity) of an untimed, self-administered SST without cognitive load administered online. Method. 66 Canadian university students (80.3% Woman, 28.8% White) completed an online SST task (no time limit or cognitive load) and self-report questionnaires of anxiety and depression (Hospital Anxiety and Depression Scale), and affect (Positive and Negative Affect Schedule). Results. In our sample, SST displayed excellent internal consistency reliability ($\alpha = 0.90$) and convergent validity ($r = .540$, $p < .001$ [depression], $r = .544$, $p < .001$ [anxiety]). SST also displayed increment validity above and beyond demographic covariables and negative affect by explaining an additional 30% of variance in depression ($\Delta F(1, 62) = 28.02$, $p < .001$) and an additional 24% in anxiety ($\Delta F(1, 62) = 25.38$, $p < .001$). The same pattern of results held with secondary measures of anxiety (GAD-7) and depression (PHQ-9). Conclusions. Our findings suggest that IB can be reliably detected without time limit, cognitive control, or experimenter supervision, substantially improving the ease of use for researchers and participants. Practical applications of this work will be discussed.

Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2620

HEROISM AS A PATHWAY TO COLLECTIVE WELL-BEING

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Introduction: Heroism has long been conceptualized as an individual act of moral courage and prosocial risk-taking. Yet, as argued by scholars such as Franco and Zimbardo, heroism also serves collective functions that extend beyond individual morality. When understood as a relational and symbolic process, heroism can foster shared meaning, inspire moral elevation, and strengthen community resilience—key components of collective well-being.

Purpose: This conceptual paper explores heroism as a social mechanism that promotes collective well-being. It proposes that heroic acts—whether directly observed, remembered through cultural narratives, or symbolically represented—reinforce collective moral values and strengthen social cohesion. The paper integrates ideas from moral exemplarity theory, social identity theory, and collective emotion research to construct a conceptual model linking heroism to communal flourishing.

Discussion: Heroic exemplars function as moral anchors that evoke emotions such as admiration, gratitude, and elevation. These shared emotions enhance interpersonal trust and a sense of moral unity within groups. By modeling prosocial courage and altruism, heroes embody the moral ideals that motivate collective action and social solidarity. Heroism, therefore, operates as both a psychological and cultural resource that helps communities maintain coherence and hope during periods of moral uncertainty or crisis.

Conclusions: Viewing heroism through the lens of collective well-being reframes it not merely as an individual virtue but as a catalyst for societal resilience and moral growth. This perspective highlights the importance of fostering everyday heroism in education, leadership, and community contexts to strengthen collective efficacy and cooperative engagement.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 4599

THE PREDICTIVE ROLE OF ATTACHMENT STYLES ON ATTITUDES TOWARD DATING VIOLENCE IN EMERGING ADULTHOOD

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Attachment theory suggests that early relational experiences shape individuals' internal working models and influence romantic relationship dynamics in adulthood. Dating violence remains a significant interpersonal and societal concern among emerging adults. The present study examined the association between adult attachment styles and attitudes toward dating violence, as well as gender differences in these variables. The sample consisted of 194 emerging adults (115 women, 79 men) aged 18–25 in Turkey. Participants completed the Relationship Scales Questionnaire and the Dating Violence Attitude Scale via online data collection. Ethical approval was obtained from the Mersin University ethics committee, and informed consent was secured from all participants. Data were analyzed using Pearson correlation and independent samples t-tests. Correlation analyses revealed a significant positive association between dismissing attachment and attitudes toward sexual dating violence ($r = .127$, $p < .05$). A significant negative association was found between preoccupied attachment and attitudes toward sexual dating violence ($r = -.129$, $p < .05$). No other significant associations emerged between attachment styles and other dating violence dimensions. Independent samples t-tests indicated a significant gender difference in overall dating violence attitudes, with women reporting higher scores than men, $t(192) = -5.40$, $p < .001$. However, attachment styles did not significantly differ by gender. Findings suggest that insecure attachment patterns may be specifically linked to sexual dating violence attitudes rather than to broader violence dimensions. The results highlight the importance of considering attachment-based relational dynamics in preventive interventions targeting dating violence among emerging adults.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 4598

EXAMINING THE RELATIONSHIP BETWEEN CHILDHOOD TRAUMA AND ATTITUDES TOWARD DATING VIOLENCE IN EMERGING ADULTHOOD

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Childhood trauma has long been associated with later interpersonal vulnerabilities. Dating violence represents a critical public health issue among emerging adults. The present study examined the relationship between childhood trauma and attitudes toward dating violence and explored potential gender differences. The sample consisted of 180 emerging adults (120 women, 60 men) aged 18–25 in Türkiye. Participants completed the Childhood Trauma Questionnaire (CTQ) and the Dating Violence Attitude Scale via online data collection. Ethical approval was obtained from the Mersin University institutional ethics committee, and informed consent was secured from all participants. Pearson correlation analyses revealed significant interrelations among childhood trauma subdimensions and among dating violence attitude subdimensions. A modest but significant positive association was found between physical neglect and attitudes toward sexual dating violence ($r = .181$, $p < .05$). However, no significant relationship emerged between overall childhood trauma and general dating violence attitudes. Independent samples t-tests demonstrated a significant gender difference in dating violence attitudes, with women reporting less supportive attitudes compared to men, $t(178) = 5.05$, $p < .001$. No significant gender differences were observed in childhood trauma levels.

These findings suggest that childhood trauma may not directly shape attitudes toward dating violence in emerging adulthood. Instead, gender-related socialization processes and broader sociocultural norms may play a more central role. The implications for gender-sensitive prevention and trauma-focused intervention programs should be considered.

Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2480

PSYCHOLOGICAL EXPERIENCES OF YOUNG WOMEN RAISED BY SOCIAL FATHERS IN A RURAL SOUTH AFRICAN COMMUNITY

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University of Limpopo, South Africa ~ Polokwane ~ South Africa

Psychological experiences of young women raised by social fathers in a rural South African community

Abstract

Introduction: Social fathers, or, lamely, ‘stepfathers’, often assume the parenting role of children who are not biologically theirs. The present study aimed to describe the psychological experiences of young women growing up under the care of social fathers.

Methods: The study employed a qualitative research approach and utilized a phenomenological design to gather firsthand information from twelve young women. A purposeful sampling technique was used to enrol young women raised by social fathers. Data were collected through face-to-face interviews and analysed using an inductive thematic analysis method.

Results: The study findings revealed that young women raised by social fathers suffer from psychological challenges such as feelings of worthlessness, loneliness, lack of a sense of belonging, fear of abuse, and inability to speak about their challenges. The study revealed that some affected young women turned to prayer, some to drugs, and still others to their significant others for support in coping.

Conclusion: Despite the various overlooked psychological experiences of young females, their experiences underscore an urgent need for culturally sensitive mental health interventions to support young females in non-traditional households. The study also recommends educational and awareness campaigns for young women and social fathers.

06 - Division 6: Clinical and Community Psychology

Dynamics of Psychopathology 3

Friday 24 July 2026 from 18:00 to 19:00

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 746

WHEN THE SELF FEELS DISTANT: INDIVIDUAL DISPOSITIONS BEHIND DEPERSONALIZATION

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Jagiellonian University ~ Krakow ~ Poland

Introduction: Depersonalization (DP) is a phenomenon that can be placed on a continuum, from transient episodes to a chronic, clinical form (Depersonalization-Derealization Disorder) (DPDR) (DSM-5). DPDR affects around 1% -2% of the general population. Transient experiences of DP may appear in healthy individuals triggered by fatigue, anxiety, substance abuse, trauma or stress. The present study aims to examine the associations between depersonalization and individual dispositions of the nervous system—specifically trait anxiety, sensory processing sensitivity, and symptoms of attention deficits and hyperactivity—in a healthy adult population.

Methods: The sample consisted of 366 young adults (184 women, 180 men, 2 not reported; Mage=25.57 years, SD=3.2), who participated in an online survey conducted via a national research panel. The following instruments were used: Depersonalization Mechanism Scale (DMS), Highly Sensitive Person Scale (HSPS), Trait Anxiety Scale (SL-C), and Adult ADHD Self-Report Scale (ASRS-v1.1).

Results: Depersonalization symptoms were significantly associated with sensory processing sensitivity ($r = .63$, $p < .001$), trait anxiety ($r = .46$, $p < .001$), and—most strongly—with symptoms of attention deficits and hyperactivity ($r = .71$, $p < .001$). Regression analysis indicated that symptoms of depersonalization are significantly predicted by individual dispositions of nervous system ($F(3, 362) = 145.70$, $p < .001$). The model explained 55% of the variance in depersonalization symptoms (adjusted $R^2 = .55$), with attention deficits and hyperactivity emerging as the strongest predictor ($B = 0.63$, $SE = 0.06$, $\beta = 0.54$, $p < .001$).

Conclusions: An in-depth analysis of the relationships between depersonalization and sensory processing sensitivity, anxiety, and ADHD symptoms, allows for a better understanding and explanation of how individual dispositions influence coping strategies. A better understanding of these associations may inform therapeutic approaches, particularly in interventions targeting crises, trauma, and post-traumatic stress disorder (PTSD).

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 648

WHEN HELPING HURTS: THE ROLE OF GRANDIOSE AND VULNERABLE NARCISSISM AND THE NEED FOR SOCIAL APPROVAL IN PATHOLOGICAL ALTRUISM

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Baskent University ~ Ankara ~ Turkey

Altruism is generally regarded as a beneficial characteristic involving concern for others' well-being, yet pathological altruism refers to the maladaptive tendency to prioritize others' needs at the expense of one's own well-being. While research on its risk factors remains scarce, emerging evidence suggests that narcissistic traits may contribute to pathological altruism. The present study aimed to investigate risk factors for pathological altruism by examining the predictive roles of need for social approval, grandiose narcissism (characterized by attention-seeking and inflated self-esteem), and vulnerable narcissism (marked by low self-esteem and rejection sensitivity) among individuals training in mental health disciplines. We hypothesized that vulnerable narcissism would be a stronger predictor of pathological altruism compared to grandiose narcissism. The sample consisted of 256 undergraduate students (230 female, 25 male) aged 18 to 30 ($M = 22.95$, $SD = 2.395$), enrolled in psychology, psychological counseling and social work programs, with no psychiatric diagnosis. Data were collected using the Sociodemographic Information Form, the Need for Social Approval Scale, the Healthy Selfishness and Pathological Altruism Scale, and the Pathological Narcissism Inventory. Results indicated that vulnerable narcissism was positively associated with the need for social approval and pathological altruism, whereas grandiose narcissism showed negative correlations with these variables. Hierarchical regression analyses revealed that need for social approval initially predicted pathological altruism ($\beta = .27$, $t = 4.55$, $p < .001$, $\Delta R2 = .08$). When vulnerable narcissism was included in Model 2, the predictive role of need for social approval disappeared, while vulnerable narcissism significantly predicted pathological altruism ($\beta = .55$, $t = 8.62$, $p < .001$, $\Delta R2 = .21$). In contrast, grandiose narcissism, entered in the third model, was not a significant predictor of pathological altruism. These findings highlight the role of vulnerable narcissism as a significant risk factor for pathological altruism.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 726

EXPLORING REFLECTIVE FUNCTIONING MECHANISMS IN DYNAMIC INTERPERSONAL THERAPY FOR DEPRESSION

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Introduction: Dynamic Interpersonal Therapy (DIT), a psychodynamic and mentalization-based treatment, demonstrates efficacy for depression through theoretically enhancing mentalizing—the capacity to understand behaviours through intentional mental states. While mentalizing is considered central to DIT's theoretical framework, empirical evidence for its specific therapeutic mechanisms remains limited.
Purpose: This study aimed to explore how mentalizing contributes to therapeutic change in DIT for depression.
Method: Data derived from an RCT comparing DIT (n = 73), LIT (Low-Intensity Therapy, n = 54), and CBT (Cognitive-Behavioural Therapy, n =20). Patients were assessed at baseline, mid-treatment and post-treatment using the Hamilton Rating Scale for Depression (HRSD-17), Beck Depression Inventory-II (BDI-II), and Reflective Functioning Questionnaire (RFQ: certainty/uncertainty dimensions). Mixed-effect Linear Models, mediation analysis (DIT vs LIT and DIT only), and individual slope extraction examining change-to-change relationships were conducted. In the cases of mediation and slope analysis, CBT was excluded due to a small sample size.
Results: Mentalizing uncertainty showed significant treatment-dependent effects in DIT ($\beta = 0.59$, $p = .003$; LIT vs DIT: $\beta = -0.97$, $p = .002$). Only within-DIT mediation showed significant mentalizing uncertainty-depression Pathways (RFQ-Uncertainty → HRSD-17: $\beta = 0.615$, $p = .032$; BDI-II: $\beta = 1.62$, $p = .003$). Individual slope analysis revealed distinct mentalizing-depression relationships: in DIT, depression improvement was significantly predicted by mentalizing uncertainty (BDI-II: $\beta = 1.099$, $p < .001$; HRSD: $\beta = 0.358$, $p = .042$) and marginally by certainty (BDI-II: $\beta = 0.871$, $p = .059$), without significant associations in LIT.
Conclusions: Mentalizing functions as a therapeutic factor in DIT, with enhanced clinical associations compared to control therapy. Findings challenge simple mediation models, suggesting DIT's effectiveness derives from amplifying mentalizing's regulatory power for depression outcomes rather than solely building mentalizing capacity. These insights inform therapeutic training, highlighting the importance of deepening mentalizing in psychodynamic treatments.

Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 597

PREVALENCE OF PSYCHOPATHY IN A COMMUNITY SAMPLE OF SPANISH ADULTS: A REPLICATION AND VALIDATION

Sanz--García A.*, Morán N., Gesteira C., Roldán L., Vallejo Slocker L., Garcìa Vera M.P., Sanz J.

Universidad Complutense de Madrid ~ Madrid ~ Spain

The main objective of this work is to examine the prevalence of psychopathy in the general adult population from the main currently existing theoretical perspectives of psychopathy, using for this purpose the five-factor or Big Five model as a common language that allows the comparison and integration of the personality traits considered as defining psychopathy by these different perspectives. In our previous study (Sanz-García et al., 2022), we administered the NEO Personality Inventory-Revised (NEO PI-R) to a sample of 682 adults of the general Spanish population. We calculated the prevalence of clinical and subclinical psychopathy according to different definitions of these two constructs based on Hare's, Lilienfeld's, triarchic, and DSM-5-hybrid models, and the simultaneous presence of a minimum number of personality traits that differed from the sample mean by one standard deviation. However, we did not validate those definitions. In this study, we replicated our previous work, but also validated those definitions with measures of antisocial and harmful behaviors. We administered the NEO PI-R to a new sample of 581 adults of the general Spanish population. Prevalence rates for the different definitions of psychopathy were consistently low, indicating that the prevalence of clinical psychopathy in the general Spanish population is around 0.53%, and that of subclinical psychopathy is around 1.32%. These prevalence rates were similar to those found in our previous work (0.55% and 1.65%). On the other hand, people with subclinical or clinical psychopathy showed higher levels of antisocial behaviors, psychological coercion and aggression towards their partner, and workplace harassment. This last result validated the definitions of psychopathy based on the NEO PI-R. Finally, the results of both studies question the alarmist claims that warn about the existence in society of a very high number of people with psychopathy who can cause many physical, and psychological damage to others.

06 - Division 6: Clinical and Community Psychology

Child and Adolescent Mental Health 4

Saturday 25 July 2026 from 08:00 to 09:30

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education

Abstract 1390

PROMOTING SENSE OF COMMUNITY AT SCHOOL. TEACHERS' PERSPECTIVES IN ACTION

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Introduction A positive school climate is essential for school well-being and the educational process. Relationships between teachers and family play an essential role. The quality of teacher–parent interaction depends on mutual appreciation of each other's work and on the recognition of the parent's educational role. Alignment of educational goals supports parental involvement and strengthens parents' perception of the school's value. Conversely, when this alliance is poorly developed, inter-actions may become conflictual, especially when role perceptions are misaligned.
Teachers often report a decline in the authority and support they receive from families, characterised both by total delegation of educational functions and by intrusive interference in school matters.
Purpose
Understand the quality of teacher-parent relationship, its impact on teachers' well-being, and sense of community (SoC) in the 4 primary schools of a school district of Cesena, as part of the project "La scuola e la città" (Fondazione con i bambini)
Method
A participatory action research approach was used. Four focus group were organised with the teachers (73 participants). Thematic analysis was done on the transcripts of the focus group.
Results The focus group results showed consent among teachers on the idea that clear boundaries for participation are needed, and teachers must define explicit limits on parental involvement. What resulted even more important, was coherence and a common strategy between teachers and across schools in approaching those issues, despite differences across the four schools of the district.
Based on this evidence, to support the co-creation of a common strategy to facilitate teacher-parent relationships, a world cafè with all the teachers of the school district was organised to design a "a vademecum to survive parents"
Conclusions
PAR was effective in strengthening teachers' sense on community and their ownership on the strategies to handle their relationships with parents.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2557

PROMOTING MENTAL HEALTH IN CHILDREN AFTER THE COVID-19 PANDEMIC: A QUASI-EXPERIMENTAL STUDY CONDUCTED IN BRAZIL

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Understanding the pandemic's impact on individuals and communities, expanding affective-social support networks, and strengthening family and community bonds are crucial strategies for promoting children's mental health and resilience, as these factors foster social and psychological resources for coping with adversity. This study aimed to adapt and evaluate the effectiveness of a psychosocial intervention targeting children who experienced adverse events related to the COVID-19 pandemic. Conducted in Brazil, this quasi-experimental study employed a cross-sectional design integrating quantitative and qualitative methodologies to assess a program originally developed by Save the Children in Denmark. The Brazilian adaptation, Programa ConViVer, consisted of eight sessions. A total of 116 children aged 8–12 years (M = 9.8; SD = 1.1) were recruited and randomly assigned to an Experimental Group (EG; n = 69) or a Waiting Group (WG; n = 47), with 52.6% identifying as female. Participants were from five Brazilian cities: Belém, Brasília, Fortaleza, Porto Alegre, and São Carlos. Program effectiveness was assessed at pre-test (T1) and post-test (T2) using validated psychological instruments measuring depression, stress, affect, resilience, self-esteem, self-efficacy, and life satisfaction, along with field diaries. Statistical analyses characterized group performance across all measures and examined changes between T1 and T2 using robust t-tests for trimmed means in paired samples. Results showed that Programa ConViVer significantly increased positive affect and reduced indicators of negative affect, depression, and stress among EG participants. No significant changes were observed in the WG, confirming the intervention's effectiveness. Additionally, the program enhanced children's perceptions of their affective and social support networks—factors widely recognized as essential for promoting mental health and resilience in contexts of adversity. The dissemination of these findings may guide further research and support the replication of this intervention among children facing post-pandemic challenges.

Division 6: Clinical and Community Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 4: Quality Education

Abstract 600

PARENT–CHILD INTERBRAIN SYNCHRONY IS LINKED TO PARENTING PRACTICES AND CHILDREN'S PSYCHOLOGICAL SYMPTOMS

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Parenting practices are fundamental to children's psychological adjustment. However, the neural processes involved in real-time parent–child interaction have remained understudied. The present study examined whether and how two core parenting dimensions—autonomy support ("secure base") and emotional warmth ("safe haven")—differentially predict interbrain synchrony in father–child and mother–child dyads, and whether such synchrony predicts children's later psychological symptoms. Leveraging a longitudinal, within-family design, 105 families including fathers, mothers, and children participated (child mean age = 6.63 years, 50.5% girls). Parenting practices were self-reported one month prior to the lab visit, and children's psychological symptoms were reported by parents one year later. During the lab visit, each child engaged in structured collaborative tasks separately with their father and mother while parent–child interbrain synchrony was measured with functional near-infrared spectroscopy (fNIRS) hyperscanning. Paternal autonomy support uniquely predicted greater father–child interbrain synchrony, whereas maternal emotional warmth uniquely predicted greater mother–child interbrain synchrony. Notably, only father–child synchrony significantly predicted fewer attention, internalizing, and externalizing problems, further mediating the link between paternal autonomy support and reduced child attention problems. These findings offer novel neural-level evidence that autonomy support and emotional warmth play distinct roles in shaping parent–child neural dynamics. Interbrain synchrony may thus serve as a key mechanism linking specific parenting practices to children's psychological adjustment, particularly underscoring the role of father–child interactions in early attention development.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2491

CHASING PERFECTION, FEELING ASHAMED: A DAILY DIARY STUDY OF ADOLESCENT PERFECTIONISTS

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Introduction: Perfectionism and shame are central to understanding psychological distress in adolescence. Perfectionism contributes to mental health problems and psychosocial difficulties, while shame often mediates distress associated with perfectionism, linking it to depression, anxiety, and social withdrawal. Adolescence, a developmental period of rapid cognitive, emotional, and social change, is particularly sensitive to these processes due to heightened self-consciousness and social awareness. Theoretical frameworks such as Self-Conscious Emotion Theory, Perfectionism Cognition Theory, and the Perfectionism Social Disconnection Model converge in highlighting links between perfectionism and shame. Yet, little is known about how these dynamics unfold in daily life among adolescents. Examining their day-to-day interplay can illuminate how perfectionistic cognitions and shame co-occur and fluctuate over time, shedding light on patterns that may contribute to their persistence. These insights are essential for developing effective prevention and intervention strategies for young perfectionists.

Purpose: This ecological momentary assessment study examined reciprocal day-to-day relations between perfectionistic cognitions and shame among adolescent self-identified perfectionists.

Method: A community sample of 96 adolescent self-identified perfectionists (Mage = 15.15 years, SD = 1.72; 67.71% female; 68.75% White) completed daily assessments of perfectionistic cognitions and shame across seven consecutive days. Random intercept cross-lagged path analyses were conducted to examine both within-person and between-persons associations.

Results: Findings indicated robust associations between perfectionistic cognitions and shame. At the within-person level, higher perfectionistic cognitions on Day 2 predicted increased shame on Day 3, which, in turn, predicted higher perfectionistic cognitions on Day 4, suggesting a reinforcing cycle. Perfectionistic cognitions and shame were also positively and strongly associated at the between-persons level.

Conclusions: This study demonstrates a dynamic, reciprocal relationship between perfectionistic cognitions and shame in adolescents. Results highlight the complexity of perfectionism-related emotional processes and underscore the importance of addressing shame in interventions targeting adolescent perfectionism.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2593

THERAPEUTIC FACTORS UNDERLYING COGNITIVE-BEHAVIORAL GROUP THERAPY FOR JUVENILE DELINQUENTS IN TURKEY: A MIXED-METHODS STUDY

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Understanding not only whether a therapy is effective but also how and why it works is essential for advancing evidence-based rehabilitation. Examining therapeutic factors provides insight into what makes treatment effective and lasting. This study investigated the mechanisms underlying a culturally adapted Cognitive-Behavioral Group Therapy (CBGT) for anger management in a Turkish juvenile correctional facility. Sixty male juvenile delinquents were randomly assigned to CBGT, a sharing (peer-support) group, or a waitlist control. Therapeutic processes were assessed using the Therapeutic Factors Inventory–Short Form (TFI-SF). Post-intervention interviews were analyzed using thematic analysis. A MANOVA revealed significant group differences on TFI-SF subscales, $F(4,24) = 3.24$, $p = .02$, $\eta p^2 = .35$. Specifically, CBGT participants reported higher scores on Secure Emotional Expression and Social Learning than the sharing group. In both groups, emotional expression was the most salient factor. Thematic findings supported these results, highlighting group cohesion, emotional expression, and social learning as key processes that contribute to the overall experience. Context-specific elements—such as group rules, engaging activities, and the therapists' role—also enhanced participation and safety. Overall, findings suggest CBGT for anger management promotes skill development and supports relational and emotional growth critical for rehabilitation. Understanding how structured techniques interact with broader therapeutic factors provides valuable insight into the mechanisms of change for juvenile delinquents and helps inform group-based interventions.

Abstract 4928

EFFECTIVENESS OF A TARGETED, EMOTIONAL SAFETY INTERVENTION PROGRAM FOCUSSING ON CO-RUMINATION IN ADOLESCENT GIRLS: THE HAPPY FRIENDS, POSITIVE MINDS RANDOMIZED CONTROLLED TRIAL

Vuijk P.*

Rotterdam University of Applied Sciences, The Netherlands

The prevalence of internalising problems and disorders in girls rises sharply between 10 and 18 years of age, with an onset often occurring during puberty, starting for girls at a mean age of 10 years old onwards. The transition from childhood into early adolescence is a developmental period in which girls experience challenges and difficulties in emotion regulation (ER). Difficulties in ER and the use of maladaptive ER strategies have been associated with heightened negative emotional reactivity and, hence a strong impact on internalising problems. Co-rumination is a goal-directed interpersonal ER strategy that exists within dyadic friendships in which girls disclose distressing worries or problems to downregulate distress.

Co-rumination within girls' friendships increases significantly during early adolescence. Although girls' friendship dyads experience co-rumination as socially rewarding in terms of building trust, emotional intimacy, and support exchange, girls also experience the intrapersonal costs of co-rumination. High levels of co-rumination about distressing experiences and related unpleasant thoughts, feelings, emotions, memories, and bodily sensations within close friendships cultivate an attentional bias towards unpleasant information, making girls more prone to noticing unpleasant stimuli. These processes have been linked to greater stress, negative feelings and problem perceptions directly evolving after conversations, rumination, the onset and exacerbation of symptoms of depression and anxiety, clinical depression, as well as the severity and duration of future depression.

The Happy Friends, Positive Minds program, offered via schools and implemented via trained school professionals, is the first prevention program worldwide, developed by Patricia Vuijk and Per Norrgren, aimed at reducing and preventing excessive co-rumination and related mental health complaints among adolescent girls. This presentation will discuss the building blocks and working mechanisms of the program, aimed at supporting girls to restore emotional safety and emotional balance by learning them to introduce safety signals at moments when worries would normally take over. The program reduces the nervous system's dependence on repetitive "talk loops" for regulation and closeness, and supports a shift to a connection that is calmer, clearer, and more sustainable.

Biography

Dr. Patricia Vuijk is Research professor Girls and mental wellbeing at Rotterdam University of Applied Sciences. Together with Per Norrgren, she develops targeted intervention programs for adolescent girls aimed at the prevention of mental health problems and to support mental wellbeing. She is the Principal Investigator of several Randomized Controlled Trials studying the effectiveness of the programs.

06 - Division 6: Clinical and Community Psychology

Couple and Relational Functioning 1

Saturday 25 July 2026 from 08:00 to 09:00

(K-Spadolini)

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions

Abstract 1458

MODERN INTERPERSONAL RELATIONSHIPS: A QUALITATIVE ANALYSIS OF QUALITY AND FEATURES

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INTRODUCTION Relationships are fundamental in people's lives and represent an essential human need (Perlman, 2007). Recent decades have seen a drastic alteration in the way humans interact and communicate, both online and offline, within a sociocultural context where the digital transformation has brought about significant changes in society (Van Veldhoven & Vanthienen, 2022). Considering that, and according to the Interdependence Theory (Kelley & Thibaut, 1959; 1978), which states that relationships change interdependently with the characteristics of the social and physical environment (Van Lange & Balliet, 2015), it is essential to understand how social relationships develop and how the connections among young adults are characterized.
PURPOSE An exploratory research study was conducted to investigate the quality and features of young adults' interpersonal relationships, considering various levels (dyadic couple, family, peer group, social).
METHOD A sample of 56 young adults between 19 and 21 (58.9% women) was recruited via a Psychology course at the degree level. The textual corpora, consisting of the collection of individual responses, are subjected to Thematic Analysis of Elementary Contexts through T-Lab Plus, to explore the main contents.
RESULTS Transversal characteristics emerged with respect to the quality of interpersonal relationships that are described as characterized by depth and superficiality. An intense ambivalence, with both positive and negative elements and expectations, also characterize each relation. Positive aspects are intimacy and trust, as expressions of respect and justice, a sense of fairness and mattering for others, and presence. Instead, the negative aspects include competitiveness and a lack of commitment and respect. Time dedicated to relationships is regarded as vital for personal development and building the future. A preference for offline relationships is also noted.
CONCLUSIONS This emphasizes understanding relationship qualities to foster authentic social connections and build strong social networks among young adults. It also raises questions about technology's role in this process.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others
SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1782

FROM INTIMATE PARTNER VIOLENCE TO DEPRESSIVE AND SOMATIC SYMPTOMS: LONELINESS AND EXPRESSIVE SUPPRESSION AS MEDIATING PATHWAYS

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Intimate partner violence (IPV) is one of the most prevalent forms of violence against women and has serious negative effects on women's well-being. Research shows that women who are victims of IPV are at an enhanced risk for mental health problems; however, the mechanisms underlying these associations have not been sufficiently understood. The present study aimed to test the serial mediating roles of loneliness and expressive suppression in the association between IPV exposure and depressive and somatic symptoms. The sample consisted of 479 women, aged 18 to 66 (M = 28.81; SD = 10.32), who reported being in a romantic relationship for at least one year. Data was collected via an online survey. Two serial mediation models were tested using the SPSS PROCESS macro, Model 6. The results indicated that IPV exposure had a significant indirect effect on both depressive and somatic symptoms through loneliness, as well as a significant serial indirect effect through loneliness and suppression. The indirect effects through suppression alone were not significant, suggesting that the mediating role of suppression emerged only when preceded by loneliness. These results indicate that loneliness and expressive suppression may be important processes linking IPV to depressive symptoms and somatic difficulties in women. These findings imply that prevention and intervention programs targeting depressive and somatic symptoms in women who are exposed to IPV may benefit from addressing these processes.

Funding: This participation was supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) under the 2224-A Grant Program for Participation in Scientific Meetings Abroad.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1515

INTERPERSONAL AND INTRAPERSONAL EMOTION REGULATION IN OBSESSIVE–COMPULSIVE DISORDER: NEW INSIGHTS FROM RELATIONSHIP-FOCUSED SYMPTOMS

Soysal D.E.*[2], Akin Sari B.[1]

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Emotion regulation is a core process in the onset and persistence of psychological disorders. Intrapersonal strategies such as Suppression and Reappraisal have been widely studied, yet interpersonal strategies including Soothing, Social Modeling, Perspective Taking, and Enhancing Positive Affect have received limited empirical attention. Obsessive–compulsive disorder (OCD) is characterized by intrusive thoughts and repetitive behaviors, but some symptom dimensions emerge specifically in relational contexts, as in Relationship Obsessive–Compulsive Disorder (ROCD). ROCD includes two dimensions: relationship-centered (RC-OC) and partner-focused (PF-OC) symptoms. The aim of this study was to test whether specific intrapersonal and interpersonal strategies predict symptom severity across OCD, RC-OC, and PF-OC, thereby clarifying their respective contributions to general and relationship-related symptom domains.

A sample of 749 Turkish-speaking adults (aged 18 to 65, M = 25.75, SD = 7.44), all with prior romantic relationship experience, completed validated measures of obsessive–compulsive symptoms and emotion regulation strategies. Hierarchical regression analyses were conducted while controlling age and relationship status.

Suppression emerged as the most consistent predictor of higher symptom severity across all domains. Soothing was associated with greater symptoms in OCD and ROCD, while Social Modeling predicted only RC-OC. Perspective Taking showed weaker associations, predicting only OCD symptoms, and Reappraisal negatively predicted OCD symptoms. Younger participants and those currently in relationships reported higher levels of ROCD symptoms.

These findings indicate that obsessive–compulsive symptoms are linked to specific patterns of both intrapersonal and interpersonal strategy use. In clinical practice, understanding the differential contributions of these strategies could lead to more tailored therapeutic approaches that integrate social support and interpersonal skill training alongside cognitive–behavioral techniques targeting intrapersonal regulation. Positioning OCD and ROCD within this broader framework not only advances an emerging direction in the field but also emphasizes the societal relevance of addressing relational well-being alongside symptom reduction.

06 - Division 6: Clinical and Community Psychology

Dynamics of Psychopathology 4

Saturday 25 July 2026 from 09:00 to 10:00

(K-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 1677

WHEN ANXIETY SEEMS NORMAL: DE-PATHOLOGISING ANXIETY IN TIMES OF CRISIS

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Sigmund Freud Private University ~ Vienna ~ Austria

The negative effects of the COVID-19 pandemic on mental health are well documented, showing increased psychological distress. The Psychological University Outpatient Clinic at Sigmund Freud Private University continued to provide low-threshold, income-based services throughout all phases of the pandemic. This study examines how distress levels among help-seekers at the outpatient clinic changed as a result of the pandemic.

The sample comprises 1,664 patients (59.4% female, 39.6% male) and includes medical history, interviews, and the Symptom Checklist SCL-90-R [1]. Analyses revealed a significant group differences (pre-, peri-, and post-pandemic) on the anxiety scale (scale 5 of the SCL-90-R; ($F(2,1248.19)=4.41$, $p=.012$, $\eta^2=.01$). Post-hoc tests showed higher anxiety scores pre-pandemic ($M=62.65$, $SD=11.30$) than during the pandemic ($M=60.84$, $SD=12.51$; $p=.019$). No significant differences emerged between pre- and post-pandemic ($p=.26$) or peri- and post-pandemic groups ($p=1.00$). Help-seekers during the pandemic were also significantly younger ($M=32.9$) than those before ($M=35.6$) or after ($M=35.8$; $p=.001/.012$).

Findings suggest that in collective crises, anxiety may be depathologised—increasingly regarded as a normal, shared response rather than a clinical condition—even while stress persists. This potential normalization may explain why reported anxiety decreased despite widespread distress. The disproportionate presence of younger patients highlights shifts in age-related help-seeking and the relevance of resilience profiles. Moreover, heightened public discourse and reduced stigma around mental health likely encouraged individuals to seek support, even when their anxiety no longer seemed exceptional.

For clinical practice and theory, these results underscore a critical implication: crises may blur the boundary between pathological and normal anxiety. Outpatient services must therefore carefully differentiate adaptive from maladaptive anxiety, while expanding preventive and psychoeducational programs. Strengthening resilience—particularly among younger populations—is essential to mitigate long-term risks masked by the apparent normalization of anxiety.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1331

SOCIAL COGNITIVE MECHANISMS OF IMPULSIVITY-RELATED RISK FOR STIMULANT USE DISORDER

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Introduction: Impulsivity is a risk factor for addiction, including stimulants. The precise mechanisms through which impulsivity conveys risk is unclear. Identifying these mechanisms could inform targeted intervention. bioSocial Cognitive Theory (bSCT) hypothesises two mechanistic pathways linking dimensions of impulsivity to addiction. The first predicts that higher reward drive/sensitivity leads to the development of more positive drug outcome expectancies, encouraging problematic use. The second pathway predicts that a greater propensity to act without forethought (rash impulsiveness) leads to reduced confidence in one's ability to resist rewards, which include drugs (low refusal self-efficacy), encouraging problematic use. bSCT has received empirical support in studies of alcohol and cannabis use.

Purpose: This study tests bSCT in a stimulant treatment population.

Method: 151 stimulant users (73.5% methamphetamine; 19.2% cocaine) attending a specialist outpatient clinic in an Australian tertiary-level public hospital were administered a battery of questionnaires assessing impulsivity, social cognition, and severity of dependence (SDS). Data were analysed using structural equation modelling with robust maximum likelihood estimation to test bSCT predictions.

Results: The hypothesised model explained 51.8% variance in severity of stimulant dependence and showed good fit to the data, chi-square= 29.195, df= 12, p= .004, CFI= 0.956; RMSEA= 0.098; SRMR= 0.067). Lower stimulant refusal self-efficacy mediated the effects of higher rash impulsiveness and positive expectancies on dependence severity. Positive stimulant expectancies mediated the effects of higher reward drive.

Conclusions: Findings support bSCT in stimulant addiction, highlighting the potential importance of stimulant refusal self-efficacy as a treatment target and identifying potential biosocial cognitive factors influencing it.

Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1118

INVESTIGATING THE COGNITIVE MECHANISMS LINKING LONELINESS TO INTERNALIZING SYMPTOMS

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Background: With global rates of mental illness on the rise, it is crucial to better understand how to improve well-being. Loneliness and cognitive biases are well-established risk factors for anxiety and depression. One bias—negative interpretation bias (i.e., the tendency to interpret ambiguous stimuli negatively)—is strongly linked to the development of anxiety and depression. In this talk, I review research on interpretation bias and practical applications, including strategies to reduce this bias. I will also present the results of research investigating the relationships between interpretation bias, loneliness, perspective-taking, and anxiety and depression.

Method: Sixty-six university students (Mage = 20.58, SDage = 1.93) completed measures of loneliness (UCLA Loneliness Scale), negative interpretation bias (Scrambled Sentences Task), anxiety and depression (Hospital Anxiety and Depression Scale), and perspective-taking (a 4 measure composite: Four-Item Mentalizing Index, 10-item Cambridge Mindreading Voice Battery, Interpersonal Reactivity Index, and 5-item Autism Quotient).

Results and Discussion: Loneliness was positively correlated with negative interpretation bias ($r = .42$, $p < .001$), anxiety ($r = .59$, $p < .001$), and depression ($r = .58$, $p < .001$). Negative interpretation bias was also associated with anxiety and depression ($r = .54$, $p < .001$). Loneliness explained nearly half the variance in anxiety (48.8%) and depression (49.3%; $p < .05$). Interestingly, perspective-taking abilities may serve as a protective factor against loneliness, depression and negative interpretation bias. That is, individuals with higher perspective-taking abilities showed lower levels of loneliness, depression and interpretation bias compared to those with high perspective-taking (ps < .05). These findings offer valuable insights for clinicians, researchers, educators, and policymakers. Implications for interventions targeting interpretation bias and perspective-taking to improve mental health will be discussed.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1646

INTERPRETATIONS AND EXPERIENCES OF INDIVIDUALS DIAGNOSED WITH BIPOLAR DISORDER REGARDING THIS DIAGNOSIS

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Bipolar disorder is a mood disorder that is characterized by fluctuations between mania and depression. For individuals suffering from bipolar disorder, although receiving a diagnosis provides them with a relief that comes through naming and explanation, it can also result in an alienation and containment. In addition to the difficulties they experience due to bipolar disorder, receiving a diagnosis can also be perceived as a stigma, and in this regard, individuals may also encounter social and economic inequalities. The aim of this study will be to examine how individuals diagnosed with bipolar disorder interpret and give meaning to their diagnosis, and how they experience this diagnosis in their daily lives. In order to reach a diverse and rich data, qualitative research will be conducted in the study. For this purpose, semi-structured interviews will be carried out with five to ten individuals who were diagnosed with bipolar disorder, and the data will be analyzed with thematic analysis. Through qualitative analysis, data will be examined in depth, and individuals' interpretations, experiences, and difficulties concerning bipolar disorder diagnosis will be at center of the study. Results will be discussed in the light of various theories such as psychoanalytic and psychodynamic, humanistic, social and cultural approaches, by bridging both clinical and social psychology. By investigating individuals' experiences regarding the diagnosis and treatment processes, problems they may encounter with the health care system, or the challenges they may face on a social or economical level; possible ways to enhance both their physical and mental health, and their socio-economical status will try to be discovered in the present study.

06 - Division 6: Clinical and Community Psychology

Child and Adolescent Mental Health 5

Saturday 25 July 2026 from 09:30 to 10:30

(G-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 2609

DIMENSIONS OF HOPE FROM PSYCHOTHERAPEUTIC INTERVENTIONS OF ADOLESCENTS WITH DELINQUENT BEHAVIORS

Bengwasan P.*

De La Salle University/Psychological Association of the Philippines ~ Manila ~ Philippines

Children in conflict with the law (CICL) underwent intervention programs which involve psychotherapy, educational assistance, life skills training and family interventions. Given the severity of the cases of these individuals, this study explored the interplay of locus of hope dimensions in 10 CICLs that underwent individual psychotherapeutic process. Hindrances were evident in these cases, which centered on family relational difficulties, presence of abuse and cognitive limitations. But notably, internal locus of hope dimensions such as motivations to learn life skills and continue formal education, acknowledgment of responsibility and the drive to achieve goals were emphasized during psychotherapeutic sessions. Likewise, external locus of hope dimensions such as support from significant others, gaining approval from one's parents and family members during reintegration, and having a sense of community with one's co- residents were apparent in their experiences. Especially towards latter sessions of psychotherapy, themes that directly speak of hope appear to be strengthened by professional help (including psychotherapy, legal assistance and case management), which seem to answer the deficits possessed by the participants prior to institutionalization.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 4539

WHAT IT IS LIKE TO BE A CHILD EXPERIENCING AN AMBIGUOUS LOSS DURING RUSSIA'S WAR AGAINST UKRAINE?

Butsykin Y.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction
Ambiguous loss – characterised by the physical absence but psychological presence of the lost person – is a particular challenge for children, as it disrupts identity, restricts lived time, and relationships with the world. During Russia's war against Ukraine, many children face the disappearance of one or both parents, a form of loss that resists "closure" and other conventional models of grief.
Purpose
This study aims to reveal the underlying structure of ambiguous loss experience and explore how general aspects of the loss are embodied and embedded in the case under investigation.
Method
The research used a qualitative approach to the studied phenomenon: interpretive phenomenological analysis. This involves two: a phenomenological description of the participants' experiences and the researcher's interpretation of these experiences. The data were collected by semi-structured interviews with eight children aged 10-16 who experienced the disappearance of one or both parents due to the war.
Results
The experience of ambiguous loss is summarized in three main categories. Each of these categories, in turn, contains several subordinate ones:
1. The presence of the absent (painful reminiscences; repulsive radiation of the lost person's presence; attractive radiation of the lost person's presence)
2. Alienation of the world (alienation of the objective world; alienation of social relations; alienation of the actual course of time)
3. Identity crisis (searching for a new self; loss as a basis of self-awareness

Conclusions

The findings challenge stage-based and closure-oriented models of grief, emphasizing the non-linear, embodied, and relational 'nature' of children's experience of ambiguous loss. Ambiguous loss disrupts children's sense of time, continuity, and meaning, producing affective ambivalence, depressive alienation, and the coexistence of parallel timelines of life with and without the lost parent.

Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2661

STORIES IN THE SAND: INTRODUCING THE THERAPEUTIC SANDSTORY METHOD AS A NARRATIVE, MULTIMODAL INTERVENTION FOR CHILDREN IN SOUTH AFRICA

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[1]Rhodes University ~ Makhanda ~ South Africa, [2]Nelson Mandela University ~ Gheberha ~ South Africa

The Therapeutic Sandstory Method (TSM) is a newly developed, multimodal child psychotherapy intervention that integrates three expressive therapeutic pillars: sandtray therapy, therapeutic storymaking, and the use of therapeutic documents. This presentation introduces the TSM and reports on a qualitative case-study project involving five South African middle-school aged children experiencing emotional distress and behavioural challenges. Developed for use in resource-scarce settings, the TSM offers a structured yet flexible protocol designed to support children's meaning-making, emotional regulation, and identity development through symbolic play and narrative co-construction.

Guided by Narrative Therapy and social constructionist principles, the study documented and analysed each child's therapy process to explore how engagement unfolded, how sandstories were collaboratively created, and how these stories facilitated therapeutic change. Case material shows that children used the TSM to externalise problems, process complex emotions, and author alternative identity-rich narratives that strengthened their sense of agency and coherence. Themes emerging across cases highlight the importance of collaboration, the therapist's role as co-creator, and the value of therapeutic documents in consolidating new meanings.

The findings indicate that the TSM is an effective, developmentally attuned, and culturally adaptable short- to medium-term intervention for children; both in under-resourced and resourced contexts. Mechanisms of change and factors that support or hinder engagement are identified, contributing to the first formal articulation and evaluation of this method. Recommendations for refining the protocol include careful preparation for the storytelling phase and the incorporation of a definitional ceremony involving caregivers in the concluding phase to reinforce children's emerging narratives.

The presentation will outline the TSM protocol, illustrate its application through selected case examples, and share practical guidelines captured in a provisional implementation manual. Overall, the study offers initial evidence for the TSM as a promising new psychotherapeutic intervention for children and a valuable extension of narrative-informed sandtray practice.

Division 6: Clinical and Community Psychology - Others

Abstract 4611

CONFIGURATIONS OF THE MATERNAL IMAGO IN CHILDREN WITH DEPRESSIVE TRAITS: A PROJECTIVE STUDY

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Early disruptions in primary caregiving relationships affect the organization of object representations and influence emotional development in childhood. This study investigated how the maternal imago is configured in the psychic life of institutionalized children.

Participants were nine children aged 7 to 11 years living in a child protection service in Northeastern Brazil. The children were not selected for depressive pathology. Instead, apathy, sadness, and inhibition were examined as clinical indicators associated with depressive experience. The research followed a multiple case study design. Two expressive projective procedures were used: the Family Drawing by Corman and collage proposed by Oaklander. The material was analyzed through a psychoanalytic framework articulating Freud's theory of mourning and melancholia, Klein's depressive position, Winnicott's concepts of holding, handling, false self and transitional object, Bion's theory of containment, and Green's notion of the dead mother.

The productions revealed six configurations of the maternal imago organized not as simple absence but as distinct modes of psychic presence. Drawings and collages associated inhibition, sadness, and apathy with specific relational organizations including distant, substitute, idealized, fragmented, ambiguously present, or affectively emptied maternal figures. The findings suggest differentiated internal object organizations through which the child seeks relational continuity despite environmental discontinuities.

The material also presented symbolic activity and reparative gestures, indicating preserved elaborative potential. Projective procedures allowed access to relational experience not readily verbalized and functioned as mediating spaces for expression and meaning construction.

The study contributes to applied psychology and psychoanalytic clinical practice by demonstrating that institutionalized children do not lack maternal representation but organize multiple relational solutions to early affective disruption. Recognition of these configurations may support more precise assessment and the development of caregiving environments capable of sustaining symbolization and emotional integration processes. These patterns offer clinically actionable markers for staff training and for planning interventions that support play, care, and continuity daily.

06 - Division 6: Clinical and Community Psychology

Suicide and Self-Injurious Behaviors 1

Saturday 25 July 2026 from 09:30 to 10:30

(F-Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1450

FAMILIAR AND UNIVERSITY FACTORS ASSOCIATED TO SUICIDE IDEATION IN LATIN-AMERICAN YOUNG ADULTS (2020 – 2024). SCOPING REVIEW

Castro Munoz J.A.*, Garavito Ariza C.E.

Universidad Piloto de Colombia ~ Bogotá ~ Colombia

The aim of this study was to identify the social factors associated with suicidal ideation, on an scoping review, selecting the available evidence in the Latin American context between 2020 to 2024, the period afte the global pandemic of Covid - 19. This study focused specifically on those arising from interactions within the family and the university environment, given the lack of reviews focused on these two socialization environments that are central to the development of young people. This differential constitutes the main contribution of this review. The study also considered the increase in suicide rates among young people following the COVID-19 pandemic. The method consisted of a review of the scientific literature using the Scoping Review methodology according to the PRISMA-ScR model, which consists of a broad review of the literature based on search criteria supported by a review of the background of the problem. This search was conducted in the scientific databases of ProQuest, Redalyc, and Scopus, including only studys in latin-american countries. A total of 914 records were identified, of which 23 were selected based on the content of the abstract, and finally by complete reading according to their relevance to addressing the study objective, 15 were selected. The results identified and concluded that among the protective family factors, cohesion, involvement, and support prevail, and in the university context, social support from peers. Among the risk factors in the family is coercion teh principal one, and in the university context is the cyberbullying. Finally, the implications for suicide prevention based on the social factors of both contexts of interaction in young adults are discussed, conssidering its contributions and implications to the development of future intervention programs and public health policies in the latin-american region.

Division 16: Counseling Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1538

SUICIDAL IDEATION TRAJECTORIES AND MENTAL HEALTH PREDICTORS AMONG KOREAN UNIVERSITY STUDENTS: A GROWTH MIXTURE MODELING APPROACH

Choi S.*, Song J., Lee M.

Soonchunhyang Univercity ~ Asan ~ Korea, Republic of

This study aimed to identify latent classes of suicidal ideation trajectories among university students and to examine the predictors of class membership, thereby providing longitudinal evidence regarding suicide risk in this population. Given the increasing concerns about suicide among young adults, this research provides critical insights into subgroup-specific risk factors. Data were collected from 300 undergraduate students enrolled in 4-year universities across the nation at three time points: T1 (January 2025), T2 (April 2025), and T3 (June 2025). Suicidal ideation was measured using the Suicidal Ideation Attributes Scale (SIDAS; 11-point Likert scale), and the sum score (range: 0-50) of its five sub-dimensions (frequency, uncontrollability, closeness to attempt, distress, interference with daily activities) was utilized. Psychological distress was assessed with the Brief Symptom Inventory-18 (BSI-18; 5-point Likert scale), focusing on four sub-dimensions : depression, somatization, anxiety, and panic. Analyses were conducted using Growth Mixture Modeling (GMM), which classified participants into three groups: C1 (I=29.30***, S=-0.90*), C2 (I=2.76***, S=-0.64***), and C3 (I=17.17***, S=-0.39). Accordingly, C1 was designated as the “High-decreasing group,” C2 as the “Low-increasing group,” and C3 as the “Moderately stable group.” Regarding predictors, when the “High-decreasing group” was used as the reference group, only somatization (OR: 0.202, 95% CI: 0.067–0.609) significantly predicted membership in the “Low-increasing group.” This finding suggests that somatic symptoms are a salient factor associated with elevated risk of suicidal ideation. Furthermore, when the “Low-increasing group” was employed as the reference group, depression (OR: 2.663, 95% CI: 1.418–5.001) significantly predicted membership in the “Moderately stable group.” This indicates that depressive symptoms may play a pivotal role in maintaining a moderately elevated level of suicidal ideation. Collectively, these findings suggest that the predictors of suicide risk differ across subgroups and underscore the importance of interventions tailored to the specific characteristics of each group.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1634

THE PREDICTIVE ROLE OF PERCEIVED PARENTAL ATTITUDES AND PERSONALITY ORGANIZATION ON NON-SUICIDAL SELF-INJURY

Türk Y.*[2], Uyar Suiçmez T.[1]

[1]Baskent University ~ Ankara ~ Turkey, [2]Demiroglu Bilim University ~ Istanbul ~ Turkey

As research started to differentiate Nonsuicidal Self Injury (NSSI) from suicidal behaviors and to recognize it beyond being merely a symptom of specific diagnoses or a result of trauma histories, NSSI is now seen as a distinct clinical phenomenon. In line with this changing perspective in the literature, examining NSSI by reviewing its relationship with personality organization, which offers a transdiagnostic approach, and with perceived parental attitudes that shape how individuals experience adverse events may provide more in-depth insights into understanding the functions of NSSI. For this purpose, a total of 194 participants aged between 25 and 40, reporting no history of suicide attempts, were recruited via online platforms. Data were collected using a sociodemographic information form, the EMBU (My Memories of Upbringing) scale, the Inventory of Personality Organization (IPO), and the Inventory of Statements About Self-Injury (ISAS). Hierarchical Multiple Regression Analysis revealed that both personality organization and perceived maternal overprotection significantly predicted NSSI functions, whereas perceived paternal overprotection and perceived parental rejection did not. Among the significant predictors, personality organization emerged as the strongest predictor. Findings regarding the relationship between personality organization and NSSI are expected to provide valuable insights for therapists in understanding NSSI. These insights may support the development of tailored therapeutic frameworks and enhance interventions by addressing the subdimensions of personality organization, such as primitive defenses, identity diffusion and reality testing. Additionally, the relationship between maternal overprotection and NSSI demonstrates that overprotective parenting is also associated with adverse behavioral outcomes, even though it is considered less extreme than rejective parenting. The finding also emphasizes the importance of mental health-family relationship. Supporting parents by providing psychoeducation on parenting attitudes and their impact, as part of a family-centered protective and preventive mental health initiatives, is considered to be beneficial when targeting NSSI.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1076

THE INTERVENTION EFFECTS OF POSITIVE PSYCHODRAMA ON DEPRESSIVE SYMPTOMS IN COLLEGE STUDENTS: A RANDOMIZED CONTROLLED TRIAL

Wang Q.*[1], Xi J.[1], Guan Z.[1], Gao Y.[1], Zhang J.[2]

[1]East China Normal University ~ Shanghai ~ China, [2]Shanghai Jiao Tong University School of Medicine

Background: Depression, a pervasive mental health challenge among college students, necessitates innovative interventions that move beyond conventional paradigms. While widely used, approaches like cognitive behavioral therapy (CBT) often demonstrate modest effect sizes and a disembodied methodology. Positive psychodrama (PPD) emerges as a promising integrative, integrating the health promotion principles of positive psychology with the embodied action techniques of psychodrama. This dual-focus framework aims not only at symptom reduction but also at the cultivation of holistic well-being. This study empirically investigates and verifies the intervention effects of positive psychodrama on alleviating depressive symptoms in college students.

Methods: In this randomized controlled trial, 60 college students with depressive symptoms (PHQ-9 ≥5; 65% female, Mage = 23.58) were allocated to a two-day PPD intervention (n = 28) or a waitlist control group (n = 32). Depressive symptoms, core self-evaluations, spontaneity, and life satisfaction were assessed at baseline, post-intervention, 7-day follow-up, and 2-month follow-up.

Results: The PPD group demonstrated significant reductions in depressive severity post-intervention (Cohen's d = 1.444, $p < .001$), with sustained effects at 7-day (d = 0.961, $p < .001$) and 2-month (d = 0.746, $p <. 05$) follow-ups. Clinically meaningful remission (85.71%) and response rates (78.57%) were observed.

Limitations: The generalizability of the findings is constrained by the modest sample size, lack of an active control group, reliance on self-reported measures, and cultural specificity to Chinese students.

Conclusion: This study highlights PPD as a scalable and transdiagnostic intervention. By integrating trauma processing, strengths-based role-playing, and future-oriented rehearsals, PPD bridges symptom alleviation with health promotion. Future research should examine its cross-cultural applicability, underlying mechanism, and efficacy compared to existing evidence-based therapies.

06 - Division 6: Clinical and Community Psychology

Culture and Psychological Processes 3

Saturday 25 July 2026 from 10:00 to 11:00

(K-Spadolini)

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1089

EPISTEMIC INJUSTICE AND CLINICAL PHENOMENOLOGY: A CO-PRODUCTIVE APPROACH TO MENTAL DISTRESS IN UNIVERSITY STUDENTS

Chiarani M.*

Salesian University Institute ~ Venice ~ Italy

The mental health of university students has become a global priority, underscored by rising rates of psychological distress within this demographic. This transitional phase to adulthood, known as Transitional Age Youth, constitutes a critical juncture for the onset of psychopathology, and its challenges are often exacerbated by destabilizing socio-cultural factors that heighten vulnerability. Traditional nosographic approaches, primarily based on behavioral anomalies, prove insufficient to grasp the experiential core of suffering. This is particularly true for paucisymptomatic presentations linked to developmental and existential challenges, which often result in heterogeneous and inadequate diagnoses. Furthermore, monological and asymmetrical models of care can foster forms of epistemic injustice (both testimonial and agential), which undermine the young person's credibility and active participation in the therapeutic process, ultimately compromising its outcome. Overcoming such models has become an ethical, clinical, and epistemic necessity. In contrast, clinical phenomenology grounded in a Person-Centered Dialectic Approach conceives of suffering not as a discrete neurobiological or intrapsychic problem, but as the result of a defensive position-taking in the face of an "existential knot" that overwhelms the individual's resources. A co-productive approach, which values the first-person perspective and its epistemic authority, is therefore essential for understanding the individual's suffering. This process is enriched by the dialogical exchange of perspectives within the therapeutic dyad, which facilitates the overcoming of defensive closure, enables the modification of this position-taking, and fosters a therapeutic alliance founded on mutual recognition. Through the analysis of brief clinical vignettes from a university counseling service, this presentation will illustrate how such an approach unfolds in practice. Promoting collaborative care pathways, based on a phenomenological understanding of the person's way-of-being-in-the-world, not only improves clinical outcomes but also responds to a crucial ethical imperative: to enrich the scientific understanding of "mental pathology" by integrating the first-person perspective, which is too often marginalized.

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 218

HOTPOT AND THE HOLDING VESSEL: CULTURAL CONTAINMENT AND SYMBOLIC HEALING IN URBAN LIFE

Shang Y.*

Pacifica Graduate Institute ~ Carpinteria ~ United States of America

This paper explores hotpot, a communal Chinese cooking practice, as a culturally grounded symbol of psychological containment and collective rejuvenation. Drawing on Hillman's notion of the "valley of the soul"—a descent into imaginal warmth and shared depth—the hotpot is framed not only as food but as a living metaphor for relational depth and symbolic containment: a low, open vessel where differences can coexist in heat, rhythm, and time.

The study is anchored in clinical theory and symbolic imagination. Insights from Bion, Winnicott, and Ogden support the view that healing unfolds in spaces capable of receiving, holding affect, and metabolizing inner states. Unlike sealed systems, hotpot enacts relational participation, where nourishment is negotiated, not owned, and time is shared, not controlled. Clinical vignettes show how images of fire, shared meals, and inward spaces emerge in dreams, signaling movement toward psychological reintegration, tonal coherence, and intersubjective resonance.

Beyond the clinical domain, this paper also considers a cross-disciplinary cultural case: West Village Basis Yard by Chinese architect Liu Jiakun, awarded the 2025 Pritzker Architecture Prize. Built in Chengdu, a city deeply affected by the 2008 Wenchuan earthquake, the courtyard echoes the hotpot's symbolic structure while remaining porous to the life of the street—a container that is both open and protective. The project's recognition reflects a growing global sensitivity to therapeutic architecture—spaces that attune to collective repair, emotional tone, and symbolic renewal.

Bringing together clinical dreamwork, cultural symbolism, and spatial design, the paper draws subtle parallels with Taoist metaphysics and alchemical traditions, where the vessel recurs as a matrix of psychological transformation. It invites a rethinking of applied psychology—not only as method, but as a field that should also hold space for depth, for warmth, and for shared meaning in times of fragmentation.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 305

CULTURAL DIFFERENCES IN EMOTION REGULATION: THE MEDIATING ROLE OF EMOTION BELIEFS

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Previous research suggests that the frequency of using specific emotion regulation (ER) strategies varies across cultures. While individuals from East-Asian Western cultural contexts often report using expressive suppression more frequently than those from Western cultures, findings remain inconsistent for strategies such as rumination and cognitive reappraisal. On the other hand, the Turkish cultural context, which has elements of both individualistic and collectivist values, has received limited research attention in this area. The present study examined the link between culture and the use of several ER strategies (i.e., cognitive reappraisal, expressive suppression, and rumination) in American and Turkish young adults, and tested the mediating role of emotion beliefs as a potential mechanism in these associations.

The sample consisted of 716 young adults from the United States and Turkey (Mage = 20.92, SD = 2.01; 74.3% female). Participants completed online questionnaires on ER strategies and emotion beliefs. Three parallel mediation models were tested for cognitive reappraisal, expressive suppression, and rumination using the SPSS PROCESS macro, statistically controlling for gender.

Results showed that a belief in the uncontrollability of negative emotions mediated the link between culture and cognitive reappraisal, as well as the link between culture and rumination. Furthermore, believing that positive emotions are not useful mediated the association between culture and expressive suppression. However, only the total effect of culture on cognitive reappraisal was statistically significant, with participants from the Turkish sample reporting lower use of reappraisal. Findings suggest that cross-cultural differences in the use of cognitive reappraisal may be partially explained by beliefs about the controllability of negative emotions.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 37

CULTURALLY ADAPTIVE CBT FOR GLOBAL MENTAL HEALTH PRACTICE: EXPANDING PSYCHOLOGICAL FRONTIERS

Williams N.*

N.S. Williams Psychology Professional Corporation ~ Toronto ~ Canada

As applied psychology evolves, there is increasing recognition that traditional therapeutic models must be adapted to meet the diverse needs of global populations. Culturally Adaptive Cognitive Behavioural Therapy (CA-CBT) has emerged in Canada as a promising approach for addressing mental health disparities among Black populations by integrating racial identity, intergenerational trauma, and culturally relevant coping strategies into CBT. This presentation will explore how CA-CBT can inform global mental health practice, particularly in regions where Black communities and other racially marginalized groups face systemic barriers to care. By bridging cultural competence with evidence-based interventions, CA-CBT represents a new direction in applied psychology, expanding the frontiers of mental health treatment beyond Eurocentric paradigms. Research findings and clinical applications will illustrate the model's effectiveness, adaptability, and potential for implementation worldwide. This session will highlight how psychology must evolve to meet the demands of an increasingly diverse and interconnected world.

06 - Division 6: Clinical and Community Psychology

Clinical Intervention 1

Saturday 25 July 2026 from 10:30 to 11:30

(G-Spadolini)

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1279

NO CARE WITHOUT INCLUSION: BARRIERS AND SOLUTIONS IN MIGRANT MENTAL HEALTH SUPPORT SYSTEMS

Wu Y., Chen S.*

National Tsing Hua University ~ Taipei ~ Taiwan

As transnational migrant workers have become a vital part of the labor force and economic system across countries, their mental health has emerged as a growing focus of global research and practice in psychology. Prior studies indicate that culture and language barriers remain one of the most significant obstacles in delivering effective mental health and social support services. This study adopted an action research design, centering on the training of bilingual interviewers within a migrant worker support initiative in Hsinchu County, Taiwan. Insights drawn from their reflections and feedback underscored the cultural and ethical complexities of interpretation, guiding recommendations for improved practice and training.

The ten interviewers who participated were primarily new immigrants, second-generation immigrants, or Taiwanese participants with English proficiency. While their backgrounds provided cultural and linguistic advantages, they encountered practical challenges such as inconsistent word choices, difficulty with technical terms, and limited sensitivity to ethical concerns. These observations reinforce that linguistic ability alone cannot ensure service quality; interpretation must also incorporate cultural mediation, professional empathy, and standardized terminology to support migrant workers' needs being communicated with accuracy and respect.

Based on these findings, the study highlights the importance of systematic training, clear ethical guidelines, and institutional recognition of interpreters as professional contributors to mental health services. These measures are essential for advancing equity and sustainability in cross-cultural support. Additional recommendations will be presented during the conference, with the aim of demonstrating how applied psychology can contribute to migrant workers' well-being and social justice across diverse contexts.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 646

GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN EMPTY SELF, FRAGMENTED SELF, AND POSTTRAUMATIC STRESS WITH COMORBID PSYCHIATRIC SYMPTOMS IN SYRIAN REFUGEES

Chung M.C.*[1], Wang N.[2], Alblooshi J.[1], Albalooshi A.[1], Banimalek N.[1], Al Ali F.[1], Nashwan A.[3]

[1]Zayed University ~ Dubai ~ United Arab Emirates, [2]Huazhong University of Science and Technology ~ Huazhong ~ China, [3]University of Sharjah ~ Sharjah ~ United Arab Emirates

Introduction: Posttraumatic stress disorder (PTSD) has been identified in Syrian refugees with prevalence rates ranging from 24% to 52% (e.g., Chung et al., 2017). According to the posttraumatic self hypothesis, trauma can reconfigure a person's inner world, distorting their self-concept and self-monitoring abilities (Wilson, 2006). However, no studies have investigated the relationships between trauma exposure, empty self, and fragmented self in the posttraumatic stress reactions of this population. Furthermore, despite the highlighted importance of examining gender differences in PTSD (Christiansen & Hansen, 2015), this aspect remains unexplored.
Purpose: This study aimed to investigate gender differences in the interrelationships between trauma exposure, empty self (subjective emptiness), and fragmented self (internal disconnection) among Syrian refugees.
Method: Four hundred and seventy-four (F=242, M=232) Syrian refugees were recruited via a humanitarian organisation in Jordan. Participants completed the Harvard Trauma Questionnaire, the General Health Questionnaire-28, the Subjective Emptiness Scale, and the Fragmented Self Inventory.
Results: Latent Profile Analysis revealed distinct gender-based profiles. For men, a three-profile model was optimal: Resilient, Minimal Distorted Self, and a group with Minimal Emptiness but High Fragmentation. The latter group reported the most severe PTSD and comorbid symptoms. For women, a four-profile model emerged, which included an additional profile for Fragmented individuals only. Women in both the Minimal Emptiness/High Fragmentation and the Fragmented-only profiles exhibited the highest levels of distress, reporting greater PTSD and comorbid symptoms than other profiles.
Conclusions: This study concludes that significant gender differences exist in trauma manifestation. The most distressed men were those experiencing high internal disconnection with little emptiness. In contrast, the most distressed women were those experiencing internal disconnection, irrespective of their level of emptiness. These findings underscore that profound psychological vulnerability can persist over a decade post-trauma and that internal self-fragmentation is a key factor, with its impact varying by gender.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1039

EXPLORING THE IMPACT OF MENTALIZATION-BASED PSYCHOEDUCATION ON HOSTILE ATTRIBUTIONS

Fortin R.*, Gagnon J.

Université de Montréal ~ Montréal ~ Canada

Hostile attribution bias (HAB) is a well-documented cognitive tendency to perceive ambiguous social cues as hostile, contributing to aggressive behaviors and poor interpersonal outcomes. Mentalization-Based Therapy (MBT) seeks to enhance the capacity to reflect on one's own and others' mental states. Its psychoeducational module appears promising for individuals whose cognitive biases impair their ability to accurately infer intentions. Recent work suggests that this module may attenuate HAB among incarcerated women. However, their findings were limited by a small sample and reliance on qualitative data.

The present study builds on this foundation by implementing a six-session psychoeducational module of MBT in a Quebec detention facility for incarcerated women. Participants (n = 14) attended three days of structured workshops and completed pre- and post-intervention assessments, including self-reported questionnaires and a neurocognitive task. Questionnaires measured hostile attributions (Ambiguous Intentions and Hostility Questionnaire), hostile versus benign interpretations (Word Sentence Association Paradigm–Hostility), and mentalization ability (Mentalization Scale). The Hostile Expectancy Violation Task (HEVT) assesses neural responses to ambiguous social scenarios by measuring the N400, an event-related potential that emerges when revealed intentions contradict initial expectations. This paradigm offers a valid, real-time measure of HAB that is independent of conscious control, reducing susceptibility to response biases and capturing the spontaneous processes underlying attributional tendencies.

Our presentation will discuss the feasibility and potential impact of short-term psychoeducational MBT modules in correctional settings, emphasizing the integration of self-reported and neurocognitive outcomes. This design allowed us to assess both subjective and objective indicators of change in hostile attribution tendencies and mentalization. ERP measures provide novel insights into whether such changes are reflected in neural responses to ambiguous social scenarios. By advancing beyond qualitative accounts, this research contributes to the development of scalable, evidence-based strategies aimed at reducing aggression-related biases and supporting rehabilitation efforts in correctional populations.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1124

EFFICACY OF THE COMBINED TREATMENT WITH TRANSCRANIAL DIRECT CURRENT STIMULATION AND MINDFULNESS TRAINING FOR THE TREATMENT OF CHRONIC STRESS

Yang Q.*, Liang W., Li M., Liu B.

Airforce Military Medical University ~ Xi'an ~ China

Abstract

Background: The combined utilization of transcranial direct current stimulation (tDCS) and mindfulness training has the potential to yield more favorable outcomes in addressing mental health issues, yet its efficacy for chronic stress treatment is unclear. The present study aims to examine the effect of this combination on stress symptoms and accompanying anxiety, depression, and sleep disturbances in individuals with chronic stress.

Methods: 109 participants with chronic stress were randomly assigned to four groups: sham, tDCS, mindfulness, and combination groups. All groups received a 6-day intervention, with one 20-minute session per day. The primary outcome was the change in participants' stress symptoms at baseline, post-test, one-week follow-up, and one-month follow-up. The secondary outcome was the assessment of anxiety, depression, and sleep disturbances, as well as the occurrence of adverse events.

Results: The results indicated that the combination group had significantly lower PSS-14 scores compared to the other three groups at post-test, 1-week follow-up, and 1-month follow-up ($p < 0.001$). The combination group had significantly lower GAD-7 and PHQ-9 scores compared to the sham group at post-test ($p = 0.011$, $p = 0.001$), 1-week follow-up ($p = 0.013$, $p < 0.001$), and 1-month follow-up ($p = 0.003$, $p < 0.001$). The combination group also had significantly lower PSQI scores compared to the sham group at 1-month follow-up ($p = 0.004$).

Conclusions: The combination of tDCS and mindfulness training could improve symptoms of stress, anxiety, depression, and sleep disturbances in individuals with chronic stress, and its improvement effect and duration of effect are better than those of monotherapy.

06 - Division 6: Clinical and Community Psychology

Clinical Intervention 2

Saturday 25 July 2026 from 11:00 to 12:00

(K-Spadolini)

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 573

REHABILITATION EFFICACY: THE INTERPLAY OF HUMOR, EMOTIONAL REGULATION AND RECOVERY OUTCOMES

Bhatia N.*[1], Banerjee B.[2], Suhruth A.[3], Bedi R.P.[4], Choubisa R.[1]

[1]Birla Institute of Technology and Science, Pilani ~ Pilani ~ India, [2]Birla Institute of Technology and Science, Pilani ~ Hyderabad ~ India, [3]Birla Institute of Technology and Science, Pilani ~ Goa ~ India, [4]University of British Columbia ~ Vancouver ~ Canada

This study examines the complex interplay between maladaptive personality traits, coping with humor, emotional regulation, and recovery outcomes among a sample of individuals seeking psychological support. When it comes to assessment, specialized inventories capture maladaptive personality traits and directly or indirectly predict recovery outcomes through maladaptive humor and emotional regulation. On the contrary, adaptive humor and effective emotional regulation strategies ideally buffer these negative effects, therefore enhancing recovery outcomes. To quantitatively validate this idea, we took a sample of n=152 respondents from a few rehabilitation centers from the NCR region. We measured PID-5 trait domains, coping with humor, and emotional regulation strategies (reappraisal, suppression, acceptance) using standardized tools. Recovery outcomes were operationalized through measures of empowerment, self-esteem, symptom management, and social reintegration. We analyzed the hypothesized relationships and tested the model through a structural modeling approach. Our results highlight the critical role of coping with humor and emotional regulation in rehabilitation success when assessing the pathway between maladaptive traits and recovery outcomes. Our findings underscore the importance of assessing implied mechanisms in addition to the explicit mechanisms to better understand the dynamics of the recovery process. Our research has direct implications for therapeutic approaches and practices that augment overall rehabilitation efficacy.

Division 6: Clinical and Community Psychology Division 5: Education and School Psychology Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2546

HOW ACCURATELY ARE PSYCHOLOGISTS AND PSYCHIATRISTS ABLE TO IDENTIFY DISSOCIATIVE SYMPTOMS AND DISORDERS?

Hamer R.*, Nedeljkovic M., Mackelprang J.

Swinburne University of Technology ~ Melbourne ~ Australia

Introduction: Dissociation is a common symptom across various mental health conditions, including borderline personality disorder, posttraumatic stress disorder, and panic disorder, with a prevalence of approximately 10% in inpatient and outpatient settings. Despite its prevalence, dissociative symptoms often go unidentified and dissociative disorders are often underdiagnosed. This gap in identification has important implications for clients' treatment outcomes and quality of life—if dissociation is not identified, appropriate treatment is unlikely to be offered. Prior research has demonstrated that one significant contributing factor to this issue is mental health professionals' lack of knowledge and clinical skills to address dissociation, in part due to insufficient training. Purpose: Given the clinical importance of correctly identifying dissociative symptoms and disorders, the aim of this cross-sectional study was to investigate psychologists' and psychiatrists' accuracy in identifying dissociative symptoms and disorders and to examine the influence of confidence and training on diagnostic accuracy. Methods: Sixty-nine fully registered psychologists (n = 59) and psychiatrists (n = 10) completed an anonymous online survey that presented participants with two expert-designed clinical vignettes to assess applied diagnostic knowledge. The survey also queried clinicians' self-reported confidence and prior training on dissociation. Results: Analyses revealed that only 50% of clinicians accurately identified all symptoms of dissociation from a clinical vignette (Vignette 1), and only 28% clinicians accurately diagnosed dissociative identity disorder (Vignette 2). Conclusion: These findings highlight the lack of knowledge about dissociative symptoms and disorders among psychologists and psychiatrists and underscore the potentially critical need for training to enhance clinicians' ability to detect them accurately. Integrating dissociation-focused education into formal training pathways and professional development may be critical to reducing misdiagnosis and improving client outcomes.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 536

THERAPEUTIC MICRO-MOMENTS AND THE DROPOUT PARADOX: A PRELIMINARY ANALYSIS OF WITHIN-SESSION CHANGE PATTERNS IN PSYCHOTHERAPY PROCESS RESEARCH

Gülüm I.V.*, Gözde I., Dilekler Aldemir I., Karanci A.N.

TOBB University of Economics & Technology ~ Ankara ~ Turkey

Background: Traditional psychotherapy outcome research focuses on between-session changes, overlooking critical within-session micro-changes that may predict treatment outcomes and dropout patterns. Recent process research suggests that micro-moments of change within sessions may be more predictive of therapeutic improvement than previously recognized.
Objective: To investigate within-session micro-changes in client shame and identify patterns that differentiate between therapeutic improvement dropout and problematic dropout in psychotherapy.
Methods: We analyzed 98 psychotherapy cases from a university training clinic, examining within-session changes in client shame (pre-post session differences) across up to 39 sessions. State shame was assessed at the beginning and end of each session using a single-item 7-point Likert scale (1 = not at all, 7 = extremely). Using change point analysis and risk prediction modeling, we developed a two-type dropout classification system distinguishing therapeutic improvement dropout from true dropout.
Results: Critical micro-change moments occurred most frequently in session 4 (24 instances), followed by sessions 3, 2, and 1. Paradoxically, dropout clients showed significantly stronger within-session improvement (M = -0.464) compared to treatment completers (M = -0.047), $t(62) = -2.25$, $p = .049$, $d = 0.89$. Two distinct dropout patterns emerged: therapeutic improvement dropout (33.3% of analyzable dropouts) characterized by rapid improvement and early goal achievement, and stagnant process dropout (33.3% of analyzable dropouts) characterized by minimal change despite adequate therapeutic process.
Conclusions: Early-session micro-moments of shame reduction appear to be important indicators of therapeutic progress and may paradoxically signal risk for premature dropout. These findings should be interpreted cautiously due to the use of a single-item shame measure and the small dropout subsample. Replication with validated multi-item measures and larger samples is warranted.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 341

MINDFULNESS-BASED ART THERAPY WITH HOSPITALIZED DEPRESSED INDIVIDUALS – THE TEMPORAL ORDER OF CHANGE IN MINDFULNESS, RUMINATION, AND AFFECT.

Stanko--Kaczmarek M.*[2], Jankowski T.[1], Bartel R.[3], Stankowska M.[4], Andrzejewska M.[4], Rybakowski F.[4], Kaczmarek L.[2], Rybakowski J.[5]

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Introduction:
Mindfulness-Based Art Therapy (MBAT) is an integrative intervention that combines mindfulness training with creative expression. While MBAT has shown efficacy in reducing depressive symptoms, little is known about the temporal sequence of psychological changes during therapy. Understanding the order in which changes occur may improve intervention planning and personalization.

Purpose:
This study aimed to explore session-to-session changes in mindfulness, rumination, and affect among hospitalized patients with depressive disorders participating in MBAT. We investigated whether mindfulness precedes changes in cognitive and emotional processes during therapy.

Method:
Forty-seven inpatients diagnosed with major depressive disorder or bipolar depression took part in twice-weekly MBAT sessions over several weeks. Each session included mindfulness meditation, mindful art-making, and group reflection. Participants completed self-report diary assessments of mindfulness, rumination, and affect twice weekly. Multilevel and autoregressive modeling was used to analyze within-person temporal dynamics.

Results:
Participants demonstrated increased mindfulness and positive affect, and decreased rumination and negative affect over time. However, session-to-session changes in mindfulness did not predict subsequent changes in rumination or affect. Instead, more frequent home mindfulness practice was associated with reduced rumination, while engagement in art activities was linked to improved affect. Temporal effects appeared to oscillate, with greater variability among participants with shorter therapy durations.

Conclusions:
These findings highlight distinct roles for mindfulness and art components in MBAT: mindfulness may target cognitive patterns such as rumination, while art activities enhance emotional regulation. The absence of lagged effects suggests that changes may not follow a simple linear progression. Future studies should examine how session structure and timing influence outcomes and incorporate control groups to better isolate treatment-specific effects.

06 - Division 6: Clinical and Community Psychology

Couple and Relational Functioning 2

Saturday 25 July 2026 from 11:00 to 12:30

(T-Monumentale)

Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 10: Reduced Inequalities SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 2232

WHICH BATTERING INTERVENTIONS WORK: AN UPDATED META-ANALYSIS OF DOMESTIC VIOLENCE TREATMENT OUTCOME STUDY RESEARCH

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This meta-analytic review is an update to the first meta-analysis of battering interventions (Babcock et al., 2004) and includes 59 studies that evaluated treatment efficacy for domestically violent men and women. The outcome literature of controlled quasi-experimental and experimental studies was reviewed to test the relative impact of Duluth, cognitive-behavioral therapy (CBT), and novel types of treatment on subsequent recidivism of violence. The first model examines studies comparing interventions to no treatment control conditions. The second model compares novel interventions to treatment as usual (i.e., the Duluth curriculum). Study design and type of treatment were tested as moderators in both models. Consistent with previous meta-analyses, effect sizes were in the small range, smaller in true experiments as compared to quasi-experimental designs when recidivism was based on partner or police reports. However, new experiments comparing novel treatments to the Duluth curriculum reveal effect sizes comparable to when comparing novel interventions to an untreated comparison group. Novel interventions, including Acceptance and Commitment Therapy and Circles of Peace had the largest effect sizes when put head-to-head with Duluth control groups. Future research directions include testing moderators and mechanisms of change of the battering interventions that work. Implications for evidence-based practice in criminal justice include broader implementation and continued testing of these novel interventions with demonstrated efficacy in stopping intimate partner violence.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1181

ARE RELATIONSHIP- AND PARTNER-FOCUSED SYMPTOMS A SUBTYPE OF OBSESSIVE-COMPULSIVE DISORDER? A NETWORK ANALYSIS

Koç Ö., Erol Y.*, Toroslu B., Soysal D.E.

Baskent University ~ Ankara ~ Turkey

Relationship- and partner-focused obsessive-compulsive symptoms (ROCD) are defined as obsessive-compulsive symptoms (OCD) that occur within close relationships. Although these symptoms have been suggested as a distinct OCD subtype, there are ongoing discussions about whether they represent genuine obsessions or merely worry and rumination.

To address this, the present study examined conditional dependencies and probabilities among ROCD and general OCD sub-dimensions using network analytic approaches with 1701 non-clinical participants recruited via convenience sampling; therefore, findings were interpreted at the symptom level. Gaussian Graphical Models (GGM) and Bayesian networks (BN) were estimated to investigate unique associations between symptoms. Results indicated that, in both the GGM and BN models, “obsessions” might function as a bridge symptom. ROCD symptoms appeared to form one network community, while general OCD symptoms formed a separate community; the BN further suggested that these communities could be linked via obsessions and doubts about the partner’s love, a pattern consistent with the GGM model.

Notably, doubts about a partner’s love constitute the only ROCD subdimension directed toward another person’s inner state, whereas the other subdimensions primarily center on one’s own emotions and cognitions about the relationship or the partner. This other-focused quality, especially when considered alongside risk factors such as fear of abandonment and partner-contingent self-worth, may explain why these doubts uniquely bridged ROCD with “obsessions” subdimension of general OCD. Findings also indicate that ROCD and OCD may not be entirely independent constructs, with doubts about the partner’s love exhibiting a more obsessive quality. According to the psychological network theory, clinical applications targeting these doubts could alleviate ROCD symptoms, highlighting a potential focus for clinical interventions. Future research should investigate these networks in clinical populations, track longitudinal changes, and test whether interventions targeting bridge symptoms produce broader symptom reduction in both ROCD and general OCD.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality

Abstract 1157

THE EFFICACY OF COGNITIVE-BEHAVIORAL THERAPY (CBT) AND ACCEPTANCE AND COMMITMENT THERAPY (ACT) IN MITIGATING THE EFFECTS OF EMOTIONAL ABUSE AMONG TURKISH WOMEN: AN EXPERIMENTAL DESIGN STUDY

Mor G.*, Cihan H.

Ankara Yildirim Beyazit University, Social Sciences Institute ~ Ankara ~ Turkey

This study developed and implemented a Cognitive-Behavioral Therapy (CBT) and Acceptance and Commitment Therapy (ACT)-based intervention program to enhance the well-being of Turkish women exposed to emotional abuse.The intervention was designed to reduce emotional abuse (perpetration and victimization) and perceived stress while improving emotion regulation and psychological well-being. A pilot study (N = 24) was conducted to refine the program content, structure, and assessment procedures. The main randomized controlled trial (N= 60) assigned participants to either an intervention or waitlist control group. The nine-week program combined CBT strategies with ACT methods. Standardized measures—the Cognitive Emotion Regulation Questionnaire (CERQ), Multidimensional Measure of Emotional Abuse (MMEA), PERMA Well-Being Scale, and Perceived Stress Scale (PSS)—were administered at baseline, post-test, and two-month follow-up. The intervention group demonstrated statistically significant improvements in adaptive emotion regulation and psychological well-being, alongside reductions in perceived stress and both emotional abuse perpetration and victimization compared with the control group. Most effects were maintained at follow-up. Limitations include the use of a small, homogeneous sample of married Turkish women, reliance on self-report data, a short follow-up period, and the absence of partner or clinician-reported assessments. Clinically, the
findings highlight the potential of a structured, low-cost, and trauma-informed CBT–ACT program to enhance emotional recovery, resilience, and relational health in women affected by emotional abuse. The approach is applicable in both clinical and community settings and holds promise for integration into prevention as well as treatment frameworks.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 1178

SPECIFIC AND COMMON COGNITIVE VULNERABILITIES IN RELATIONSHIP AND PARTNER-FOCUSED OBSESSIVE-COMPULSIVE SYMPTOMS: SUBDIMENSIONS OF INTOLERANCE OF UNCERTAINTY AND PERFECTIONISM

Toroslu B.*

Baskent University ~ Ankara ~ Turkey

Relationship and partner-focused obsessive–compulsive symptoms (ROCD) represent an emerging field in clinical psychology, referring to intrusive doubts and preoccupations concerning one's romantic relationship (r-OCD) or perceived attributes of one's partner (p-OCD). Previous findings suggest that cognitive vulnerabilities such as perfectionism (PERF) and intolerance of uncertainty (IU) contribute to the onset and persistence of these symptoms. However, research often examines r-OCD and p-OCD together or focuses on only one dimension. Despite evidence that these symptom clusters may differ in their underlying risk factors, studies clarifying which cognitive factors are specific to r-OCD and which to p-OCD remain limited. To address this gap, the present study investigated which subdimensions of IU and PERF are most strongly associated with r-OCD and p-OCD, and in what ways they diverge.

The non-clinical sample comprised 290 individuals from Turkey (aged 18–58) who were in a romantic relationship. Data were collected through convenience sampling, and the study employed a cross-sectional design. Multivariate General Linear Modeling (GLM) was used to examine which IU and PERF subdimensions predicted the two ROCD dimensions. Results indicated that doubts about actions (PERF) predicted both r-OCD and p-OCD symptoms. However, IU subdimensions showed differentiation: r-OCD was predicted by perceiving uncertainty as stressful and by negative self-appraisals about uncertainty, whereas p-OCD was predicted by perceiving uncertainty as an obstacle to action.

Findings highlight distinct cognitive risk factors for r-OCD and p-OCD. r-OCD appears more closely linked to uncertainty about emotions and relationship evaluation, while p-OCD is tied to decision-making and behavioral inhibition under uncertainty. Clinically, these results emphasize the need to tailor interventions accordingly. Addressing anxiety and negative appraisals of uncertainty may be particularly useful in r-OCD, while strengthening tolerance for indecision and action-related difficulties may benefit p-OCD. Perfectionistic doubts about actions also represent a shared therapeutic target to alleviate ROCD symptoms.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2152

NARRATIVES OF INTIMATE PARTNER VIOLENCE AND THE JOURNEY BACK TO SELF

Tiwari P.*

Department of Psychology, University of Delhi ~ New Delhi ~ India

This research paper presents a comprehensive qualitative study on the process of meaning-making and post-traumatic growth (PTG) among 11 Indian survivors of gaslighting and mental abuse in intimate partner relationships. Gaslighting is a profound form of psychological manipulation that systematically undermines a victim's perception of reality, leading to profound confusion, self-doubt, and a fractured sense of identity. While the traumatic nature of such abuse can shatter a person's core beliefs and worldview, this study posits that the active process of making sense of the experience is crucial for healing and recovery. Through narrative interviews, this research sought to illuminate the complex journey survivors undertake from the depths of self-blame to a state of transformative growth. The findings contribute significantly to the existing literature on this under-researched topic, particularly within the sociocultural context of India.

The thematic narrative analysis of the participants' stories revealed a nuanced progression from the initial stages of abuse to a final state of reconciliation and growth, captured in distinct themes involving a fundamental reconstruction of their worldview and a redefinition of the relationship as abusive, a necessary step for regaining a sense of personal agency. PTG in this context is not merely a return to a pre-trauma state but a dynamic and gradual change that leads to a deeper understanding of one's inherent worth and a more resilient outlook on life.

The findings have significant implications for therapeutic interventions, suggesting a need for trauma-centered psychotherapy that specifically supports the narrative meaning-making process. By helping survivors reconstruct their experiences, therapists can facilitate healing and contribute to their long-term growth and well-being.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 683

EMOTIONAL INTIMATE PARTNER VIOLENCE: THE ROLE OF DARK TRIAD AND BASIC PSYCHOLOGICAL NEED SATISFACTION AND FRUSTRATION

Karaca Ö., Tuna E.*

Izmir University of Economics ~ Izmir ~ Turkey

Emotional intimate partner violence (IPV) refers to behaviors such as controlling, isolating, and punishing the partner using fear, humiliation, and manipulation. Emotional IPV affects both men and women worldwide and poses serious risks to well-being. The Dark Triad personality traits (narcissism, psychopathy, Machiavellianism) may increase the likelihood of perpetrating emotional IPV in a relationship. Moreover, the satisfaction and frustration of the basic psychological needs — autonomy, relatedness, and competence — may also play a role in IPV perpetration. The present study investigated the effects of dark triad traits and basic psychological need satisfaction and frustration on emotional IPV perpetration. 382 Turkish adults (M= 41.05, SD= 10.63, 208 female) who were in a romantic relationship for over one month participated in the study. Participants completed online self-report questionnaires, including the Short Dark Triad Scale, the Multidimensional Measure of Emotional Abuse, and the Basic Psychological Need Satisfaction and Frustration Scale. Two hierarchical multiple regression analyses were conducted, predicting emotional IPV perpetration from the dark triad traits and the dimensions of basic psychological need satisfaction and frustration, statistically controlling for age and gender. Results of the first model revealed that higher levels of psychopathy and frustration of the need for autonomy predicted higher levels of emotional IPV perpetration. In the second model, psychopathy predicted IPV perpetration, whereas psychological need satisfaction dimensions did not. Across both models, being male and older were associated with greater IPV perpetration. Overall, the findings suggest that emotional IPV may be influenced by both the perpetrator's personality traits and the level of frustration of their basic psychological needs. Addressing these factors may contribute to reducing the risk of emotional IPV.

06 - Division 6: Clinical and Community Psychology

Service Innovation & Implementation 1

Saturday 25 July 2026 from 11:30 to 13:00

(G-Spadolini)

Division 6: Clinical and Community Psychology - Others Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 294

MULTI-ELEMENT BEHAVIOR SUPPORT (MEBS): BUILDING CULTURES OF COMPASSION AND COMPETENCE

Dotson L.*

IABA Research and Education Foundation ~ San Diego ~ United States of America

Multi-Element Behavior Support (MEBS) provides a comprehensive and compassionate approach to supporting individuals with complex behavioral needs. More than a clinical methodology, MEBS serves as an organizational framework grounded in non-linear applied behavior analysis and humanism. It integrates proactive and respectful strategies—ecological adjustments, skills teaching, preventative strategies, and non-aversive reactive techniques—to ensure individuals are supported in pursuing meaningful, connected lives.

This presentation explores MEBS as both a clinical and systemic model for promoting dignity, safety, autonomy, and personal growth. Drawing from real-world case studies and cross-sector implementations, we will examine how MEBS fosters inclusion, reduces restrictive practices, and enhances quality of life across disability, education, and health settings.

We will also discuss how leadership can embed MEBS into organizational culture through values-based supervision, workforce development, and continuous quality improvement. Participants will leave with practical tools for aligning organizational systems with MEBS principles, supporting staff competency, and advancing person-centered outcomes.

Ultimately, MEBS is not simply a tool for behavior support—it is a framework for creating the conditions and supports necessary for a life well lived.

Division 6: Clinical and Community Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2016

REFLECTIVE MENTORSHIP AS A FRAMEWORK IN GROUP CLINICAL SUPERVISION

Alianan Jr A.*, Rodriguez G., Macuha M.

Ateneo de Manila University ~ Quezon City ~ Philippines

Literature on the training and supervision of future mental health professionals in the context of the global south and Southeast Asia is limited (Gojar, 2025). Even less studied are group supervision sessions in this context, despite the modality potentially maximizing existing resources (Endale et al., 2020). Given the potentially threatening notion of clinical supervision, using reflective mentorship (SA Health, 2023) as a basic framework is utilized in fostering the development of graduate students in counseling psychology who are providing brief teleconsult interventions for free. Using conversation analysis, this study aims to expound on the interactions among two mentors who alternately lead their three trainees through 11 mentorship sessions. The analysis reveals a shift in responsibility from mentors to trainees in taking hold of their own development as practitioners. The evolving and fluid power dynamics and the emergence of reflective practice of the trainees enabled them to gain better confidence in responding to various client concerns. Limitations of the study, future directions, and recommendations are also discussed.

Division 6: Clinical and Community Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1948

TRANSLATING RESEARCH INTO CLINICAL PRACTICE: IMPLEMENTING THE PARENTS UNDER PRESSURE PROGRAM TO SUPPORT FAMILIES WITH COMPLEX NEEDS IN CHILD PROTECTION

Dawe S.*, Harnett P.

Griffith University ~ Brisbane ~ Australia

Background: Improving family functioning and child outcomes in families with multiple and intersecting problems—such as parental substance misuse, mental health difficulties, financial stress, and parental histories of childhood maltreatment—is essential to breaking intergenerational cycles of adversity. The Parents under Pressure (PuP) program is an evidence-based intervention that addresses these complex needs through a strengths-based, trauma-informed framework grounded in developmental psychopathology and attachment theory. While the program has demonstrated effectiveness in clinical trials, translating evidence into sustainable practice across child protection and family support systems presents considerable challenges.

Method: In response, the PuP program developers have drawn on Proctor's Implementation Model to design a structured training and implementation process, ensuring practitioners from diverse disciplines can deliver the program with fidelity. Dissemination required the development of an integrated theoretical framework to scaffold practice, alongside flexibility to tailor family support plans.

Results: Over 400 agencies worldwide have now been trained in the PuP program. Implementation experience demonstrates the importance of strong practitioner training, supervision, and organisational support to address barriers such as workforce turnover and engagement difficulties with highly vulnerable families. The journey of implementation will be illustrated through two case examples: (i) training in a nongovernment organsation across 4 sites in Syria, and (ii) integration into services in the Republic of Ireland. Outcomes are described at organisational, practitioner, and family levels, highlighting improvements in practitioner confidence, family engagement, and child wellbeing.

Conclusions: Dissemination of evidence-based practice in child protection requires more than proof of efficacy. Success depends on developing a coherent framework of practice, embedding flexible but clearly articulated program components, and aligning training, supervision, and policy supports. The PuP program illustrates how implementation science principles can overcome dissemination challenges, sustain fidelity, and ensure that families with complex needs benefit from interventions capable of transforming long-term trajectories.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1232

CO-DESIGNING A TAILORED PROGRAM FOR MANAGING SUBSTANCE USE IN ACQUIRED BRAIN INJURY

Lindsay H.*[1], Gullo H.[2], Mitchell J.[3], Ponsford J.[4], Fleming J.[2], Wong D.[5], Ownsworth T.[3], Reid N.[6], Dawe S.[7], Russell T.[8], Brown H.[9], Lion K.[7], Piatkowski T.[7], Lemsky C.[10], Beaulieu--Bonneau S.[11], Doig E.[12], Turner B.[13], Kendall M.[9], Griffin J.[14], Bell R.[14], Gould K.[4], Schneider K.[1], Simpson G.[15], Gullo M.[1]

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Introduction: Substance use disorder (SUD) is one of the most common mental disorders. Individuals with an acquired brain injury (ABI) are at increased risk of SUD, which reduces rehabilitation engagement and increases risk of subsequent brain injuries (e.g., from a fall). Effective interventions for ABI and SUD exist in isolation, but are inaccessible to individuals with both.

Purpose: Co-design a SUD intervention optimised for people with ABI.

Method: We used co-design methods and user-centred design principles. Six people with lived experience of substance use in ABI participated in two co-design rounds. In round one, a needs analysis was used to develop a shared understanding of the experiences and challenges faced by people with ABI seeking substance use treatment and consider ways to optimise delivery. The Project Advisory Group reviewed these findings and provided further feedback for intervention refinement. An optimised intervention was drafted and shared with the consumers in a second round of co-design to gauge the intervention's appropriateness and feasibility.

Results: The co-design team comprised six consumers with lived experience of ABI (ABI=5; family member=1) and substance use (methamphetamine=3, alcohol=2, cannabis=1). Needs analysis priorities identified were: 1) better-equipped care to support individuals with ABI+SUD (e.g., in-home); 2) treatment tailored to each individual's needs; 3) holistic treatment inclusive of one's environment, community, and broader goals; 4) meaningful, personalised support person involvement. Priorities highlighted during the draft intervention 'walk-through': 1) tailoring information presentation to individual needs (e.g., visual, paper-based/digital, shared with support person); 2) inclusion of consumer-generated materials (e.g., testimonials, completed worksheets); 3) flexible content pacing (e.g., more/less time on psychoeducation).

Conclusions: Engaging consumers with lived experience in co-design is recommended to ensure

meaningful and clinically feasible psychosocial intervention development. Future research will evaluate the acceptability, feasibility, and efficacy of the co-designed SUD intervention optimised for individuals with ABI.

Division 6: Clinical and Community Psychology Division 17: Professional Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1370

PRIMARY CARE PSYCHOLOGY: THE EXPERIENCE OF THE CAMPANIA REGION

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Introduction
Pyschological disorders are often characterized by psychosomatic symptoms such as muscle tension, headache, insomnia, gastro-intestinal pain, asthenia, arrhythmias or tachycardia. However, many patients do not recognize the psychological origin of these disorders, focusing their concerns exclusively on physical symptoms. These symptoms cause significant distress and interference regarding quality of life (QoL) in those who experience them.

Purpose

This study proposes a multidisciplinary approach that involves psychological counseling, and integration with general practioner, in order to manage psychosomatic symptoms. With the Regional Law of 3 August 2020, Campania is the first Italian Region to have established a Primary Care Psychology service, named “Psicologia di base”, in local health companies (ASL Salerno) with the aim of supporting and integrating the action of general practitioners and paediatricians in intercepting and responding to unexpressed psychological needs, as well as, health promotion and disease prevention.

Method
After excluding organic issues, general practioner suggested a primary care psychology counseling for patients with psychosomatic symptoms to evaluate the presence of anxiety-depressive disorders. Depression Anxiety Stress Scales – Short Form (DASS-21) were administered to 7 adult patients, at baseline (T0) and six months later first access to the Primay Care Psychology service (T1).

Results
The results show that patients with acute psychosomatic symptoms, who promptly adhered to both their general practitioner’s counseling, psychological ones have shown significant remission of psychosomatics symptoms. Instead, those who refused the psychological counseling, a worsening was found in the initial psychosomatics which evolved in depressive and anxious symptoms, and consequently, worse QoL.

Conclusions

This study suggests the importance of a multidisciplinary approach to improve the QoL of patients and decrease psychosomatic symptoms and psychological distress. In particular, Primary Care Psychology have proven to be effective at the beginning of psychosomatic symptoms, reducing the risk of evolving into depressive and anxious symptoms.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2526

VALIDATION OF THE ITALIAN VERSION OF AULA ATTENTION KIDS: A VIRTUAL REALITY TOOL FOR ASSESSING ATTENTION AND INHIBITORY CONTROL IN CHILDREN AND ADOLESCENTS

Chicchi Giglioli I.A.*[2], Rebón--Ortiz F.[2], Busdraghi C.[1]

[1]Giunti Psychometrics ~ Florence ~ Italy, [2]Nesplora ~ Madrid ~ Spain

Introduction
Assessing attentional functioning in children and adolescents is crucial in both research and applied settings. Traditional tools, while standardized, often lack ecological validity and may not adequately capture attentional performance in naturalistic situations. Virtual reality (VR)-based instruments, such as AULA Attention Kids, offer a promising alternative by simulating real classroom dynamics to assess sustained attention, inhibitory control, and processing speed. While validated in the Spanish context, an Italian version of AULA has not yet been standardized.
Purpose
This study aims to validate the Italian version of AULA Attention Kids in a sample of typically developing children and adolescents, providing preliminary psychometric evidence and laying the foundation for establishing Italian normative data.
Method
A total of 160 children aged 6 to 16 were recruited from schools and clinical sites across northern, central, and southern Italy. All participants were assessed under standardized conditions with AULA Attention Kids. Analyses are focused on reliability, developmental trends, and the general feasibility of administration across age groups.
Results
Preliminary findings indicate that AULA Attention Kids is well accepted by children and feasible to administer within both research and school contexts. Early analyses suggest adequate reliability and developmental differences consistent with attentional maturation, although full analyses are still ongoing.
Conclusions
These preliminary results support the feasibility and ecological validity of the Italian version of AULA Attention Kids for assessing attention and inhibitory control. Further analyses will establish normative reference values and provide more robust psychometric evidence, paving the way for its clinical and educational application in Italy.

06 - Division 6: Clinical and Community Psychology

Service Innovation & Implementation 2

Saturday 25 July 2026 from 12:00 to 13:00

(K-Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2699

UNIVERSITY-BASED APPROACH TO MENTAL HEALTH SERVICES IN THE COMMUNITY

Grinko N.*

Ukrainian Catholic University ~ Lviv ~ Ukraine

Amid Russia's full-scale invasion, the Ukrainian people are facing pressing mental health needs. A January 2024 survey found that 77 per cent of Ukrainians reported stress or severe nervousness recently (Gradus, 2024). The World Health Organisation estimates that 22 per cent of individuals impacted by conflict experience a mental health disorder (Charlson et al. The Lancet 2019; 394 10194). The current system relies on inpatient psychiatric hospitals with limited community-level access points. Another major shift is the expansion of community mental health multidisciplinary mobile teams that treat severe to moderate disorders at the community level. There is also a market for private mental health practices.

A holistic approach is essential to address these challenges. A well-trained and competent mental health workforce, providing care at multiple levels, is essential for delivering effective services that enable Ukrainians to fully recover and participate in social and economic growth. The role of the Ukrainian Catholic University extends beyond academics, aiming to serve the people of Ukraine by equipping the new generation with the skills to meet modern challenges, particularly in post-war reconstruction and development. UCU's commitment to health initiatives is reflected in various degree programs and non-degree initiatives. In addition to training, UCU Faculty of Health Sciences provides mental health services to the university and city community.

Our interest is in developing and implementing a model of interdisciplinary training on mental health. At our faculty, this model could be applied to the education of students in physical therapy, occupational therapy, psychology, and social work. Over the past few years, significant progress has been made at the legislative level in Ukraine to implement the concept of interdisciplinarity in practice, both within the education system and in community services. The next step - to make this strategic approach an achievement for university interdisciplinary education as well.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 4: Environmental Psychology SDG 3: Good Health and Well-being

Abstract 2727

NATURE-BASED APPROACHES TO DEPRESSION AND MENTAL WELLBEING

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University of Exeter ~ Exeter ~ United Kingdom

Mental health difficulties, including depression, are highly prevalent and associated with high levels of disability worldwide. The associated economic costs are large, approximately GBP 118 billion per year in the UK alone. Unfortunately, the majority of individuals in need of treatment receive none and traditional treatment approaches to mental health alone may be insufficient. Novel approaches to improving mental wellbeing include increasing contact and connection to natural environments, and the extant evidence suggests that nature-based approaches may reduce stress and improve mood and mental wellbeing. Our UK-based research group (Research grOup for Wellbeing and Nature; ROWAN; rowantree.uk) has carried out a number of research studies investigating the link between natural environments and wellbeing, including studies on nature-based interventions (NBI). We are developing a short self-guided NBI (Roots and Shoots©), which in pilot work has shown to be feasible and acceptable to participants. Furthermore, in a pilot randomised controlled trial, we have demonstrated that the Roots and Shoots intervention is likely to be effective in improving mental wellbeing in those with poor mental wellbeing. Future research is planned to investigate the efficacy of this novel NBI in a larger, fully powered clinical trial. In addition, we are testing a guided 8-week version of the intervention (Roots and Shoots Plus ©), designed for individuals with mental health difficulties. This iteration is comprised of both self-led activities and facilitator-led group psycho-social elements in nature. Preliminary findings on these novel approaches will be presented and future directions will be discussed.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 4541

THE DEVELOPMENT OF PSYCHOLOGICAL CRISIS HOTLINE AMIDST THE WAR IN UKRAINE

Palii V.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction: Following the full-scale Russian military invasion, Ukrainian psychologists organized systematic crisis care for individuals and communities experiencing extreme acute trauma, distress, and psychological disorientation. According to the Mental Health Coordination Center under the Cabinet of Ministers of Ukraine (2022), at least 50% of the population will require mental health support of varying intensity. In response, the National Psychological Association, with international partners, launched a psychological support hotline providing crisis psychological and psychiatric consultations in Ukraine and abroad. The hotline operates direct numbers in 21 countries with the largest Ukrainian populations under temporary protection. In December 2023, the Association launched a website enabling access via audio and video calls for individuals in countries without direct numbers and in temporarily occupied territories where Ukrainian mobile networks are not operational.

Purpose: This contribution describes the processes and conditions in creating an extensive psychological crisis care line for Ukrainians under war conditions: lessons learned and key data.

Methods: Based on reports completed by hotline professionals, an analysis using descriptive statistics was conducted of 20,206 completed one-time consultations (psychological, psychiatric, and social).

Results: Over 3.5 years, the hotline provided 20,206 one-time consultations (20–60 minutes each), including psychological (76%), psychiatric (12%), and social support (12%). Consultations addressed acute stress, mental health symptoms, family and interpersonal conflicts, and parenting challenges. Most requests came from women (66.6%) and adults aged 25–64, with 82% originating in Ukraine and 18% abroad. This large-scale data provides insights into the nature, distribution, and needs of crisis-affected populations during ongoing conflict.

Conclusions: Data-based implications for developing national and international mental health crisis response during large-scale catastrophes, such as wars, are discussed.

07 - Division 7: Applied Gerontology

Poster Session 1 - Division 7

Wednesday 22 July 2026 from 08:15 to 09:45

(X- Poster 3)

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 4563

ASSOCIATION BETWEEN VITAMIN D INTAKE AND SLEEP DISORDERS IN THE OLDER POPULATION OF KAZAKHSTAN

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Scientific research institute of preventive medicine named after Academician Y.D. Dalenov, Astana Medical University ~ Astana ~ Kazakhstan

Background.
Aging is accompanied by changes in sleep regulation, reduced nutrient adequacy, and an increased prevalence of chronic conditions. Vitamin D is considered a potentially modifiable factor influencing neuroendocrine regulation of sleep, circadian rhythms, and neuroinflammatory processes. However, data on the association between actual vitamin D intake and sleep disorders in older populations remain limited, particularly in Central Asian countries.
Objective.
To assess the association between dietary vitamin D intake and the presence of sleep disorders in older adults.
Methods.
This cross-sectional study included 425 geriatric participants aged 60 years and older, recruited from social service centers and active longevity centers. Dietary intake was assessed using a 24-hour dietary recall and an adapted food frequency questionnaire. Sleep disorders were evaluated based on questionnaire data. Group differences were analyzed using the Mann-Whitney U test. The predictive value of vitamin D intake for sleep disorders was assessed using receiver operating characteristic (ROC) analysis.
Results.
Median vitamin D intake among participants with sleep disorders was 2.10 µg (Q1-Q3: 0.89-4.40), compared with 2.34 µg (Q1-Q3: 1.31-6.00) among those without sleep complaints. Statistically significant differences were observed between the groups ($p = 0.033$). ROC analysis demonstrated a moderate but statistically significant discriminatory ability of vitamin D intake for sleep disorders (AUC = 0.561; $p = 0.033$). The optimal cut-off value was 1.56 µg, with a sensitivity of 68.2% and a specificity of 45.2%.
Conclusions.
Low dietary vitamin D intake is associated with a higher prevalence of sleep disorders in older adults. These findings highlight the importance of considering nutritional status in the prevention of age-related sleep disturbances and support the need for further research.

Division 7: Applied Gerontology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2423

PROMOTION OF DIGITAL INDEPENDENCE IN DAILY FUNCTIONING FOR THE ELDERLY AND ITS RELATIONSHIP WITH SELF-AGEISM AND SUBJECTIVE WELL-BEING

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Department of Nursing Sciences, Tel Aviv University ~ Tel Aviv ~ Israel

Older adults in their third and fourth ages, face persistent challenges adapting to the increasing role of digital technologies in areas such as healthcare, financial management, and social engagement. The digital divide continues to affect their participation in daily digital life compared to younger populations.

This interventional study aimed to improve digital literacy among older adults using smartphone-based training in health, finance, and leisure domains. It also explored the relationship between digital literacy, subjective age, self-ageism, and subjective well-being.

The study included 199 participants aged 65+, with a mean age of 81.6 (SD = 6.9); 75% lived in assisted living facilities. They attended eight 90-minute in-person sessions focused on smartphone use for social, medical, and financial purposes. After a 22.1% dropout rate, the final sample included 155 participants. Pre- and post-intervention questionnaires assessed digital literacy (smartphone use, internet knowledge, digital confidence, technophobia), subjective well-being, and age-related variables (chronological age, subjective age, self-ageism). Demographics and health status were assessed at baseline.

Significant improvements were found in smartphone use scope ($t=2.9$, $df=132$, $p<.01$), digital confidence ($t=4.5$, $df=133$, $p<.001$), internet knowledge ($t=3.8$, $df=133$, $p<.001$), and life satisfaction ($t=1.8$, $df=130$, $p<.05$). Subjective age was negatively correlated with scope of smartphone use ($r=-.19$, $p<.05$), duration of use ($r=-.20$, $p<.05$), digital confidence ($r=-.23$, $p<.01$), and internet knowledge ($r=-.21$, $p<.01$), and positively with self-ageism ($r=.38$, $p<.001$). Chronological age showed lower correlations with digital literacy measures. Self-ageism correlated negatively with smartphone use scope ($r=-.17$, $p<.05$) and digital confidence ($r=-.24$, $p<.01$), and positively with technophobia ($r=.15$, $p<.05$). Overall, digital literacy measures were positively related to life satisfaction, resilience, and perceived health.

Digital literacy among older adults can be enhanced through targeted interventions. Improving digital skills may support subjective well-being, while reducing the digital divide could promote active and positive aging by fostering autonomy, engagement in healthcare, and social functioning.

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2494

COGNITIVE FUNCTION AND PHYSICAL FRAILTY AS DETERMINANTS OF MORTALITY AMONG PUERTO RICAN OLDER ADULTS: IMPLICATIONS FOR APPLIED GEROPSYCHOLOGY

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Introduction:
Puerto Rico is undergoing a rapid demographic transition, with adults aged 60 and older comprising nearly one-third of the total population (29.6% in 2023). Studies have shown the importance of examining clinically relevant indicators of vulnerability to support healthy aging among older adults, especially those lacking familial support networks. Little is known about the effects of cognitive frailty on late-life mortality in Caribbean older adults. This construct provides a multidimensional perspective for understanding mortality risk in late-life.
Purpose:
This study examined whether cognitive functioning and physical frailty independently predict mortality among older adults in Puerto Rico.
Method:
Data were derived from the Puerto Rican Elderly Health Conditions (PREHCO) longitudinal study. The analytic sample included 2,330 community-dwelling adults aged 60 years or older (mean age = 74.13; SD=7.30, 60.6% female). Cognitive functioning was assessed using the Mini-Mental Cabán, a culturally validated cognitive screening tool, and physical frailty was measured using the Modified Frailty Index (mFI-5), with higher scores indicating greater frailty. Cox proportional hazards regression models were estimated controlling for age, gender, and years of education.
Results:
Higher cognitive functioning significantly predicted reduced mortality risk (HR = 0.944; 95% CI: 0.923–0.966), representing a 5.6% decrease per additional point on the Mini-Mental Cabán. Conversely, greater frailty was associated with an increased risk of mortality (HR = 1.224; 95% CI: 1.166–1.285), representing a 22.4% higher mortality risk per unit increase in the frailty index. Both associations remained significant after covariate adjustment, supporting the conceptual validity of cognitive frailty as a clinically meaningful construct in aging populations.
Conclusions:
Cognitive and physical frailty independently predict mortality in older Puerto Rican adults. Incorporating cognitive frailty screening into primary care could enhance early detection of vulnerability and guide personalized interventions that promote resilience and healthy aging in culturally diverse populations.

Division 7: Applied Gerontology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1430

AGE DIFFERENCES IN LEARNING FROM FEEDBACK ON ADVERTISEMENT CREDIBILITY

Fung N.L.*[1], Lay J.[3], Tse D.C.K.[2], Gong X.[4], Fung H.H.[4]

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Older adults showed reduced tendency to distinguish between credible and noncredible advertisement. Although learning opportunities exist in everyday life, such as public promotion and news reports exposing fraudulent practices, little is known about how younger and older adults differ in their ability to learn from these feedback. In this study, we addressed this question by adopting a 2 (Age Group: Younger vs. Older adults; between-subject) x 2 (Credibility: Noncredible vs. Credible; within-subject) x 2 (Feedback: Random vs. Accurate; between-subject) x 2 (Phase: Baseline vs. Testing; within-subject) study design. We recruited 92 older (M = 67.6, SD = 5.19, 55 – 80) and 94 younger adults (M = 21.4, SD = 4.55, 18 - 37). During the baseline, participants read 16 advertisements (8 credible and 8 noncredible) and reported whether they would recommend this product to their friends or family after each advertisement. Then, participants received either accurate or random feedback on the credibility of the advertisement they have read. In the testing phase, the same procedure as in the baseline was repeated with a new set of credible and noncredible advertisements. We found a significant 4-way Age Group x Feedback x Credibility x Phase interaction (b = -0.99, p = .03). When feedback was accurate, the Credibility x Phase x Age Group interaction was significant. Both younger and older adults were more likely to recommend the products when the advertisements were credible (vs. noncredible) in the testing phase than the baseline phase. This learning effect was larger in younger adults than in older adults. When feedback was random, learning did not occur in either age group. Our results suggested that older adults benefitted less from feedback than did younger adults. Future studies should investigate the underlying mechanisms of this age difference and explore potential interventions to enhance older adults' learning.

Division 7: Applied Gerontology Division 17: Professional Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2070

LANGUAGE AS A MARKER OF RESILIENCE: DIFFERENCES BETWEEN SUPERAGERS AND NON-SUPERAGERS

Gómez--Martínez H.*, Maxwell C., Reyes--Valentín V.

Albizu University ~ San Juan ~ Puerto Rico

Introduction: Normal cognitive aging is often associated with declines in memory and language, yet some older adults, known as SuperAgers, maintain exceptionally high performance into advanced age. SuperAgers exemplify cognitive resilience, preserving superior memory and language abilities despite the challenges of aging. Understanding these mechanisms is critical for identifying protective factors that sustain well-being and cognition.

Purpose: This study examined differences in verbal fluency and naming abilities between SuperAgers and non-SuperAgers, defined by delayed recall, to evaluate whether superior memory functioning supports language outcomes in older adulthood.

Method: Data were drawn from the Alzheimer's Disease Neuroimaging Initiative (ADNI), including cognitively normal older adults aged ≥80 (N = 118; M = 83.33, SD = 2.44; 62 males, 56 females). Participants were classified as SuperAgers (AVDEL30MIN ≥ 9; n = 35, M age = 83.08; 11 males, 24 females) or non-SuperAgers (AVDEL30MIN ≤ 8; n = 83, M age = 83.43; 51 males, 32 females). Language measures included phonemic fluency (FFLUENCY), semantic fluency (CATANIMSC), and confrontation naming (BNTTOTAL). Normality tests guided analysis: independent-samples t-tests were used for normally distributed variables, and the Mann-Whitney U test for non-normal data. Effect sizes (Cohen's d, r) were reported.

Results: SuperAgers significantly outperformed non-SuperAgers in FFLUENCY ($t(122) = 2.44$, $p = .017$, $d = 0.44$) and CATANIMSC ($t(122) = 2.89$, $p = .005$, $d = 0.52$). No significant difference was observed in BNTTOTAL ($U = 1297.5$, $p = .076$, $r = 0.16$).

Conclusions: SuperAgers demonstrate stronger verbal fluency than non-SuperAgers, underscoring the role of episodic memory in sustaining language during advanced aging. These findings support resilience-based approaches in applied psychology and geriatric care. Memory stimulation combined with language activities may help preserve communication and independence, guiding clinical practice and public policy to promote successful aging.

Division 7: Applied Gerontology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1139

INTERGENERATIONAL INTERACTION AND MOTIVATIONS FOR PARTICIPATION AMONG YOUNGER AND OLDER ADULTS

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Bunkyo University ~ Saitama ~ Japan

This study examined intergenerational interaction and motivations for participation among younger and older adults in Japan. Participants included 450 younger adults (275 males, 175 females; ages 25–39 years, M = 34.08, SD = 3.91) and 450 older adults (275 males, 175 females; ages 70–84 years, M = 74.50, SD = 3.53). Measures included frequency of intergenerational conversations and activities, perceived friendliness and comfort during intergenerational interactions, motivation for intergenerational contact, and the Interpersonal Orientation Scale (IOS). Results indicated that 58.9% of older adults reported no opportunities for interaction with individuals in their 20s and 30s, while 55.6% of younger adults had no opportunities for interaction with individuals in their 70s and 80s, reflecting a general lack of intergenerational exchange. Stepwise multiple regression analyses were conducted with the frequency of intergenerational conversations and activities as the dependent variable and motivations and affinity for others as predictors. For interactions with younger adults, both groups were primarily motivated by positive emotions, such as enjoyment, warmth, vitality, and satisfaction derived from contact. For interactions with older adults, in addition to the aforementioned positive emotions, both groups valued the consolation and support gained through conversation. These findings suggest that, while opportunities for intergenerational interaction remain limited, motivations for participation are shared across age groups.

Division 7: Applied Gerontology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 1272

RECIPROCAL DAY-TO-DAY ASSOCIATIONS BETWEEN SELF-CONTROL AND LONELINESS AMONG KOREAN MIDDLE-AGED AND OLDER ADULTS

Lee S.C.*[1], Jeon B.[1], Choi Y.[1], Kim H.[1], Kim M.[1], Kim J.H.[2], Noh S.R.[1]

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Loneliness is a global public health concern with documented associations with morbidity and mortality. Recent studies indicate that self-control and loneliness are reciprocally associated. Self-control refers to the capacity to inhibit impulses and align behavior with long-term relational goals. Lower self-control can degrade relationship quality through norm violations and social withdrawal, thereby increasing perceived exclusion and loneliness. In the opposite direction, loneliness can deplete cognitive and motivational resources and bias social information processing toward threat appraisals, which in turn compromises subsequent self-control. However, evidence at the day-to-day, within-person level remains limited in midlife and older adults. We analyzed a 7-day daily diary study of middle-aged and older adults in Korea (N = 630; age 40–71 years; Mage = 58.28; 56.5% men). Each evening, participants reported self-control (K-BSCS), loneliness (3-item UCLA Loneliness Scale), and perceived social exclusion (Ostracism Short Scale) using validated instruments adapted for daily assessment. A random-intercept cross-lagged panel model (RI-CLPM) partitioned within-person temporal dynamics from stable between-person differences, adjusting for demographic and health covariates. At the between-person level, lower average self-control was associated with greater loneliness and social exclusion. Within persons, lower-than-usual self-control prospectively predicted higher next-day loneliness (e.g., day 5 to 6: b = -.266, p = .006), and higher-than-usual loneliness prospectively predicted lower next-day self-control (day 6 to 7: b = -.097, p = .017), evidencing reciprocal coupling. Perceived social exclusion was related to both constructs but showed no evidence of mediating their day-to-day linkage. Findings indicate a reinforcing cycle connecting self-regulatory capacity and social experience in later life; accordingly, interventions that enhance self-regulation or reduce loneliness may yield spillover benefits for the other. Methodologically, results underscore the value of intensive longitudinal designs and RI-CLPM for isolating within-person mechanisms relevant to prevention and healthy aging.

Division 7: Applied Gerontology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 5: Gender Equality

Abstract 2124

INTERPERSONAL SUPPORT PREDICTORS OF DISTRESS DISCLOSURE LGBTQIA+ FILIPINO YOUNG ADULTS

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Elevated distress disclosure of LGBTQIA+ Filipino young adults causes disproportionately high rates of anxiety, depression, suicidal ideation, and self-harm often faced with compounded distress due to various intersecting sources (religious and familial cultural expectations). Despite the known protective value of interpersonal support, recent empirical models are insufficient, as they have not yet established which specific dimension of support (appraised, belonging, or tangible) offers the most significant leverage in determining an individual's decision to engage in the vulnerable process of distress disclosure. This study, aims to determine which specific facet of Interpersonal Support (appraised, belonging, or tangible) is the most significant determinant of subsequent distress disclosure behaviors among LGBTQIA+ members aged 19–23 in the Philippines. The results will provide culturally-relevant, evidence-based recommendations for designing targeted interventions that prioritize the most critical forms of support necessary to facilitate effective coping and mental health resilience in this vulnerable population. In this study, 102 young adult LGBTQIA+ MEMBERS, lesbian (n= 16), gay (n=25), bisexual (n=28), transgender (n=26), queer (n=12), allied (n=15) ages 18-23 were investigated. A multiple regression analysis revealed the model was significant (R^2=.433, $F(5,78)$=11.91, $p<.001$), with Tangible Support (β=0.354, p=.005) emerging as the strongest positive determinant, followed by Appraisal Support (β=0.245, p=.031)." This reveals that for LGBTQIA+ Filipino young adults, the functional capacity of the social network to provide concrete assistance and cognitive guidance is more critical to disclosure behavior than a general sense of belonging. Consequently, interventions aimed at increasing emotional expression and help-seeking within this vulnerable population should prioritize training support providers on offering practical and problem-solving resources.

Division 7: Applied Gerontology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1769

DEVELOPMENTAL TRAJECTORIES OF GENERATIVE AND RECEPTIVE INTERNET USE AND BIDIRECTIONAL ASSOCIATIONS WITH MENTAL HEALTH IN OLDER ADULTS: A LONGITUDINAL STUDY

Qiu J.*, Peng H.

Faculty of Psychology, Beijing Normal University ~ Beijing ~ China

With the rapid advancement of information technology, the link between internet use and older adults' mental health has drawn increasing attention. However, little research has examined the active engagement in internet use in later life. The present study distinguished between generative and receptive internet use among older adults. Using data from the 2018, 2020, and 2023 waves of the China Longitudinal Aging Social Survey (N = 5,553; Mage = 67.40, SDage = 4.76; 50% female), we examined the developmental trajectories of these two types of internet use and their bidirectional associations with depressive symptoms and cognitive function.

Latent growth modeling indicated a linear upward trend in receptive internet use, whereas generative internet use showed a nonlinear growth pattern characterized by a decelerating increase over time. Cross-lagged panel analyses revealed that, after adjusting for demographic variables, receptive internet use and depressive symptoms predicted each other over time. Depressive symptoms predicted subsequent generative internet use, but not vice versa. Neither type of internet use showed significant bidirectional associations with cognitive function.

These findings highlight the distinct roles of generative and receptive internet use in older adults' mental health. Internet use appears to provide protective and promotive effects for emotional well-being but has limited influence on cognitive health. In turn, older adults' emotional health shapes their subsequent internet engagement. These findings provide insights for developing targeted strategies to guide internet use and promote well-being in later life.

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1243

MECHANISMS OF COGNITIVE FUNCTION IMPACTING HEALTH STATUS IN MIDDLE-AGED AND OLDER ADULTS: THE MEDIATING ROLE OF DEPRESSIVE SYMPTOMS

Zhu L.*, Su S., Wu L.

Shaanxi Normal University ~ Xi'an ~ ??

Introduction: China has entered an aging society, and achieving successful aging has become a pressing issue for both society and individuals. Health is a crucial prerequisite for successful aging; however, data indicate that the health status of middle-aged and older adults in China is far from optimistic, with approximately 55% experiencing multimorbidity. Existing research has shown that cognitive decline is a critical factor affecting health in older populations. Nevertheless, current studies face two key limitations: First, health assessments predominantly focus on physical function and activity indicators, overlooking multidimensional factors such as chronic diseases. Second, the underlying mechanisms through which cognitive function influences health remain inadequately explored. Objective: To examine the direct and indirect effects of cognitive function on health by measuring multiple health indicators, using depressive symptoms as a mediating variable. Methods: Using data from the China Health and Retirement Longitudinal Study in 2011 (T1), 2015 (T2), and 2020 (T3), this study included 10,855 participants aged 45 and older. Descriptive statistics and cross-lagged models were conducted, with mediation effects tested via Bootstrap. Results: (1) Cognitive function at the prior time point was positively correlated with self-rated health and negatively correlated with the number of chronic diseases at the subsequent time-point, while showing unstable associations with health behaviors; (2) All three cross-lagged models met goodness-of-fit criteria. Cognitive function at T1 negatively predicted depressive symptom at T2; Depressive symptoms at T2 negatively predicted self-rated health and health behaviors at T3, positively predicted number of chronic diseases at T3; (3) Mediation analysis further confirmed that a decline in cognitive function can lead to an increase in depressive symptoms, which in turn result in lower self-rated health, fewer health behaviors, and more chronic diseases. Conclusion: Cognitive function is a risk factor for health in middle-aged and older adults, with depressive symptoms mediating its effect.

Division 7: Applied Gerontology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1351

WHEN CONFORMITY MEETS HELP-SEEKING: DIVERGENT PATTERNS IN JAPANESE AND SOUTH KOREAN AGING POPULATIONS

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Help-seeking behaviors in later life significantly impact health outcomes and quality of life globally. This study investigates how cultural conformity shapes help-seeking attitudes among middle-aged and older adults in Japan and South Korea. We operationalized conformity as valuing “being ordinary and the same as others.” Both nations are rapidly aging societies where social harmony, expressed as wa in Japanese and hwa-hap in Korean, remains paramount.

We surveyed 800 Japanese and 600 Korean participants online (M age = 58.0, range = 40–81). Over half of respondents in both countries agreed with the statement “Being ordinary and the same as others is important,” indicating strong conformity values. Multiple regression analyses revealed striking cross-cultural differences. Among Japanese participants, valuing ordinariness was significantly associated with greater reluctance to seek help from both in-group members, such as family and close friends, and out-group members (broader social networks). This suggests that conformity uniformly inhibits help-seeking in Japanese culture. Conversely, Korean participants who valued ordinariness showed reduced reluctance to seek help from in-group members, with no significant association for out-group help-seeking.

These contrasting patterns demonstrate how identical cultural values can produce divergent behavioral outcomes across different social contexts. In Japan, conformity appears to create universal barriers to help-seeking through burden avoidance norms. However, in South Korea, conformity paradoxically facilitates in-group help-seeking, possibly because accepting support from close others aligns with group solidarity expectations.

Mental health professionals and policymakers working with East Asian populations should recognize that promoting help-seeking requires culturally specific approaches. For Japanese older adults, interventions could frame help-seeking as maintaining group harmony. For Korean older adults, leveraging existing in-group support patterns while expanding help-seeking to professional services may prove effective. These insights are particularly relevant for multicultural societies addressing aging population challenges.

07 - Division 7: Applied Gerontology

COMPREHENSIVE PERSPECTIVES ON AGING: INNOVATIONS IN DETECTION, INFORMAL CARE, AND PUBLIC HEALTH POLICY

Thursday 23 July 2026 from 08:00 to 09:30

(M-Lorenese)

Ana Kraljević (Department of Mental Health and Addictio), Chair and Presenter

As global populations age, the complexity of supporting cognitive and emotional well-being in later life demands integrated, evidence-based approaches. This symposium brings together international experts to explore ageing through the lenses of early detection, informal caregiving, and policy implementation. It highlights the urgent need to bridge gaps between clinical innovation, psychosocial support, and systemic change.

The first thematic strand focuses on early detection of neurocognitive disorders, showcasing embodied and AI-driven technologies that enable ecologically valid, cost-effective screening and monitoring. These innovations offer promising tools for timely intervention and improved diagnostic accuracy, particularly in under-resourced settings.

The second strand centres on informal caregivers—often family members—who provide essential but undervalued support to people living with dementia and other age-related conditions. Presentations include the adaptation and implementation of the START programme in Southeastern Europe, emphasising cultural responsiveness, feasibility, and sustainability. The psychological burden of caregiving is addressed through frameworks for burnout prevention and mental health promotion.

The third strand examines how research and practice can inform public health and social care policies. Discussions will explore how scalable interventions can be embedded within existing systems, and how caregiver support can be recognised and resourced through policy reform. The symposium also considers broader psychosocial dimensions of ageing, such as loneliness and its differential impact on mental health.

By integrating clinical, technological, and policy perspectives, this symposium aims to foster cross-sector collaboration and promote holistic, person-centered care for ageing populations.

Abstract 3641

THE DIFFERENTIAL IMPACT OF PERCEIVED AND PREFERRED LONELINESS ON DEPRESSIVE SYMPTOMS IN OLDER ADULTS

Ljopis Barca J.*

University of Valencia ~ Valencia ~ Spain

Loneliness in later life is not a uniform experience. While perceived loneliness is often associated with social dissatisfaction and emotional distress, some older adults report a preference for solitude, experiencing it as an adaptive and even enriching choice. This distinction raises important questions about how different forms of loneliness relate to depressive symptoms and overall well-being in aging populations. The presentation will address conceptual and clinical perspectives on perceived and preferred loneliness, highlighting their differential impact and relevance for understanding mental health in older adults.
Keywords: Loneliness, older adults, mental health

Abstract 3643

IMPROVING DEMENTIA SUPPORT IN SOUTHEASTERN EUROPE THROUGH ADAPTING EVIDENCE-BASED PSYCHOLOGICAL INTERVENTIONS: A COMPARATIVE EXAMPLE FROM THE START (STRATEGIES FOR RELATIVES) PROGRAMME IN CROATIA AND NORTH MACEDONIA

Kraljević A.*[1], Taneska M.[2], Kušan Jukic M.[1], Rapaport P.[3], Livingston G.[3]

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Introduction: Family caregivers of people with dementia (PwD) face significant psychological burden, particularly in regions with increasing dementia prevalence and critical gaps in support provision, such as Southeastern Europe START is a UK-developed, evidence-based psychosocial intervention for family caregivers of people living with dementia with short- and long-term cost- and clinical-effectiveness. It has been proven feasible and acceptable when adapted for use in minority groups and other countries.

Purpose: This study presents and compares the process of translating, culturally adapting, and piloting the START programme in two Southeastern European countries: Croatia and North Macedonia. It aims to identify key factors that influence feasibility and acceptability, and to offer practical recommendations for structured, scalable implementation that is accessible and sustainable within public health systems.

Method: In North Macedonia, the adapted intervention has been evaluated for feasibility, acceptability, and preliminary outcomes using mixed-methods. In Croatia, the programme has undergone cultural adaptation, with implementation preparations ongoing. Both versions retained fidelity to the original model while integrating context-specific modifications.

Results: In N.Macedonia START bridged an important gap in postdiagnostic support and could be delivered with surface-level adaptations, and in Croatia, validation results point to high potential for successful implementation, with stakeholders expressing strong interest and engagement.

Conclusions: The adaptation of START in Croatia and North Macedonia demonstrates the potential of evidence-based psychological interventions to be scaled across diverse health systems. The study highlights the importance of regional collaboration and provides actionable recommendations for systematic implementation that meet the needs of informal caregivers in low- and middle-income settings.

Keywords: dementia, informal caregivers, adaptation, feasibility, START programme, Southeastern Europe

Abstract 3921

AGE-RELATED DECLINE IN READING AND INTERVENTION BY EYE-GUIDED VIDEO GAMES

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Aging leads to a physiological decline in many cognitive functions, even without pathological processes. These cognitive changes affect the elderly's quality of life and well-being, impacting their daily activities. Reading is among the skills most affected by aging since it requires the integrity of several cognitive components, such as linguistic, visual, oculomotor, and attentional processes. While language remains largely intact, visual and cognitive components may decline, affecting reading efficiency. Different components of attention are involved in the reading process, but their roles in age-related changes in reading remain unclear. Study 1 aimed to investigate the presence of an actual decline in reading and the causal relationships between attention and this potential age-related decline. 120 neurologically healthy older adults (age range 62-75) underwent neuropsychological assessment to investigate global cognitive functioning, reading skills, crowding, and attention components. Results showed a mediation effect of many attentive components and a moderator effect of crowding and visuospatial attention. Study 2 aimed to explore the effectiveness of an eye-guided video game to improve visuomotor, visual, and attentional skills involved in reading in healthy older adults. Forty healthy participants aged over 65 underwent a battery of cognitive, visual, attentional, and reading tests to assess their initial cognitive performance and register changes after a training period. Only half of them (experimental group) performed training sessions with custom-built eye-guided video games; each session lasted 45 minutes and was administered twice a week for 5 weeks. Only participants in the experimental group improved their reading and visual abilities (a decrease in reading time, a reduction in the number and duration of fixations, and an increase in the amplitude of saccades). Unexpectedly, no changes in attentional parameters were observed. Our findings indicate that eye-guided video games enhance reading abilities in healthy older individuals, without training reading directly.

Keywords: Reading, Healthy Aging, Attention, Neuropsychological Assessment, Video games, eye movements.

Abstract 3640

AN EMBODIED INTELLIGENT DIGITAL PLATFORM FOR EARLY DETECTION OF NEUROCOGNITIVE DISORDERS

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Introduction. Neurocognitive disorders (NCDs), including Mild Cognitive Impairment (MCI) and Alzheimer's disease, are associated with progressive decline across cognitive, motor, and functional domains. Early detection remains a major challenge due to fragmented clinical procedures, limited integration of diagnostic data, and reliance on self-reporting, particularly in the initial stages.
Purpose. Run2cog is a novel digital health application designed to support clinicians in the early identification and continuous monitoring of NCDs. By combining embodied technologies with artificial intelligence (AI), the app aims to provide ecologically valid, cost-effective, and accessible tools for healthcare systems and patients.
Descriptions. The platform integrates sensorimotor, cognitive, and physiological measures collected through widely available devices such as smartphones, tablets, and wearable sensors. Run2cog offers gamified, user-friendly tasks targeting key neurocognitive domains, including executive functions, working memory, visuospatial abilities, attention, and psychomotor parameters.
Innovation. Unlike traditional assessments, Run2cog leverages an embodied cognition perspective, linking cognitive decline to measurable alterations in everyday motor and behavioral patterns. AI-based algorithms analyze multimodal data in real time, enabling personalized monitoring, predictive modeling, and adaptive feedback for patients and clinicians.
Conclusions. By embedding Run2cog within the E-Move project, the initiative represents a step forward in bridging technology and clinical practice for neurocognitive health. Its embodied and AI-driven approach provides continuous, non-invasive monitoring that can enhance diagnostic accuracy, reduce clinical variability, and facilitate timely interventions. By improving the sustainability and efficiency of healthcare systems, Run2cog has the potential to significantly impact quality of life for individuals at risk of or living with NCDs.
Keywords: neurocognitive disorders, artificial intelligence, digital health, embodied technology, early
detection

07 - Division 7: Applied Gerontology

Applied Interventions in Aging

Thursday 23 July 2026 from 09:30 to 10:30

(M-Lorenese)

Division 7: Applied Gerontology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2581

PREPARATION FOR LATER LIFE THROUGH MOTIVATIONAL INTERVIEWING AND EDUCATION (PREP-ME) FOR AGEING ADULTS: A TWO-ARM RANDOMISED CONTROLLED FEASIBILITY TRIAL

Bai X.*, Zhang Y.

The Hong Kong Polytechnic University ~ Hong Kong ~ China

Objectives
Later-life preparation—spanning financial, health, family life, social participation, and long-term care domains—is critical for ageing well. However, there lacks theory-guided interventions to address sustainable engagement for comprehensive later-life preparation. Incorporating transtheoretical model, social cognitive theory, and preparation for future care needs model, the PREParation for later life through Motivational interviewing and Education (PREP-ME) project compared Motivational Interviewing (MI) versus Education for later-life preparation.
Methods
This two-arm randomised controlled feasibility trial allocated 59 community-dwelling adults aged 50–75 to four weekly sessions: MI (n=30) resolving ambivalence and eliciting change talk, or Education (n=29) emphasising knowledge/skill-building. Outcomes for later-life preparation were assessed at baseline (T0), post-intervention (T1), 1-month (T2), and 3-month (T3) follow-ups. Generalised estimating equations assessed differential changes in outcomes over time and groups.
Results
Recruitment (90.9%), attendance (100%), retention (100%), and satisfaction (4.54±0.63 out of 5) indicated high feasibility. Both interventions improved preparedness and psychosocial outcomes (e.g., attitudes towards later life, self-efficacy, life satisfaction, self-rated health, family relationship; $p<0.05$). However, MI showed superior sustained effects in advancing preparation stage (e.g., overall: $p<0.001$, $d=0.77$; social participation: $p=0.02$, $d=0.52$) and maintaining preparedness gains (e.g., overall: $p=0.049$, $d=0.33$; health: $p=0.03$, $d=0.41$) at T3. Education yielded earlier confidence/goal improvements at T1 but plateaued over time.
Discussion
MI is feasible, effective in promoting sustained engagement in later-life preparation, bridging the intention-action gap through intrinsic motivation. Education offers immediate skill-based benefits. A dual-pathway model—tailoring MI for long-term behavioural change and Education for knowledge acquisition—empowers practitioners to address ageing adults' diverse needs.

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1269

AUDIOVISUAL IDENTITY CARD AS A NARRATIVE TOOL FOR PEOPLE WITH DEMENTIA: PRELIMINARY FINDINGS

Covelli V.*[3], D''Anastasio C.[1], Scarpino R.[1], Melloni E.[2], Marelli A.[3], Feyles M.M.[4]

[1]Association for Research and Care in Dementia (ARAD) ~ Bologna ~ Italy, [2]Director and Screenwriter, Curator of the Memofilm Project, Cineteca di Bologna, Italy ~ Bologna ~ Italy, [3]Department of Theoretical and Applied Sciences, eCampus University ~ Como ~ Italy, [4]Department of Human and Social Sciences, eCampus University ~ Como ~ Italy

Although the literature has long recognized the usefulness of narrative tools in facilitating the care of people with dementia, the use of audiovisual instruments as mediators of personal identity within the relationship between persons with dementia and their formal and informal caregivers remains less explored. This contribution will first present a narrative review of the literature on the use of narrative medicine and narrative tools with elderly individuals. It will then discuss the theoretical paradigm integrating the phenomenological theory of narrative identity, the psychological theory of autobiographical memory, and narrative medicine approaches, all of which are relevant to the processes of constructing personal identity and narration in people affected by dementia. The contribution will then present the research design, methodology, and preliminary results of an experimental study conducted by a multidisciplinary team. The study involved the creation of five audiovisual identity cards for five individuals with Alzheimer's disease or other forms of dementia, as well as the participation of 36 social care workers engaged in their daily care. Data were collected through validated instruments, including the Mini-Mental State Examination (MMSE) for cognitive functioning, the Neuropsychiatric Inventory (NPI) for assessing behavioral and psychological symptoms of dementia (BPSD), and the Zarit Burden Interview (ZBI) for caregiver burden, administered before and after exposure to the audiovisual cards. Qualitative feedback from caregivers and family members was also collected to explore their perceptions of changes in communication, relational quality, and emotional well-being. Finally, the potential role of the audiovisual identity card as a tool to support the progression and worsening of the disease will be discussed, to enhance the relationship between dementia patients and their caregivers and promote a more effective, person-centered care approach.

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2106

PSYCHOLOGICAL PATHWAYS IN A 9-MONTH MULTIDOMAIN COGNITIVE-IMPAIRMENT PREVENTION TRIAL

Li J.*, Ma Z.

Institute of Psychology, Chinese Academy of Sciences ~ beijing ~ China

We tested whether adding meditation-based emotional training to a 5-component lifestyle program improves cognition in high-risk community elders and explored mediating pathways. Ten Beijing communities were cluster-randomised (1:1); 182 eligible elders (MoCA <26 plus ≥2 vascular/psychosocial risks) received weekly 60–90 min group sessions plus daily homework (meditation, cognitive training, exercise, diet, vascular care) or usual lifestyle for 9 months.

89 % satisfaction and 81 % attendance indicated high feasibility. Relative to controls (n=90), the intervention (n=92) improved global cognition (21 %), memory (73 %) and subjective complaints (42 %), gains sustained 12 months. Positive affect ↑, negative affect ↓, social network and physical activity improved (all p<.01).

Structural-equation and group-based trajectory models showed: (1) lifestyle change enhanced psychological well-being (β=.38), which fully mediated intervention effects on memory and complaints; (2) three cognitive trajectories emerged—low-stable, moderate-improving, high-improving—predicted by baseline age, leisure activity, physical activity and depression.

Integrating psychological training into multidomain lifestyle programs is feasible and effective; emotional change is a key mechanism and individual baseline profiles forecast differential benefit, supporting personalised dementia-prevention strategies.

Division 7: Applied Gerontology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1348

EFFECTIVENESS OF MOTIVATIONAL INTERVIEWING BRIEF INTERVENTION AGAINST TRADITIONAL CASE MANAGEMENT APPROACH IN MANAGING ELDER ABUSE

Yan E.*[1], He J.[1], Lai D.[2], Burnes D.[5], Pillemer K.[3], Lachs M.[4]

[1]The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong, [2]The Hong Kong Baptist University ~ Hong Kong ~ Hong Kong, [3]Cornell University ~ New York ~ United States of America, [4]Weill Cornell Medicine ~ New York ~ United States of America, [5]University of Toronto ~ Toronto ~ Canada

Introduction: Elder abuse is a prevalent phenomenon affecting one in six older adults in the general population. It results in compromised physical health, psychological distress, and increased mortality risk in victims, as well as greater financial burdens on social and health care for the society at large. Given such detrimental consequences, considerable efforts have been made to develop interventions to address this issue.

Purpose: This study compared the effectiveness of a 4-session motivational interviewing (MI) program and an 8-session case management (CM) program in reducing abuse severity, promoting physical and mental health, general self-efficacy, social support, and motivation to change. Trained social workers with a background in gerontology delivered the intervention.

Methods: Baseline data was collected from 129 older adults screened positive for elder abuse in a community survey. Assessments were repeated at the end of the intervention for the 86 cases receiving MI intervention and 43 cases receiving case management, and at 3-month follow up for 20 cases in the MI group. No demographic difference was observed between cases assigned to MI and CM at baseline.

Results: Wilcoxon signed-rank tests were conducted to examine intervention outcomes by different time points. At post-test, the MI group demonstrated significant improvement in abuse severity, psychological distress, general self-efficacy, social support and motivation to change ($p<.001$). The CM group also showed improvement in these areas with the exception of general self-efficacy ($p<.01$). Significant difference was observed between MI and CM groups in their improvement in general self-efficacy. Abuse severity and psychological distress continued to decrease between post-intervention and 3 month-follow-up in the MI group ($p<.05$).

Conclusion: Our findings suggest that MI is a cost-effective intervention for reducing abuse severity and improve the risk profiles of participants.

07 - Division 7: Applied Gerontology

Psychological Well-Being in Aging

Thursday 23 July 2026 from 10:30 to 12:00

(M-Lorenese)

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 4564

ANTIOXIDANT NUTRIENT INTAKE AND PSYCHOEMOTIONAL DISTURBANCES IN OLDER ADULTS

Abduldayeva A.*, Khaldenova A., Suleimenova R., Boranbayeva G.

Scientific research institute of preventive medicine named after Academician Y.D. Dalenov, Astana Medical University ~ Astana ~ Kazakhstan

Background. Psychoemotional disturbances such as stress, insomnia, and depressive symptoms are highly prevalent in older adults and are linked to oxidative stress and neuroinflammatory processes. Antioxidant nutrients, including vitamins C and E and selenium, are involved in neuroendocrine regulation and adaptive stress responses, yet their association with psychoemotional status in older populations remains unclear.
Objective. To evaluate the relationship between dietary intake of antioxidants and sleep-related and psychoemotional disturbances in older adults.
Methods. This cross-sectional study included 425 participants aged ≥60 years. Dietary intake was assessed using a 24-hour dietary recall and an elderly-adapted food frequency questionnaire. Psychoemotional disturbances and sleep characteristics, including early morning awakenings, were assessed by questionnaire.
Results. Median vitamin C intake was higher among participants reporting early morning awakenings compared with those without this complaint (55.10 mg [Q1-Q3: 33.25-95.05] vs 41.55 mg [17.32-71.90]; p = 0.013). ROC analysis showed an AUC of 0.604, with an optimal cut-off of 37.0 mg. Mean vitamin E intake was 8.42 mg (Q1-Q3: 5.70-11.00), below recommended levels; more than 65% of participants had insufficient intake. Participants with stress, insomnia, or depressive symptoms had higher vitamin E intake (9.40 mg vs 8.20 mg; p = 0.025), with an AUC of 0.645 and cut-off of 9.10 mg. Median selenium intake was also higher in participants with psychoemotional disturbances (49.30 µg vs 35.60 µg; p = 0.022); ROC analysis yielded an AUC of 0.649 and a cut-off of 33.8 µg.
Conclusions. Statistically significant but moderate associations were identified between antioxidant nutrient intake and psychoemotional disturbances in older adults. Higher intake of vitamin E and selenium may reflect compensatory or adaptive responses to chronic stress, emphasizing the need for individualized nutritional assessment in geriatric care.

Division 7: Applied Gerontology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 319

SELF-PERCEPTIONS OF AGING AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AND SUCCESSFUL AGING AMONG OLDER INDIAN ADULTS

Bharti D.A.*[1], Bharti A.[2]

[1]Central University of South Bihar, Gaya ~ Gaya ~ India, [2]~ Gaya ~ India

Objective: Self-perceptions of aging (SPA) played a critical role in shaping the psychological and functional outcomes in later life. Positive SPA has been associated with enhanced psychological well-being (PWB) and successful aging (SA), yet empirical evidence from Indian contexts remains limited. This study aimed to examine the relationship between various dimensions of SPA (positive and negative) and their associations with PWB and SA among older Indian adults (OIAs).
Methods- Correlational survey research was conducted with 297 OIAs (age= 60 & above) drawn from Patna, Bihar using stratified random sampling technique. Brief Aging Perception questionnaire, Successful Aging Scale and available Hindi-version of PERMA- Profiler were used to assess SPA, SA and PWB respectively. Statistical tools of pearson product moment correlation and stepwise linear regression analysis were used to test the hypotheses.
Results : Dimensions of SPA except for the 'timeline chronic' was significantly positively associated with PWB and SA. Negative SPA and emotional representations also demonstrated notable associations, suggesting the multifaceted and complex nature of SPA in influencing aging outcomes. Among these, 'consequences positive' emerged as a significant predictor of both PWB and SA, highlighting its central role in shaping internalisation of aging outcomes for OIAs. Other dimensions of SPA were also found to hold predictive power for PWB and SA.
Conclusion & Implications- Findings underscored the importance of promoting positive SPA to enhance PWB while promoting SA in OIAs. These findings have practical relevance for geriatric mental health services and community-based aging interventions in India. These findings supported global efforts under Sustainable Development Goal 3: Good Health and Well-being, to ensure healthy lives and promote well-being for all at all ages.

Division 7: Applied Gerontology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 50

ORCHESTRA LIFESTYLE AS A MEDIATOR OF WELL-BEING AND AGEING: POSSIBLE RESILIENCE FOR ILL-EFFECTS OF AGEING AMONG SYMPHONY ORCHESTRA MUSICIANS

Brodsky W.*

Ben-Gurion University of the Negev ~ Beer-Sheva ~ Israel

Introduction
Few studies have explored life-long music-making among professional full-time contract Symphony Orchestra players. None have investigated orchestra lifestyle as a co-factor considering ageing.

Purpose
The current study examined orchestra musicians who have sustained a vocational career despite the ill-effects of aging for a longer number of years than any other profession requiring highly efficient and accurate expert motor-precision.

Methods
N = 52 full-time players from 5 professional Symphony Orchestras in 3 countries participated. This paper forwards a conceptual interface that puts forward the notion of successful positive ageing among orchestra musicians based on an 11-measure assessment package. The psychological scales were: Selection, Optimization, And Compensation (SOC); Life Management In The Occupational Domain (LMOD); Self-Evaluation Skills & Abilities (SESA); Lifespan-Longings (L-L); Positive And Negative Affect Schedule (PANAS); and Maslach Burnout Inventory (MBI).

Results
The model of successful positive ageing advances a profile based on the following components: High SOC, High LMOD, High SESA, Low L-L, High PANAS-PA with Low PANAS-NA, High MBI-PA with Low MBI-DP and Low MBI-EE.

Conclusions: The study explored the attitudes, perceptions, and experiences of professional full-time contract orchestra musicians, and occupational lifestyle, leading to the conception of resilience to the ill-effects of ageing among Seasoned Musicians who have retained their music performance skills and career past the 5th Decade. The study puts forth occupational lifestyle of orchestra musicians as a possible co-factor in developing increased levels of protective immunity to neurodegenerative diseases than is usually depicted among the general population.

Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1751

THE POWER OF REMINISCENCE: THE IMPACT OF VIRTUAL REALITY ON THE EMOTIONAL WELL-BEING OF OLDER ADULTS WITH COGNITIVE IMPAIRMENT

Marchioro D.M., De Bei L.*, Caniglia M.L.

IUSVE Istituto Universitario Salesiano Venezia ~ Mestre (VE) ~ Italy

The present study investigates the impact of Reminiscence Therapy integrated with Virtual Reality on the emotional well-being and quality of life of older adults with cognitive impairment. The aim is to evaluate whether the immersive experience offered by virtual reality, allowing more vivid and engaging access to autobiographical memories, can enhance the positive effects of traditional reminiscence, particularly on mood and depressive symptoms.

The research was conducted in two phases: a theoretical in-depth study, based on the consultation of international scientific literature and specialized manuals, and an experimental phase. The latter involved 54 participants, divided into three groups: an experimental group (reminiscence therapy with virtual reality), an active control group (traditional reminiscence therapy) and a passive control group (daytime and standard activities). The design adopted was mixed with pre and post-intervention evaluations using standardized tools.

The results indicate that the experimental group experienced a significant improvement in mood, a reduction in depressive symptoms, and an increase in perceived quality of life, especially in the emotional and relational domains. Progress in language abilities and spatio-temporal orientation also emerged, while memory skills remained stable.

Despite the limitations related to sample size and intervention duration, the findings support the initial hypothesis: virtual reality, when integrated with reminiscence therapy, facilitates deeper recall of memories and amplifies the benefits on emotional wellbeing and quality of life. This suggests that the synergy between reminiscence and virtual reality represents a promising therapeutic frontier in the psychology of aging.

Division 7: Applied Gerontology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2097

EFFECTS OF COMBINED POSITIVE PSYCHOLOGICAL AND LIFESTYLE INTERVENTION ON CARDIOVASCULAR HEALTH IN COMMUNITY-DWELLING OLDER ADULTS

Li J.*, Liu X., Zhai B.

Institute of Psychology, Chinese Academy of Sciences ~ Beijing ~ China

Combined positive psychological and lifestyle intervention (PPLI) improves cardiovascular health (CVH) in older adults, yet direct physiological evidence is lacking. We conducted a 6-month three-arm RCT with 253 community-dwelling seniors at CVH risk. Participants were randomized to weekly PPLI (24×1 h), lifestyle-only (8×1 h), or passive control. PPLI significantly reduced total cholesterol ($p = 0.005$, $d = –0.31$), LDL ($p < 0.001$, $d = –0.45$) and non-HDL ($p = 0.002$, $d = –0.33$), and increased subjective health ($p < 0.001$, $d = 0.42$); control groups showed no change. PPLI also elevated meaning-in-life ($p < 0.001$, $d = 0.45$), cut negative affect ($p = 0.025$), and improved diet ($d = 0.46$) and physical activity ($d = 0.44$). Structural-equation modelling revealed that activity gains mediated subjective-health improvement. Integrating positive psychology into lifestyle programs is feasible and efficacious for CVH in older adults.

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 657

BIDIRECTIONAL ASSOCIATIONS OVER TIME BETWEEN SOCIAL SUPPORT AND WILL TO LIFE IN LATE LIFE

O''Rourke N.*, Carmel S.

Ben-Gurion University of the Negev ~ Be'er Sheva ~ Israel

Social support and will to live are correlated phenomena, especially among older adults with more limited social networks. In the current study we examined longitudinal bidirectional associations between social support and will to live among those 75+ years of age. We recruited and followed a sample of Israeli adults (N = 824; M = 80.84; range 75-96 years). Structured interviews were conducted in the homes of participants who reported social support and will to live at each point of measurement. We examined a cross-lagged, longitudinal structural equation model (SEM) in which social support and will to live predict each other over time, covarying for previously reported social support and will to live. We found that both will to live and social support are largely consistent in late life. Will to live and social support reported at baseline predict levels reported 1- and 2-years thereafter. At each point of measurement, social support contemporaneously predicts will to live. Cross-over effects also emerged over time. Loss of social support at baseline (not measured in future) predicts lower will to live 1-year later. And will to live at Time 2 predicts greater social support 1-year thereafter.. These findings suggest that associations between will to live and social support are bidirectional in late life. Further research is needed to replicate findings in other cultures and over longer periods, ideally until end of life.

07 - Division 7: Applied Gerontology

Helene Hoi-Lam Fung, Chinese University of Hong Kong

Thursday 23 July 2026 from 13:00 to 13:30

(M-Lorenese)

Abstract 4639

What can we do to maximize the gains from our aging?

Fung H.H.*

07 - Division 7: Applied Gerontology

NORMAL AGING AND SERVICES FOR ELDERLY

Thursday 23 July 2026 from 13:30 to 15:00

(M-Lorenese)

Santo Di Nuovo (University of Catania ~ Catania ~ Italy), Chair and Presenter

The symposium presents research and experiences on services for normal aging free of neurological or psychiatric conditions. This topic is highly relevant because existing services for older adults are primarily aimed at people with pathologies, and those for normal older adults are almost exclusively for assistance, lacking specific psychological interventions that can stimulate cognitive and emotional functions and prevent deterioration or reduction in quality of life.
Presenters will discuss predictors of subjective well-being and quality of life in various European countries (Zamalijeva, Lithuania), specific training to stimulate memory skills and increase well-being (Fairfield, Italy), applications of Artificial Intelligence and robotics (Cangelosi, UK), strategies for preventing falls (Albert & Hoffmann, Luxembourg), and services for preventing deterioration and abnormal aging (Di Nuovo, Italy).
The contributions that psychology can offer to society to promote a better quality of life for older people in their living contexts will be presented in detail

Abstract 3535

EXPLORING PREDICTORS OF SUBJECTIVE WELL-BEING TRAJECTORIES AMONG OLDER EUROPEAN ADULTS

Zamalijeva O.*, Gudžinskaitė U., Dunajevas E., Kairys A., Navickė J.

University of Vilnius ~ Vilnius ~ Lithuania

Introduction. Population ageing, observed in numerous developed countries, has highlighted an important aspect – the social security and healthcare systems now have to be responsible not only for a longer life, but also promote well-being during these extended life years. Though well-being, life satisfaction and subjective quality of life have been extensively researched, longitudinal approach allowing for a more reliable identification of well-being determinants is still lacking.
Purpose of this study is to identify well-being trajectories among older European adults and to explore biopsychosocial predictors of said trajectories.
Method. The data for this analysis was drown from the Survey of Health, Ageing and Retirement in Europe (SHARE). A total of 15 880 respondents aged 65 and older (mean age – 72.7, 57.6% – female) that participated in 3 data collections (wave 7, 8 and 9) were included. The well-being of respondents was assessed using two measures: 1) life satisfaction measured using a scale ranging from 0 (not at all satisfied) to 10 (completely satisfied); 2) subjective quality of life was measured with a twelve-item Control, autonomy, self-realisation and pleasure scale (CASP-12).
Results of growth mixture modelling approach showed that similar trajectory patterns were identified for both well-being measures, however proportions were different within the classes, with CASP-12 identifying more respondents in a stable-low trajectory. Preliminary multinomial logistic regression analysis indicated that presence of frailty symptoms and limitations with activities of daily living were associated with less favourable well-being trajectories, while having a partner and social participation predicted more favourable outcomes. Personality traits and cognitive functioning were significant predictors of well-being trajectories, but reported use of anxiolytic and antidepressant medication was not significant.
Conclusions. Obtained results not only help identify risk groups, but also can provide guidelines for developing interventions facilitating well-being in later life.

Abstract 3536

TRAINING FOR IMPROVING MEMORY AND WELLBEING IN OLD PERSONS

Fairfield B.*

University "Federico II" ~ Naples ~ Italy

Longevity is the result of a dynamic relationship between health, cognition and social abilities. Accordingly, training modifiable risk factors such as physical activity (e.g. balance, coordination and muscle strength), different cognitive abilities (e.g. working memory, attention, executive functions), as well as social abilities is fundamental to daily life and wellbeing. In this talk we will present a series of trainings aimed to improve memory and wellbeing in older adults. We will present two training interventions. The first is a training based on a dual interaction of cognitive tasks and physical exercises with older adults in a virtual environment aimed to stimulate functional activities and promote social interactions as well as aid adhesion to and maintenance of training programs by increasing motivation. The second is a modified version of the method of loci, a mnemonic device that relies on spatial relationships between “loci” (e.g., locations on a familiar route or rooms in a familiar building) to arrange and recollect memory content to evaluate the efficacy of a computer-based memory training intervention on older adults by measuring its ability to improve memory performance and promote wellbeing. We also aim to evaluate the added value of remote interaction in delivering trainings, by potentially increasing compliance and maximizing memory effects, providing a basis for a potential translation into a home experimenter-supervised program.
In general, results suggest both specific effects related to different training programs and more general benefits on subjective health, underlining the suitability of such strategies in promoting successful aging and wellbeing.

Abstract 3537

APPLICATION OF ARTIFICIAL INTELLIGENCE AND ROBOTICS FOR ELDERLY

Cangelosi A.*

University of Manchester ~ Manchester ~ United Kingdom

In this talk we will review a series of collaborative studies on the development and testing of robot companion applications for older people. One project is based on the interaction of three robot companions (for indoor and outdoor services) with older people users. Another project looks at the integration of robotic agents within a wider ambient intelligence setup, combining social robots with IoT sensors. These systems combine social robotics and human-interaction principles with AI and machine learning methods. We will also discuss aspects of trust in human-robot interaction, the strategies for verbal and non-verbal communication and ethics principles for transparent robots.

Abstract 3538

A CONTROLLED INTERVENTION STUDY ON FALL PREVENTION STRATEGIES FOR SENIORS: INSIGHTS FROM THE FLUX2 PROJECT

Albert I.[1], Hoffmann M.*[2]

[1]Institute for Lifespan Development, Family, and Culture - University of Luxembourg ~ Luxembourg ~ Luxembourg, [2]GERO-Competence Center for Ageing in Luxembourg ~ Luxembourg ~ Luxembourg

Falls are a leading cause of injury, disability, and mortality among adults aged 65 and older, with Luxembourg consistently ranking among the highest in Europe for fall incidence and fall-related deaths. Addressing this critical public health challenge, the FLUX1 project successfully established a comprehensive framework for fall risk assessment in older adults. Building upon these results, the FLUX2 project now seeks to evaluate targeted intervention strategies designed to prevent falls and promote functional independence.

FLUX2 is a controlled intervention study conducted through a collaborative effort between GERO, the University of Luxembourg, and the Luxembourg Institute for Health and Sport Science Research. The study enrols 100 participants aged 65 years and above, stratified into three intervention groups: (1) motor and physical training, (2) cognitive training, and (3) combined motor-cognitive training. Stratification is based on key parameters such as age, gender, fall history, physical activity levels, and baseline fall risk assessment outcomes.

Each intervention spans a 10-week training period, followed by comprehensive fall risk assessments at baseline and post-intervention to evaluate changes in risk indicators and functional outcomes. Additionally, a 12-month follow-up will monitor fall incidence rates. To capture improvements under real-life conditions, all participants are equipped with sensorized insoles, enabling continuous monitoring of foot pressure distribution and gait stability throughout the study.

Advanced statistical analyses assess the comparative effectiveness of the three training modalities in reducing fall risk and enhancing mobility. By integrating precise risk assessment with targeted interventions, FLUX2 aspires to establish a scalable and sustainable model for fall prevention that fosters autonomy, reduces fall-related injuries, and mitigates the associated healthcare burden. Preliminary findings will be presented at the symposium.

Abstract 3615

INSTRUMENTS AND SERVICES FOR EARLY DIAGNOSIS AND PREVENTION OF ABNORMAL AGEING

Di Nuovo S.*

University of Catania ~ Catania ~ Italy

The decay of neurocognitive functions in elderly may assume various forms and levels, differently susceptible to preventive interventions to be implemented in specific services.
Alzheimer syndrome, whose incidence in the population is increasing, with a consequent impact on the social health systems, is sometimes preceded by Mild Cognitive Impairment (MCI). Biological, cognitive, emotional and behavioural aspects are involved in the possible conversion from MCI to dementia, as demonstrated by a wide literature.
Multidimensional interventions integrating neurobiological and cognitive strategies (e.g., memory and imagery training, social interaction) for people at risk for dementia can be a successful answer for active ageing.
The aim of our research is to implement services for both the prevention and the intervention, useful to foster "well aging societies", using also procedures and devices based on technologies and Artificial Intelligence.
Prevention regards the early identification of psychological and social age-related risks of frailty and mental and/or social decline. The impact of psychological risk or protective factors on aging trajectories towards frailty are studied: e.g., the role of cognitive reserve, psychological resilience, emotional regulation, and personality traits on neurocognitive, physical, and functional performance in the “frail” elderly through multidisciplinary assessment and intervention.
Prevention strategies for better health and wellness, to promote active living in aging are the premises for designing and validating interventions aimed at contrasting psychological risk factors and reinforcing psychological protective factors (e.g., cognitive reserve) to avoid dysfunctions and maladaptive behaviors.
Action-research models will be addressed at enhancing the epigenetic factors of elderly, and at fostering the empowerment of families and caregivers.
The effectiveness of interventions will be evaluated, using a multidisciplinary approach integrating different professionals and procedures, and assessing the usefulness of technologies based on Artificial Intelligence.

07 - Division 7: Applied Gerontology

Psychosocial Dimensions of Aging 1

Thursday 23 July 2026 from 15:00 to 16:30

(M-Lorenese)

Division 7: Applied Gerontology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1668

LONELINESS EXPERIENCES AND COPING STRATEGIES AMONG COMMUNITY-DWELLING OLDER ADULTS: A QUALITATIVE STUDY

Sun Y.*[1], Gu J.[2], Tang T.[1], Mo P.[1]

[1]The Chinese University of Hong Kong ~ Hong Kong ~ Hong Kong, [2]Sun Yat-sen University ~ Guangzhou ~ China

Introduction: Loneliness is a negative emotional reaction to perceived isolation and has detrimental impacts on both physical and mental health among older adults. A complete understanding of the loneliness experienced by older adults is essential for the development of effective and patient-centered interventions.

Purpose: This study aimed to describe the loneliness experiences and coping strategies among community-dwelling older adults in China.

Method: One-on-one interviews were conducted among 28 community-dwelling older adults aged 60 to 84 years between April and June 2024. The interviews were audiotaped, literally transcribed, and then analyzed using thematic analysis, combining inductive and deductive methods.

Results: Both social and emotional types of loneliness were identified, with associated factors aligning closely with the perceived types of loneliness. Lack of social networks contributed to social loneliness, and unmet inner needs increased the feeling of emotional loneliness. Other factors associated with loneliness included lack of hobbies and personal arrangements, negative attitudes and personalities, declining physical health status, and financial challenges. Five patterns of daily routines were identified, which provided an outline of retirement life for Chinese older adults and the loneliness risks across different lifestyles. Cognitive strategies, including acceptance and endurance were used to mitigate loneliness. Behavioral activities were summarized to address loneliness. At the social level, friends, former colleagues, and old classmates were particularly suitable social networks for older adults to combat loneliness.

Conclusions: The study identifies that loneliness existed with complexity and heterogeneity among older adults. To address loneliness, it is critical to offer patient-centered programs that promote social connections and change cognitions.

Division 7: Applied Gerontology SDG 10: Reduced Inequalities

Abstract 1886

REPRESENTATION OF OLDER INDIVIDUALS: NEWS FRAMING OF SENIOR TRAVEL CONCESSION ON FACEBOOK

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Active aging involves participation and social engagement. Older individuals in Hong Kong began to reintegrate into active lifestyles after the relaxation of COVID-19 social distancing measures. However, a news story emerged alleging abuse of the senior travel concession, known as HK$2 fare, which went viral on Facebook – a platform where approximately 50% of Hong Kong people consume news. Existing literature indicates that news framing could shape societal perceptions. Yet, the impact of the news representation on older individuals using the concession, particularly its potential role in perpetuating ageism, remains largely unexplored. The present research aims to examine how older individuals were portrayed in the narratives of such news.

Methodology: A commercial web crawler from Apify - Facebook Post Search Scraper - was used to scrape publicly available Traditional Chinese Facebook posts regarding the concession, with 15 Chinese search terms equivalent to “senior travel concession” and “HK$2 fare”. Data collection targeted posts from local Hong Kong news media pages starting from 28th February 2023, coinciding with the lifting of the COVID-19 mask mandate. A mixed-method content analysis was conducted on the extracted data, including quantitative word frequency analysis and qualitative thematic analysis.

Preliminary findings: A total of 1,915 posts were scraped. After filtering out duplicates (N = 701), non-news Facebook pages (N = 910), and irrelevant posts (N = 44), 260 valid posts remained for examination. The findings showed that negative narrative was predominantly used in the posts, such as “deficit”; “Hong Kong faces challenges with an aging population and suboptimal post-COVID economic recover”; and “government subsidy expenditures are largely increased”. Such negative frames might contribute to negative societal attitudes towards older individuals.

Conclusion: The negative portrayal of older individuals might reinforce alleging abuse of the senior travel concession while ignoring positive impacts of the concession on active aging.

Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1771

HIGHER MARITAL SATISFACTION BETTER COGNITIVE FUNCTION？ EVIDENCE FROM A MULTI-WAVE LONGITUDINAL STUDY AMONG OLDER ADULTS

Yang X.*, Li J., Wang D.

Beijing Normal University ~ Beijing ~ China

Existing research shows inconsistent findings on the relationship between marital satisfaction and cognitive functions in later life . Focusing on different domains of cognition and a longitudinal perspective, this study aims to examine long-term changes of cognitive functions in older adulthood and the role of marital satisfaction in these changes. Latent curve modeling (LCM) was applied to six-year longitudinal data from 751 older adults (Age = 67.62 ± 5.31), assessed every two years. Cognitive functions was assessed across five distinct domains: word fluency, verbal ability, backward digit span, numerical comparison speed, and associative learning. Results revealed that:(1) marital satisfaction, backward digit span, and verbal ability declined significantly over time, while associative learning showed a significant increasing trend. (2) The marital satisfaction has a long-term process effect on cognitive functions. Specifically, the long-term process of marital satisfaction was negatively associated with the long-term process of word fluency and verbal ability. In addition, the initial level of marital satisfaction was positively associated with the the long-term process of word fluency, but negatively associated with that of backward digit span. This study revealed the developmental trajectories of marital satisfaction and cognitive functions and their changing associations over time. The findings provide a new perspective on existing debates by examining different domain of cognition longitudinally and highlight how distinguishing unique domains of cognitive functions allows for a more comprehensive understanding of the relationship between marital satisfaction and cognitive functions.

07 - Division 7: Applied Gerontology

HEALTH AND FUNCTION IN OLDER ADULT POPULATIONS

Friday 24 July 2026 from 14:30 to 15:30

(M-Lorenese)

Elias Mpofu (College of Health and Public Service, Un), Chair and Discussant

The aging process at older adulthood is associated with bio-physical changes that require appropriate management for healthy aging. Undergirdingthesechangesarephysicalhealth2
processes that may escalate into acute health care needs and risk for premature mortality if not attended to. Moreover, while cardiovascular conditions are widely acknowledged to drive health and function in older adult populations, this symposium is presents novel approaches to unraveling their mediation by antecedent pre-existing conditions, oral hygiene, and cancer survivorship and in predicting hospitalizations outcomes. This symposium is relevant to the international research scholarship goals of the Congress in presenting evidence on older adults health populations from Australia, South East Asia and the United States. Elias Mpofu et al. will present the weighted evidence on sacral ulcer risk among older adults (60 years >) with emergency hospitalization for acute health conditions. Cheng Yin et al will consider COVID-19 hospitalization outcomes for older adults with neurodevelopmental disorders (55 years >) by their cardiovascular health. Liang Ke et al., will present the evidence on the role of cardio-metabolic conditions and Vitamin D deficiency in health statuses of older adults (60 years >). The presentation by Kaye Brock et al. consider the role of hypertension in older adults (50 years >) with oral health conditions. Renata Komalasari et al present the evidence of cardiovascular health in middle to older adult (45 years >) cancer survivors' cognitive and everyday function. What the presentations achieve is a unique perspective on how cardiovascular health indicators vary among older adult health populations, so that "a one-size would not fit all" would be inappropriate. From this collection of studies, the symposium makes a novel contribution pointing to an apparent need for studies that apply hierarchical typologies of cardiovascular health indicators nested in older adult health populations by their social determinants for preventive or health promotive care.

Abstract 3923

SACRAL ULCER DEVELOPMENT IN HOSPITALIZED OLDER ADULTS: MODERATION BY AGE COHORT AND MEDIATION BY COMORBIDITIES INDEX SCORES AND LENGTH OF STAY IN HOSPITAL

Yin C.[1], Mpofu E.*[2], Brock K.[2], Li X.[3]

[1]College of Health and Public Service, University of North Texas, ~ Denton, TX USA ~ United States of America, [2]College of Health and Public Service, University of North Texas ~ Denton ~ United States of America, [3]School of Health Sciences, Southern Illinois University ~ Illinois ~ United States of America

Background and aims: Sacral ulcers (SUs) or pressure sores on the lower back and spine areas are a health risk with extended periods of bed confinement and prolonged immobility, as would be the case with rehabilitation hospitalization. Rehabilitation hospitals aim to provide treatment care for their recovery of functional abilities following illness or injury. Sacral ulcer risk outcomes vary among rehabilitation hospital older adults patients. We hypothesize that sacral ulcer risk outcomes with rehabilitation hospitalization would vary by their age, comorbid health conditions and length of stay in hospital. Methods: Utilizing a retrospective cohort analysis, we sampled 1,290 patients aged 60+ with SUs and 37,626 patients without SUs from the Texas Inpatient Public Use Data File. The data analysis included Binary logistic regression for moderation and mediation effects on SU outcomes. For the moderation effects by age cohort, the 60-69 years old was the reference group and by 10 year age incremental up to 90+ years. The mediation analysis employed weighted comorbidity index scores and length of hospital admission. Results: As would be expected, hospital admission significantly increased SU risk (AOR = 2.13, 95% CI: 1.85-2.42), and with longer length of stay. Surprisingly, comorbidities had a minimal effect on SU risk while patients aged 80+ had a lower SU risk than those aged 60-69.

Conclusion and implications: Admission for hospital stay singularly presents high risk for SUs regardless of older adult patient characteristics. Rehabilitation hospitals should address care practices for minimizing SU risk for older adult, and particularly with extended stay. Such targeted care plans would minimize SU risks by the vulnerabilities of older age and comorbidities.

Abstract 3925

THE ASSOCIATION BETWEEN HYPERTENSION AND ORAL HYGIENE IN OLDER AUSTRALIANS ATTENDING PUBLIC DENTAL CLINICS

King S.[1], Marschner S.[1], Chow C.[1], Brock K.*[2]

[1]Sydney Dental School and the Westmead Applied Research Centre ~ Sydney ~ Australia, [2]New South Wales Cancer Council ~ Sydney ~ Australia

Background and aim: Poor oral hygiene and oral disease are associated with an increased risk of hypertension. For this older population public dental clinics offer a unique opportunity to screen for hypertension and provide primary prevention. This study aimed to characterize the oral disease burden among older adults and to determine the prevalence, awareness, treatment and control of hypertension in a population attending a large public dental clinic.
Method: Participants (n=302) were adults (mean age 59.9 ± 9 years, 60.7% female) recruited from a public dental clinic located in Western Sydney, Australia. Blood pressure was measured with an automatic digital device (Omron HEM-907®) with the participant in the seated position after resting in the dental chair for 5 minutes. Oral health and medical history details were obtained by patient self-reporting.
Results: A total of 302 participants, were recruited. Over a third (33.1%) had significant tooth loss (< 20 teeth), nearly half (49.5%) were identified as needing treatment for gum disease and less than half (47.5%) brushed their teeth twice or more time per day. The prevalence of hypertension was 74% (95% CI: 66%, 81.%) in those >65 compared to 28% (21% CI: 36%, 81.%) In those younger... Of those with hypertension (n=157), 82.7% were aware of their diagnosis, 76.9% were receiving antihypertensive medication (treated), and 56.5% of those on medication had their blood pressure controlled.
Conclusion and Implication: Oral health practitioners could play an important role in primary care by screening patients with a high burden of oral disease for undiagnosed or poorly controlled hypertension. By providing preventive care targeting common risk factors shared by oral disease and hypertension, older adults would have improved health prospects.

07 - Division 7: Applied Gerontology

Psychosocial Dimensions of Aging 2

Friday 24 July 2026 from 15:30 to 17:00

(M-Lorenese)

Division 12: Sport Psychology Division 7: Applied Gerontology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 51

PSYCHOMOTOR FINGER-TAPPING ACROSS THE LIFESPAN AMONG SYMPHONY ORCHESTRA PLAYERS; RESILIENCE TO THE EFFECTS OF AGEING

Brodsky W.*

Ben-Gurion University of the Negev ~ Beer-Sheva ~ Israel

Introduction
Lifespan Psychology scrutinises timing of fine motor movements; rhythmic control and tapping asynchrony are more variable with age-related changes to executive functions. It is assumed that certain skills may not show age-related decline because of domain-specific practice. For example, despite ageing musicians should retain finger-tapping speed, reaction time, and hand-symmetry (i.e., lack of right-hand superiority among right-hand dominant musicians).

Purpose
The current study compared between Younger Players versus Seasoned Musician.

Methods
N = 38 professional Symphony players from 5 orchestras in 3 countries participated. There were 23 String players, 12 Wind (Woodwinds and Brass) players, 2 Harp players, and 1 Xylophone player. They were roughly 49 years old (SD = 9.87, Range 27-64), with 23 (61%) males. Each player completed 5, 30-second, isochronous finger-tapping tasks: self-paced tapping at spontaneous and preferred rates, speeded uni-manual single-finger tapping (right and left hand), and bi-manual alternate-hand finger-tapping. To tease out differences between younger versus seasoned musicians, 2 subgroups were compared: LTE45 (n = 13, MAge = 37, SD = 6.39, Range 27-44) versus GTE55 (n = 14, MAge = 58, SD = 2.83, Range 55-64).

Results
Seasoned musicians performed all finger-tapping tasks just as fast as younger players, and they were just as consistent. Spontaneous tempos were moderate (83bpm) pace, while preferred tempos were slightly faster (88bpm); no significant differences surfaced between subgroups. Uni-manual forced-speeded finger-tapping for both hands were between 326bpm-347bpm, consisting of 157-177 extremely controlled stable taps (i.e., SDs of ITIs). Bi-manual alternating-hand forced-speeded finger-tapping was between 450bpm-500bpm; these were significantly more variable than uni-manual tapping. Music-instrument training-induced symmetry was found for all players.

Conclusions
Comparative studies with normal older adults indicate a systematic age-related decline in cognitive mechanisms including tapping rates. This is not the case for seasoned musicians beyond the 5th decade.

Division 7: Applied Gerontology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1022

EXAMINING THE LINK BETWEEN GERIATRIC FALLS, INSOMNIA, AND WORKING MEMORY IN THE ELDERLY POPULATION

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As individuals age, they often encounter a diverse range of challenges, including physical health, mental health, and social issues. One such concern is insomnia, a prevalent problem among older adults. Insomnia manifests as the inability to fall asleep, stay asleep, or obtain adequate sleep, resulting in daytime fatigue and other adverse consequences. Research has established a strong association between insomnia and geriatric falls among older adults. Geriatric falls occur involuntarily when older adults come to rest on the ground without any intentional action. These falls can lead to severe or minor injuries, and in rare cases, even death. Furthermore, older age is also associated with cognitive deficits, particularly in working memory. Working memory temporarily holds and manipulates information that helps in problem solving, reasoning and learning. A comprehensive review conducted for the present study revealed a correlation between insomnia and not only geriatric falls but also with working memory. Older individuals experiencing insomnia exhibit a significantly higher incidence of falls and a higher risk of falling. Additionally, studies also showed an association between a decline in working memory and insomnia. The primary objective of the present study is to establish a link between geriatric falls, insomnia, and working memory among the older adult population. The study aims to underscore the importance of screening for sleep disorders and cognitive deficits during routine geriatric assessments. By investigating the relationship between geriatric falls, insomnia, and working memory, the study has the potential to revolutionise our understanding of fall prevention, management, and treatment among older adults. This knowledge can ultimately enhance health outcomes and improve the quality of life in an aging society.

Division 7: Applied Gerontology Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 617

FINANCIAL CYBERCRIME AGAINST OLDER ADULTS IN INDIA: EXPLORING THE RISK FACTORS, CONSEQUENCES AND COPING STRATEGIES

Sharan A.*

Independent Researcher ~ Patna ~ India

Although cybercrimes in India have been a major concern for the persons of all ages, there is a surge of financial cybercrime against elderly resulting in huge financial loss and declined mental health. More often cybercriminals have appeared themselves as government authorities and have digitally arrested (forcing the victim to be constantly on a videocall with a cybercriminal) elderly persons for durations ranging from few hours to many days. However, most of these cases are not reported to police and law enforcing authorities. The trauma of crime, financial loss and the associated stigma and guilt often results in mild to severe mental health consequences among these elderly persons.

This study, therefore, was conducted to understand the risk factor and consequences of financial cybercrime and to explore the use of coping strategies by older adults. A sample of 28 older adults (9 older adults who had been the victims of cybercrime and 19 friend or close associate of such victims) participated in this study. Semi-structured interviews were conducted to record their experiences related to cybercrime. The results of the thematic analysis of the interviews reveals that factors such as cognitive decline, limited understanding/skills about cybersecurity measures, elevated fear about being the victim of fraud, social isolation, lack of the availability of immediate support, wealth and insider fraud are some of the salient risk factors while loss of money, guilt, social isolation, decline in physical and psychological and physical health were the major consequences of such experiences. Participants reported passive strategies such as attribution to fate, God will and karma as means of coping while few participants also reported using legal means and strengthening their knowledge about cybersecurity as coping measures. These results are important as they warrant for the initiatives to benefit older age groups mitigate risks of financial cybercrime.

Division 7: Applied Gerontology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality

Abstract 580

PSYCHOLOGICAL DISTRESS AMONG OLDER MEN WHO HAVE SEX WITH MEN IN HONG KONG AND MAINLAND CHINA: A CROSS-SECTIONAL INVESTIGATION INTO THE INTERPLAY OF SOCIOECONOMIC STATUS, DISCRIMINATION, AND SOCIAL CAPITAL

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Background: This cross-sectional study investigated psychological distress among older men who have sex with men (OMSM) in Hong Kong and Mainland China (N = 302; 151 participants per region).
Objectives: This study aimed to investigate the prevalence and determinants of psychological distress among OMSM in Hong Kong and Mainland China. Specifically, it examined how socioeconomic status, social capital, and experiences of discrimination contribute to mental health outcomes within this population.
Methods: This cross-sectional study was conducted in 2022 using an anonymous online survey of 302 OMSM, with 151 participants recruited from Hong Kong and 151 from Mainland China. Eligible participants were aged ≥60 years, had a history of male-to-male sexual intercourse, resided in one of the study regions, and demonstrated Chinese language literacy. Recruitment was carried out through partnerships with LGBT organizations, NGOs, and academic institutions using convenience, snowball, and targeted sampling. Data were analyzed using descriptive statistics, chi-square tests, t-tests/ANOVA, and hierarchical logistic regression to assess associations between psychological distress and socioeconomic status, social capital, and discrimination.
Results: Two predictors emerged as particularly robust. Higher monthly income (>HK$18,700) was consistently associated with elevated psychological distress (OR = 2.82). Most notably, everyday discrimination showed the strongest effect: each unit increase on the Everyday Discrimination Scale (EDS) corresponded to a 17% increase in the likelihood of distress (OR = 1.17), accounting for 35.9% of variance explained. Once discrimination was included, previously significant predictors such as education and social capital lost significance, underscoring its central role in OMSM mental health outcomes.
Conclusions: Discrimination was identified as the principal determinant of psychological distress among OMSM, outweighing traditional socioeconomic and social factors. These findings emphasize the need for targeted interventions to mitigate minority stress in aging sexual minority populations, with sensitivity to regional sociocultural contexts.

Division 7: Applied Gerontology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1642

'HEARTS IN DIALOGUE': THE ROLE OF THE PARTNER AND HEALTHCARE TEAM IN ACTIVATING ELDERLY CARDIAC PATIENTS

Donato S.*[1], Demaria C.[1], Gioia C.[1], Gorini A.[2], Bussotti M.[2], Bertoni A.M.M.[1]

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Introduction: Cardiovascular diseases particularly affect the population over 65, representing a complex challenge both for patients and their partners.
Aim: This study explored how patient activation in older adults during the rehabilitation process and post-discharge is associated with partner reactions (i.e., pessimism about the illness, overprotection, hostility, support for activation, dyadic appraisal of the illness, and shared coping), as well as with the quality of the relationship with healthcare professionals (i.e., clarity of information received, relationship satisfaction, and the quality of the partner–physician relationship).
Method: A longitudinal dyadic design was adopted. 86 couples participated at the start of rehabilitation, and 62 patients were reassessed at discharge using a multidimensional questionnaire.
Results: Results showed that, at admission, patient activation was significantly higher when the partner displayed lower pessimism, lower overprotection, and a greater tendency toward shared coping. These associations were not significant at discharge; however, significant associations emerged between patient activation and the partner's support for engagement in care, as well as dyadic appraisal of the illness. Regarding healthcare professionals, satisfaction with nursing staff and the cardiologist was found to be correlated with patient activation. These associations were not significant at discharge.
Conclusions: Overall, the results suggest that the couple's relationship and the therapeutic alliance with the healthcare team change during rehabilitation, contributing in different ways to patient activation. The findings highlight the importance of tailored interventions that take into account dyadic and relational dynamics throughout the entire rehabilitation process.

Division 7: Applied Gerontology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1498

A MEDIATING ROLE FOR FUTURE ORIENTATION IN ASSOCIATIONS BETWEEN ATTITUDE TOWARDS AGING AND IMPULSIVITY IN YOUNG ADULTS

Wang X.*, Li T.

The Chinese University of Hong Kong, Shenzhen ~ Shenzhen ~ China

Attitude towards aging (AtA) is related to young adults' future expectations, which could also influence their current behaviors. Impulsivity is a risk factor related to a number of health concerns in young adulthood. The current study investigated how AtA was related to young adults' impulsive behaviors and explored whether future orientation was a mediator. A total of 371 Chinese young adults were recruited and completed a survey on their demographic characteristic, AtA, consideration of future consequences (CFC) and impulsiveness. The results showed that AtA had a significant negative curvilinear relationship with impulsiveness (β = -.02, p = .03). Notably, participants with very positive or very negative AtA both reported lower impulsiveness level compared with those who were in the middle. Furthermore, CFC mediated this curvilinear relationship (β = -.02, p = .03). There was a significant curvilinear relationship between AtA and CFC (β = .08, p < .001), with both very positive and very negative AtA related to higher levels of CFC. Higher CFC was further related to lower impulsiveness. The results suggest that young adults holding very positive or very negative AtA are both concerned about their future and are more capable of restraining from impulsive behaviors. The inverted U-shaped pattern between AtA and young adults' impulsiveness provides a new perspective to understand the role of AtA in early adulthood. Future studies could further investigate the different motives driving the future orientation for young adults with either positive or negative AtA.

08 - Division 8: Health Psychology

PSYCHOLOGICAL RESILIENCE PROMOTION IN YOUTH: A BIOPSYCHOSOCIAL-ECOLOGICAL PERSPECTIVE

Wednesday 22 July 2026 from 08:00 to 09:00

(E- Spadolini)

Cheuk Chi Tam (Arnold School of Public Health, Univers), Chair

Psychological resilience has emerged important for mitigating negative stress influences and promoting psychosocial or behavioral health outcomes among youth exposed to long-term crisis. The emerging trajectory of resilience research embraces a novel perspective of the biopsychosocial-ecological systemic model, underscoring the integrative approaches that collaborate factors from a wide range of domains, from the intrapersonal systems (e.g., neurological and cognitive), external systems (e.g., social and community), to extra-personal systems (e.g., natural).

By gathering recent empirical findings from youth across diverse cultural contexts (i.e., African, Asian, and American), the symposium will present evidence in resilience promotion in line with the biopsychosocial-ecological perspective. Topics include the risk exposure in terms of climate change, COVID-19, HIV, economic inequality, and adverse early childhood experiences. Presentation will cover theoretical and clinical studies demonstrating how resilience could be improved through promotive and protective factors from various levels, including political (Presenter 1 [Dr. Sherr]; e.g., good referral mechanisms and poverty alleviation), interpersonal/family (Presenter 2 [Dr. Harrison]; e.g., neighborhood assets and social communication), intrapersonal/cognitive (Presenters 3 & 4 [Drs. Du & Zhou]; shift-and-persist coping strategies and self-compassion), and neurological (Presenter 5 [Dr. Lin]; brain network connectivity).

Abstract 3895

PROMOTION OF INDIVIDUAL AND COMMUNITY PSYCHOLOGICAL RESILIENCE IN THE AFTERMATH OF WILDFIRES

Harrison S.*

Department of Psychology, University of South Carolina ~ Columbia, SC ~ United States of America

Climate change is rapidly increasing the frequency, intensity, and duration of wildfires, resulting in stress, anxiety, and trauma exposure for individuals in affected communities. In addition, even brief exposure to harmful fine particulate matter (PM2.5) from wildfires has serious negative health consequences and contributes to unique psychosocial challenges (e.g., social isolation, difficulty accessing needed mental health services). This presentation will examine psychological impacts of wildfire and wildfire smoke exposure, including acute and long-term mental health impacts. We will review extant literature and recent empirical findings to inform best practices for building resilience in the wake of wildfires. Specifically, we will share findings from a recent study we conducted to investigate associations between wildfire exposure and mental health among California households. This study integrated high-resolution satellite data on wildfire points, exposure to wildfire smoke (i.e., harmful levels of PM2.5), and symptoms of anxiety and depression. Using two-way fixed effect logit models, we show that exposure to >10 days of elevated wildfire-driven PM2.5 nearly doubles a household's probability of having a family member experience symptoms of depression and anxiety in the following year.

Given these impacts, we will next share a conceptual framework of psychological resilience that has been adapted for wildfire response. The framework highlights the importance of understanding pre-existing vulnerabilities of individuals and communities and promoting socio-ecological factors that facilitate individual and community resilience. Resilience promotion is conceptualized as mobilizing three key resource domains: 1) individual assets (e.g., awareness and knowledge, motivation for response), 2) interpersonal/family resources (e.g., social supports, communication), and 3) community resources (e.g., social services, neighborhood assets). We will discuss how this resilience framework can be adapted to the unique nature of wildfire disaster, and we will describe practical strategies across these three resilience domains that can be used to support post-wildfire psychological disaster response.

Abstract 3896

SHIFT-AND-PERSIST STRATEGIES MITIGATE THE NEGATIVE ASSOCIATION BETWEEN PERCEIVED ECONOMIC INEQUALITY AND ADOLESCENT MENTAL HEALTH

Du H.*

Department of Psychology, Beijing Normal University ~ Zhuhai ~ China

Adolescents face increasing mental health challenges amid rising economic inequality. We posit that shift-and-persist strategies—an effective coping approach that involves adapting one's mindset to reinterpret stressors positively while maintaining resilience—would mitigate the negative effects of perceived economic inequality on adolescents' mental health. Using data from 4,760 middle school students in China, we tested this hypothesis. We found that perceived economic inequality of adolescents predicted higher levels of anxiety and depression. More importantly, as hypothesized, shift-and-persist strategies significantly attenuated the negative association between perceived economic inequality and both anxiety and depression. Our findings suggest that shift-and-persist strategies may protect adolescent mental health against economic inequality. This research provides valuable guidance for future research and educational practices on adolescent mental health.

Abstract 3898

PSYCHOLOGICAL RESILIENCE MODERATES THE RELATIONSHIP BETWEEN CHILDHOOD ADVERSITY, BRAIN NETWORK CONNECTIVITY, AND WELLNESS

Li Y.*, Lin D.

Institute of Developmental Psychology, Beijing Normal University ~ Beijing ~ China

Background: Although childhood adversity has a lasting negative effect on individuals' well-being, children with high psychological resilience can buffer against these negative impacts. However, the brain mechanism underlying the protective role of psychological resilience remained unknown, especially concerning different adversity dimensions. Therefore, this study aimed to investigate how psychological resilience shielded children's brain network connectivity against different dimensions of adversity (e.g. abuse and neglect) and evaluated the immediate and long-term benefits of this protection on mental and physical health.
Methods: Childhood adversity history, and psychological resilience with functional MRI scanning were obtained from 94 China rural children aged between 10 and 14 years old at baseline. Moreover, baseline and six months later somatization symptoms, depression, and anxiety were collected.
Results: The results showed that psychological resilience buffered the effect of childhood abuse, but not neglect, on resting-state functional connectivity (rs-FC). Specifically, children with low psychological resilience had increased limbic-somatomotor network (LN-SMN) and limbic-ventral attention network (LN-VAN) connectivity after abuse. In contrast, this association was absent in individuals with higher psychological resilience. Furthermore, among children with lower psychological resilience, childhood abuse was linked to severe concurrent somatization and depressive symptoms through heightened LN-SMN connectivity and to severe six-month-later anxiety via both heightened LN-SMN and LN-VAN connectivity.
Conclusion: The results identified the specific protective effect of psychological resilience against the neurotoxic effects of childhood abuse but not neglect, involving emotion regulation, salience processing, and somatomotor networks. These findings highlight that individualized interventions should be provided to children facing different adversities.

08 - Division 8: Health Psychology

Family, Couple & Caregiving Processes in Health

Wednesday 22 July 2026 from 08:00 to 09:00

(S-Monumentale)

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1149

PSYCHOSOCIAL DETERMINANTS OF TREATMENT ADHERENCE IN CHRONIC DISEASE COMPLICATIONS: THE ROLE OF CAREGIVERS IN ROMANIA

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Background
Social determinants of health (SDH), such as caregiver support, strongly influence chronic disease management. Within the biopsychosocial model, caregivers act as social enablers of preventive behaviors and treatment adherence. In Romania, where a complication like diabetic neuropathy is underdiagnosed and prevention culture is weak, the "Stand up for your feet" campaign aimed to raise awareness and improve outcomes. This study examined how caregiver awareness, preventive practices, and campaign recall contribute to patient adherence and health outcomes.

Methods
A cross-sectional analysis was conducted using data from the "Stand up for your feet" campaign evaluation (N=1,133; 760 sufferers, 373 caregivers). Key outcomes included awareness of diabetic neuropathy, preventive foot care (QU2 items), treatment adherence (QS9), and digital engagement (QM2). Comparisons used chi-square tests and independent t-tests.

Results
Awareness of diabetic neuropathy was higher in caregiver-supported households (33% vs. 25%). Patients with caregivers reported more preventive foot checks (62% vs. 50%), and self-examination was more common (64% vs. 47%). Treatment adherence was significantly greater in caregiver-supported sufferers (52% vs. 37%; $\chi^2=7.8$, $p < .01$).
Caregivers were more digitally active (M=1.52 vs. 2.98; $p < .001$), facilitating health information seeking and campaign recall. Preventive behavior scores were slightly higher in sufferers than caregivers (M=2.33 vs. 2.07; $t=6.39$, $p < .001$), but caregiver presence clearly improved sufferers' health outcomes.

Conclusions
Caregivers significantly improve patients' treatment adherence, preventive foot care, and disease awareness, acting as a protective social determinant of health. Their younger age, higher income, and stronger digital engagement position them as essential allies in chronic disease prevention. Public health campaigns and interventions should systematically engage caregivers to maximize health outcomes in patients.

Division 8: Health Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 1499

PREDICTIVE EFFECT OF FILIAL RESPONSIBILITY ON COPING IN DEMENTIA CARE: A VIGNETTE-BASED STUDY

Salduz M.*, Durak Batigün A.

Ankara University ~ Ankara ~ Turkey

Introduction
The increased prevalence of dementia globally is associated with greater dependence on others, resulting in higher caregiver involvement. Dementia caregivers frequently report exhaustion, poor physical and mental health, and psychological distress.
Purpose
Despite caregivers' burdens, research also highlights positive aspects of caregiving through higher filial responsibility—adult children's responsibility to care for parents—on caregiver outcomes. This study aimed at how filial responsibility predicts coping styles in general population.
Method
A total of 246 participants (aged 20–66; M = 36.29, SD = 10.86) were recruited online via snowball sampling. A vignette was developed to depict a parent with moderate dementia and an adult child caregiver. An expert panel confirmed its validity, and a pilot test (n = 10 study participants) supported its realism, clarity, and usability. Hierarchical regression was conducted in IMB SPSS 24: Step 1 included socio-demographic variables and illness perception (α = .50), and Step 2 added filial responsibility (α = .92). Dependent variables were effective and ineffective coping (α = .80 & .75).
Results
Regression assumptions were met, except for a few multivariate outliers. However, Cook's distances were below 0.5 in all data set and sensitivity analyses showed negligible impact after removing the outliers. The only statistically significant effect was seen for effective coping. After controlling covariates, [$F(14,231) = 5.29$, $p < .001$, $R2 = .243$], addition of filial responsibility expectation added 3.4% [$F(1,230) = 10.67$, $p = .001$, $\Delta R^2 = .034$], concluding higher filial responsibility predicts higher effective coping.
Conclusions
In collectivistic societies such as Türkiye, filial responsibility is expected to be high, particularly in caregiving contexts. However, research on this issue within the Turkish literature is scarce. This paper not only addresses this limitation but also serves as a pioneer for future investigations, further recommending the integration of filial responsibility into psychosocial support interventions for caregivers.

Abstract 4240

GENERATIVE AI FOR QUALITATIVE ANALYSIS IN A MATERNAL HEALTH STUDY: CODING SEMI-STRUCTURED INTERVIEWS USING LARGE LANGUAGE MODELS (LLMS)

Qiao S.*

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Semi-structured interviews are one of the most widely used approaches for qualitative studies in public health. The coding of transcripts is a critical step for information extraction and preliminary analysis. However, manual coding is often labor-intensive and time-consuming. The emergence of generative artificial intelligence (GenAI), supported by Large Language Models (LLMs), presents new opportunities to understand human languages, which may significantly facilitate the coding process. This study aims to build a computational coding framework that uses GenAI to automatically detect and extract themes from semi-structured interview transcripts. We conducted an experiment using transcripts of semi-structured interviews with maternity care providers in South Carolina. We leveraged ChatGPT to perform two tasks automatically: (1) deductive coding, which involves applying a predefined set of codes to dialogues; and (2) inductive coding, which can generate codes from dialogues without any preconceptions or assumptions. We fine-tuned ChatGPT to understand the content of the interview transcripts, enabling it to detect and summarize codes. We then evaluated the performance of the proposed approach by comparing the codes generated by ChatGPT with those generated manually by human coders, involving human-in-the-loop evaluation. The results demonstrated the potential of GenAI in detecting and summarizing codes from in-depth interview transcripts. ChatGPT could be utilized for both deductive and inductive coding processes. The overall accuracy of GenAI is higher than 80% and the codes it generated showed high positive associations with those generated manually. More impressively, GenAI reduced the time required for coding by 81%, demonstrating its efficiency compared to traditional methods.

Division 8: Health Psychology

Abstract 4778

An Evaluation of Parental Beliefs in Abuse Myths within the Framework of Sexual Communication Levels, Digital Parenting Skills, and Belief in a Just World

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Manisa Celal Bayar Üniversitesi ~ Manisa ~ Turkey

Background: Child sexual abuse (CSA) remains a critical global and local issue, with judicial cases in Turkey doubling between 2015 and 2023. This study investigates the psychosocial mechanisms that contribute to the secrecy and prevalence of CSA. Specifically, it examines how ebeveyn (parental) beliefs in CSA myths—scientifically unfounded but widely held stereotypes—influence sexual communication skills and digital parenting awareness.
Method: The study utilized a relational survey model with a sample of 362 parents living in Turkey who have at least one child aged 6–12. Data were collected using the:

- Childhood Sexual Abuse Myth Scale – Parent Form
- Parental Sexual Communication Scale
- Digital Parenting Awareness Scale
- General Belief in a Just World Scale

The complex interactions were analyzed using the Hayes PROCESS Macro (Model 14), positioning CSA myths as the independent variable, sexual communication as the dependent variable, digital parenting as the mediator, and Just World Belief (JWB) as the moderator.
Results (Primiry Findings)
Based on the initial analysis of the 362 participants, the following preliminary results were obtained: Negative Correlation with Communication: There is a significant negative relationship between CSA myth acceptance and sexual communication skills. As parents' belief in myths (e.g., "children invite abuse") increases, their ability to establish open, age-appropriate sexual communication decreases. Impact on Digital Parenting: Higher belief in CSA myths is associated with lower digital parenting skills. Parents who subscribe to these myths are less likely to effectively monitor and protect their children from online risks such as cyber-grooming or exposure to inappropriate content. The Role of Just World Belief (JWB): Preliminary data supports the hypothesis that parents with a high General Just World Belief are more likely to endorse CSA myths. This suggests that the psychological need to see the world as "fair" leads to cognitive distortions like victim-blaming and the denial of abuse frequency. Moderated Mediation (Model 14): Initial findings indicate that JWB acts as a significant moderator in the relationship between digital parenting and sexual communication. The effectiveness of digital awareness in facilitating better home communication is conditioned by the parent's underlying belief in a just world. Barriers to Disclosure: Myths such as "stereotyping the perpetrator" (e.g., believing married or "clean-cut" people don't abuse) continue to pose a significant risk by creating a false sense of security, which hinders parents from recognizing actual threats.
Conclusion
These preliminary findings suggest that intervention programs should not only focus on providing information but also on dismantling CSA myths and addressing deep-seated psychological beliefs like Just World Belief. Enhancing both digital awareness and sexual communication is vital to breaking the cycle of secrecy surrounding child abuse in the digital age.
The current study, conducted with 362 parents, provides critical insights into the psychosocial barriers to child sexual abuse (CSA) prevention in Turkey. The findings primarily demonstrate that CSA myths function as a significant cognitive barrier, negatively predicting both sexual communication skills and digital parenting strategies. This suggests that when parents subscribe to

scientifically unfounded stereotypes—such as the belief that children "invite" abuse or that perpetrators are always "strangers"—they become less equipped to engage in protective dialogues or monitor digital risks effectively.

Theoretical Implications: The Paradox of Just World Belief

A pivotal finding of this research is the role of General Just World Belief (JWB). While JWB often serves as a motivational resource for individuals, in the context of CSA, it appears to act as a cognitive distortion. Parents with high JWB are more likely to endorse CSA myths as a way to maintain the perception of a "predictable and controllable" world. By attributing blame to victims or minimizing the prevalence of abuse, these parents protect their own sense of security but inadvertently leave their children vulnerable by failing to recognize actual threats. This confirms that JWB moderates the relationship between digital awareness and protective communication, suggesting that high levels of JWB can "blind" parents to the necessity of proactive intervention.

Practical Implications for Applied Psychology

As an applied psychology study, these results offer a framework for evidence-based interventions:

Shifting Parental Education: Prevention programs should move beyond merely providing information about "stranger danger." Instead, they must actively target and dismantle CSA myths.

Digital Literacy as Protection: Since digital environments have made abuse more "invisible" and widespread, enhancing digital parenting awareness is no longer optional—it is a primary protective strategy.

Holistic Communication: Training should emphasize that sexual communication involves more than just "the talk"; it includes non-verbal cues, body language, and creating a safe emotional climate for disclosure.

Global Impact and Sustainable Development Goals (SDGs)

By identifying the mechanisms that keep CSA hidden, this study directly contributes to the United Nations 2030 Agenda:

SDG 16.2 (Ending Abuse): The findings provide a roadmap for reducing the "secrecy" and "denial" that allow abuse to persist, thereby supporting the global mandate to end all forms of violence against children.

SDG 3 & 4 (Well-being and Education): Empowering parents with accurate psychological knowledge and digital skills ensures the long-term mental health of the youth population and elevates the quality of informal education within the home.

In conclusion, the intersection of CSA myths, digital parenting, and Just World Belief creates a complex landscape for child protection. To break the cycle of secrecy, psychological interventions must address the deep-seated beliefs that prevent parents from acting as their children’s first line of defense in both the physical and digital worlds.

08 - Division 8: Health Psychology

Trauma, Violence & Mental Health 1

Wednesday 22 July 2026 from 09:00 to 10:30

(S-Monumentale)

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1233

RACIST EVENTS, RACE-BASED TRAUMATIC STRESS, AND MENTAL HEALTH SYMPTOMS AMONG IMMIGRANTS AND REFUGEES IN CANADA

Jin L.*, Zamudio G.

University of Calgary ~ Calgary ~ Canada

Background: Immigrants and refugees constitute over 23% of Canada's population and face disproportionate mental health challenges, including elevated symptoms of depression, anxiety, and posttraumatic stress disorder (PTSD). For marginalized groups such as immigrants/refuges, frequent exposure to racist events is a key predictor of these mental health outcomes, as repeated experiences of racism can undermine safety, belonging, and dignity. Prior research, including studies with Chinese immigrants, has shown that more frequent racist events are associated with higher levels of race-based traumatic stress symptoms (racial trauma), manifesting as anger, avoidance, intrusion, hypervigilance, and diminished self-worth. However, few studies have comprehensively examined the links among racist events, racial trauma, and mental health symptoms in Canadian immigrants/refugees. To address this gap, this study examines how racist events relate to mental health symptoms (PTSD, depression, anxiety) both directly and indirectly through racial trauma.

Methods: A sample of 181 immigrants and refugees in Canada completed self-report measures.

Results: The PROCESS Model 4 results indicated that racial trauma significantly explained the relationship between racist events and mental health outcomes, including PTSD (B = 0.35, CI [0.20, 0.56], depression (B = 0.11, CI [0.06, 0.18]), and anxiety (B = 0.12, CI [0.08, 0.17]). The model accounted for 20.56% to 45.68% of the variances in mental health outcomes.

Conclusions: Greater exposure to racist events increases the likelihood of experiencing racial trauma, which in turn contributes to elevated PTSD, depression, and anxiety symptoms. These findings highlight racial trauma as a distinct contributor to mental health disparities among immigrants and refugees. Clinicians, community organizations, and policymakers should integrate anti-racism strategies and racial trauma frameworks to better support the mental health of these populations.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 8: Decent work and economic Growth

Abstract 1737

MANIPULATED MINDS AT WORK: HOW GASLIGHTING SHAPES EMPLOYEE OUTCOMES – A SYSTEMATIC REVIEW

Kahraman F.*

Istanbul Kultur University ~ Istanbul ~ Turkey

Gaslighting is a form of psychological manipulation that has gained increasing attention in recent years and can occur across various types of relationships (e.g., romantic, familial, political, and organizational). In such dynamics, one or more gaslighters attempt to maintain power and control, while the target gradually loses confidence in their own perception of reality and begins to doubt themselves. Although gaslighting has been extensively studied in the context of romantic relationships, research on its presence and impact within workplace settings remains limited.

This study aims to systematically examine the effects of gaslighting in organizational contexts, following the PRISMA-P guidelines. A comprehensive search was conducted using the formula: (“gaslighting” OR “manipulation”) AND (“work” OR “workplace” OR “employee” OR “organization”). To identify studies from the last 10 years, 1,001 articles were retrieved from Science Direct, Scopus, and Google Scholar. After an initial screening of titles for relevance, and subsequent application of inclusion and exclusion criteria, 11 studies were ultimately reviewed. The findings indicate that workplace gaslighting is associated with a wide range of psychological outcomes (e.g., depression, well-being, aggression) and behavioral outcomes (e.g., engagement, turnover intention, motivation and performance).

This review is significant in that it provides the first systematic synthesis of employee outcomes associated with workplace gaslighting. As no comprehensive review has previously been identified, it is anticipated that this study will contribute to filling a critical gap in the literature.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 654

WHEN VIOLENCE MEETS RESILIENCE: MEANING IN LIFE, COHERENCE, AND SPIRITUALITY AS MODERATORS OF ANTIRETROVIRAL THERAPY ADHERENCE IN JOHANNESBURG

Phiri--Sithole L.*

University of Johannesburg ~ Johannesburg ~ South Africa

Intimate partner violence (IPV) negatively impacts antiretroviral therapy (ART) adherence among people living with HIV (PLWH); however, psychosocial resources may buffer this effect. This cross-sectional study examined whether meaning in life (ML), sense of coherence (SOC) and spirituality moderated the IPV-ART adherence relationship among 200 PLWH in Johannesburg, South Africa, a setting with high HIV and IPV prevalence. Participants completed measures of IPV exposure (Violence Against Women Instrument), ART adherence (ACTG adherence questionnaire), ML (Meaning in Life Questionnaire), SOC (SOC-13), and spirituality (Spiritual Well-Being Scale).

Participants were mostly women (67% women) with a mean age of 34.90 years (SD = 7.90). Average ART adherence was 79.0%, and 51.0% of participants reported experiencing IPV. Moderation analyses (Hayes' PROCESS macro) revealed a significant negative association between IPV and ART adherence ($b = -7.90$, $p = .007$). While ML's moderating influence was non-significant ($p = .069$), SOC significantly attenuated the IPV-adherence link ($b = 0.53$, $p = .013$). Spirituality demonstrated the strongest buffering effect ($b = 0.72$, $p < .001$), with high levels of spiritual well-being reducing the negative impact of IPV on ART adherence.

South Africa’s strong affiliation with spirituality may account for its enhanced protective effect relative to the more individual-centred constructs of ML and SOC. Findings suggest that interventions leveraging spirituality (e.g., faith-based partnerships) and SOC (e.g., coping skills training) could enhance adherence among IPV-affected PLWH, particularly in high-stigma settings.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1884

ALIGNING THEORY AND PRACTICE: A PRAGMATIC APPROACH TO CONDUCTING VOCATIONAL RESEARCH WITH VULNERABLE POPULATIONS

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An increasing proportion of the population is prone to “vulnerable work” or ‘precarious work that places people at risk of continuing poverty and injustice resulting from an imbalance of power in the employer-work relationship.’ Understanding the experiences of vulnerable workers has recently emerged as a research priority. By definition, these workers’ circumstances exacerbate the possibility of negative mental and physical health, vocational, and personal outcomes, which highlights the practical significance of this research. However, vulnerable workers may experience barriers to participation in research and be more prone to coercion or exploitation in research contexts than those in less vulnerable circumstances and this research can present unique challenges for researchers including the emotional toll associated with gaining participants’ trust and being privy to difficult stories. To articulate practical recommendations for conducting research with vulnerable workers, we integrate principles from philosophy of science, community-based research methodologies, and feminist perspectives. Specifically, we present pragmatism as a paradigmatic approach to conducting this research and propose a number of methodological best practices grounded in this approach. Pragmatism is a particular form of inquiry in which its effectiveness is determined by its ability to meet its intended goals and the practical usefulness of its outcomes. We outline how pragmatism aligns with many of the principles associated with ethical, mindful research with vulnerable populations and discuss several “pragmatic” best practices for engaging in this type of research. In doing so, we link philosophy to practice, and suggest that pragmatism presents an opportunity to think about the process of research in terms of its practical outputs—which is of key importance to any research conducted among the vulnerable workforce. A cornerstone of building trust with vulnerable workers is conducting research in ethical, responsible, inclusive, and sustainable ways.

Abstract 4272

SELF-COMPASSION ON COMPLEX POSTTRAUMATIC STRESS SYMPTOMS AND POSTTRAUMATIC GROWTH UNDER INTERPERSONAL STRESS

Chi P.*, Huang L.

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This study investigates the impact of self-compassion on stress responses indicated by complex posttraumatic stress symptoms (CPTSS) and posttraumatic growth (PTG) among individuals with interpersonal trauma when facing interpersonal stress. Specifically, the research has three aims: 1) to examine how trait self-compassion influences stress responses following interpersonal stress induction; 2) to investigate the impact of state selfcompassion on stress responses; 3) to assess how changes in state selfcompassion affect CPTSS and PTG through the mediation of basic psychological needs satisfaction (BPNS). 159 valid participants (Mage = 23.36, SD = 4.35; 91 females, 57.2%) completed baseline measurements assessing both the trait and state levels of the studied variables. They then viewed a series of images of ostracism to induce interpersonal stress. Following this, participants were randomly assigned to either a self-compassion writing intervention group (n = 80) or a neutral writing control group (n = 79). State levels of self-compassion, BPNS, CPTSS, and PTG were measured after these two manipulations. Results showed that after adjusting for baseline CPTSS, trait self-compassion negatively predicted CPTSS following interpersonal stress induction. Trait self-compassion inversely predicted state PTG following interpersonal stress. The self-compassion writing intervention successfully increased state self-compassion, reduced state CPTSS, and enhanced PTG. Changes in self-compassion directly influenced changes in CPTSS and PTG, as well as indirectly through BPNS. This study suggests that both trait and state self-compassion play crucial roles in reducing CPTSS. The differing directions of influence between trait and state self-compassion on PTG following interpersonal stress or self-compassion intervention indicate that PTG may involve more complex cognitive processing. The mediation effect of BPNS demonstrates its importance. These findings provide important empirical support for the application of self-compassion interventions in managing posttraumatic stress and promoting growth following interpersonal trauma

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1672

EMOTION REGULATION AND PTSD SYMPTOMS: A META-ANALYTIC INVESTIGATION

Li S.*

Chongqing Normal University ~ Chongqing ~ China

This meta-analytic investigation examines the critical role of emotion regulation in posttraumatic stress disorder (PTSD) symptomatology. Synthesizing data from diverse populations, we computed effect sizes using Fisher's Z transformations and applied random-effects models to account for study variability. Results reveal a robust association between emotion dysregulation and heightened PTSD symptoms, with specific regulation strategies demonstrating differential impacts on symptom clusters. These findings underscore the centrality of emotion regulation in trauma adaptation and highlight its potential as a target for clinical interventions. Implications for personalized treatment, resilience-building, and future cross-disciplinary research are discussed. By integrating quantitative synthesis with applied clinical insights, this study offers actionable evidence for both practitioners and researchers aiming to mitigate the burden of PTSD and enhance mental health outcomes.

08 - Division 8: Health Psychology

Child and Adolescent Health 1

Wednesday 22 July 2026 from 09:00 to 11:00

(E- Spadolini)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1862

TRAJECTORIES OF POSTTRAUMATIC STRESS SYMPTOMS AMONG ADOLESCENTS AFTER SUPER TYPHOON "YAGI": A THREE-WAVE LONGITUDINAL STUDY

Fan W.*, Liang Y.

East China Normal University ~ Shanghai ~ China

Background :In 2024, Super Typhoon "Yagi" made landfall in Hainan, causing severe damage. Understanding adolescents' psychological symptoms after typhoons is crucial for future disaster prevention and mitigation efforts in mental health, yet most existing studies on post-typhoon post-traumatic stress symptoms (PTSS) trajectories have predominantly focused on adult populations.

Objective: The current study examined the trajectories of PTSS among adolescents after exposure to the super typhoon and explored potential predictors of distinct PTSS trajectories.

Methods: At 1, 6, and 12 months after the disaster, three waves of offline surveys were conducted with 870 adolescents (58.7% female, M age = 16.12, SD = 0.44) from the most severely affected areas in Hainan Province. The trajectories were identified with Latent Growth Mixture Modelling, and the predictors were explored with multinomial logistic regression.

Results: The following four latent PTSS trajectories were found among adolescent: resilience (78.6%), recovery (6.4%), moderate-stable(10.9%) and delayed dysfunction (4.1%). Adolescents who reinforced doors and windows before the typhoon, had higher knowledge of the destructive power of super typhoons, perceived stronger family worry during the event, and received peer support afterwards were more likely to follow a resilience trajectory. Higher knowledge of the typhoon’s severity was related to a moderate-stable trajectory, stronger perceptions of family fear during the typhoon were related to a delayed dysfunction trajectory, and a higher number of typhoon-related exposure events was related to either a moderate-stable or a recovery trajectory.

Conclusion: These findings deepen the understanding of adolescents' psychological symptom trajectories, highlighting the importance of pre-disaster preparedness, knowledge about super typhoons, perception of family members’ emotional and peer support. The study provides valuable insights for tailoring targeted psychological interventions based on distinct adaptation patterns.

Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 772

INFLUENCE OF THE ENVIRONMENT ON NEURODEVELOPMENT AND BEHAVIOUR IN CHILDHOOD

Martín D.*

University of Cordoba ~ Cordoba ~ Spain

Childhood is a particularly sensitive period for neurodevelopment because the central nervous system (CNS) is in a state of constant maturation, functional and anatomical change. In recent decades, the study of how the environment influences human behaviour and the brain has gained increasing interest in the scientific community due to the identification of health risks and threats related to factors such as: environmental pollution, food, the emergence of new habits related to the use of technology, the type of community resources available depending on the area where one lives, the availability of socio-economic resources, etc. This has a direct impact on children's health and development, and can also lead to diseases and health problems that can become chronic into adulthood. Therefore, in this work we will review the main environmental variables that affect children's neurodevelopment, in order to understand the relationship between the environment and neurodevelopment during childhood, how the former influences the ontological trajectory of children, as well as to identify potential health risks. The results show behavioural, anatomical and functional changes related to different variables in the children's environment. In conclusion, more high-quality research is needed to better understand the relationship between the environment and children's neurodevelopment, but the results point to potential health risks.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 836

SAFE AND UNSAFE INFANT SLEEP PRACTICES IN SOUTH AFRICA: PATTERNS OF ADHERENCE AND PARENTAL MOTIVATIONS

Muller J.*

University of Pretoria ~ Pretoria ~ South Africa

Introduction: Healthy, safe sleep is important for child development and family well-being. Despite international safe sleep recommendations, sleep-related infant injury and death remain major concerns. However, adherence to guidelines may be influenced by contextual factors, yet data from low- and middle-income countries like South Africa is scarce, limiting development of tailored interventions.
Purpose: This study examined adherence to international safe sleep recommendations and underlying parental motivations among South African parents of infants (M age = 5 months), with the aim to inform contextually relevant interventions strategies.
Method: An online cross-sectional survey was completed by 203 caregivers (predominantly mothers, M age = 30 years). Measures included the Brief Infant Sleep Questionnaire and additional items on motivations for sleep practices. Descriptive statistics were used to assess adherence to recommended practices.
Results: Analysis revealed complex adherence patterns. While recommended practices such as room-sharing (86%) and providing breastmilk (84%) was typical, pacifier use was low (28%), and risky practices such as non-supine sleep positioning (67%) and bed-sharing for most of the night (61%) were prevalent. Bed-sharing was primarily motivated by managing infant sleep difficulties (96%) and ensuring child safety (91%). Feeding (67%) and bonding (61%) were also important drivers, while convenience (41%) and cultural and parental beliefs (40%) were secondary. Financial factors had a limited impact (11%).
Conclusion: Substantial disparities exist between global recommendations and South African practices, yet motivations for non-adherence were multifaceted and often driven by functional, emotional and contextual needs. This highlights a need for interventions that address parental motivation for bed-sharing and knowledge gaps on safety, educate on safer shared sleep practices, and offer feasible, culturally sensitive alternatives that support infant safety and family well-being.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 650

ACOUSTIC ANALYSES OF INFANT VOCALIZATIONS: METHODS AND INSIGHTS FROM 0 TO 12 MONTHS

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Universidad de Granada ~ Granada ~ Spain

Several studies have shown that acoustic analysis of infant vocal productions provides valuable insights into early developmental processes. This line of research suggests that protophones may serve as early markers of typical and atypical development. Acoustic measures allow researchers to identify characteristics linked to developmental trajectories as well as potential early indicators of neurodevelopmental disorders. Because detailed descriptions of these acoustic components have only recently been explored, a systematic review was conducted to examine the methodologies applied in studies of infant vocal productions from 0 to 12 months of age, including sample characteristics, data processing, acoustic features analyzed, statistical approaches, limitations, and reported findings. Searches were conducted in Web of Science, Scopus, and ProQuest without year restrictions, targeting article titles, abstracts, and keywords. Inclusion criteria focused on studies involving infants within the target age range, using acoustic methods to analyze vocalizations. Exclusion criteria encompassed studies including other age ranges, non-articles, unavailable studies, nonhuman or animal research, interactional or behavioral analyses, samples with motor or hearing disorders, airway malformations, reliance on phonetic transcription alone, or use of simulations and secondary datasets. A total of 125 studies were screened, of which 9 met all inclusion criteria. These studies were characterized by small sample sizes, reliance on manual segmentation, and lack of environmental control in naturalistic recordings, all of which restrict generalizability. Additional issues were limited longitudinal follow-up and insufficient reporting of experimental conditions. Considerable methodological heterogeneity was observed, leading to a qualitative rather than quantitative synthesis. Notably, several studies reported significant differences in acoustic parameters across groups, underscoring the need for continued investigation. Future research should focus on developing a replicable methodological framework to define acoustic patterns of protophones and their associations with neurodevelopment.

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 105

PREDICTIVE MODEL OF WEIGHT BIAS INTERNALIZATION ON BODY DISSATISFACTION, RISKY EATING BEHAVIORS AND BODY IMAGE CONTROL IN PHOTOGRAPHS IN MEXICAN ADOLESCENTS

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Introduction: Weight bias internalization (WBI) has won interest in research due to its negative effects both physical and mental health. It has been proved, that WBI enhances body image dissatisfaction (BID), risky eating behaviors (REB) and body image control in photography (BICP). Even though, the role of WBI in these health variables remains under study.

Purpose: Test a model in which directly predicts BID, and indirectly predicts REB and BICP through BID, using path analysis both in the group of students (single-group analysis) and across both sexes (multigroup analysis).

Method: The sample included 187 middle and high school students, men and women, with ages between 12 to 17 years old (m=13.26 years). A self-administered questionnaire consisting of sociodemographic questions and four scales validated in Spanish and for adolescents were used. Path analysis was used to test the structural model. This involved a single-group analysis (total sample) and a multigroup analysis (women/men). Both analyses were performed using the asymptotically distribution-free least squares method.

Results: The model was validated in the single-group sample by an admissible solution with significant weights in both the direct and indirect pathways, in addition to having a good fit, explaining 30% of the variance for BICP, 50% of the variance for REB and 76% for BID. The multigroup analysis revealed that the model is suitable for both sexes, but it is not invariant. The explained variance of BICP is 28% in women versus 23% in men. The explained variance of REB is 55% in women versus 47% in men, and the explained variance of BID is 76% in women and 69% in men.

Conclusions: The model in which WBI directly predicts BID; and indirectly REB and BICP through BID, is validated in a sample of Mexican middle and high school students, having greater predictive capacity in women than in men.

Division 8: Health Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2718

EXPLORING THE SIMILARITIES AND DIFFERENCES BETWEEN SUZHOU, CHINA, AND HELSINKI, FINLAND ON SOCIAL-EMOTIONAL SKILLS: A NETWORK ANALYSIS

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Social-emotional skills rarely operate in isolation. In everyday life, they function as interconnected systems. Using data from the 2019 OECD Survey on Social and Emotional Skills, we applied network analysis to model interconnections among 15 skill facets and compared networks of 10- and 15-year-old students in Suzhou, China and Helsinki, Finland. Across all four networks, Cooperation, Optimism, and Persistence emerged as the most central skills (highest expected influence). At the same time, their roles varied across ages and municipalities. Contextual differences were evident in which facets played the most central roles: Optimism became especially important among adolescents in Helsinki, whereas Cooperation, and increasingly with age, Persistence, were the most central skills in the Suzhou networks. Node predictability was consistently higher in Suzhou than in Helsinki, indicating greater interdependence among measured skills in Suzhou. The Network Comparison Tests showed that the adolescents' networks were more tightly integrated and had greater global strength, which indicates stronger, more interconnected interconnections among the skills. These findings provide valuable insights for designing education programs and policies that promote social-emotional well-being in children and adolescents.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 732

MUSIC FOR CHILD WELLBEING INITIATIVE: AN INTERNATIONAL, INTERDISCIPLINARY EVIDENCE BASED APPROACH TO SUPPORT GLOBAL WELLBEING

St Jean N.*

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Introduction: Development and implementation of low cost, community-based mental health (MH) and wellbeing practices that can mitigate the global MH pandemic are desperately needed. In 2022, Buffett Institute for Global Affairs at Northwestern University tasked a group of interdisciplinary researchers and clinicians to do just this. Leveraging expertise across Northwestern's Department of Psychiatry and Behavioral Sciences, School of Music Education, and the School of Engineering, the Music for Childhood Wellbeing Initiative (MCWI) emerged as one response. MCWI has been implemented in four global locations (USA, Mexico, England, and China) with promising success as an emerging evidenced based, wellbeing practice.

Purpose: MCWI is an interdisciplinary designed, group-singing and breathwork intervention for 8–11-year-old youth. It is an 8-week, culturally modifiable curriculum, implemented in schools and community settings. Activities focus on stimulating the autonomic nervous system through the voice and breath in a group setting designed to foster connection and belonging. MCWI is evaluated through mixed method strategies, including quantitative, qualitative, and biomedical measurements of heart rate variability collected by a wireless, wearable sensor.

Method:
8–11-year-olds (n=154; Mexico City, Chicago, England, China; high & low resource communities); Eight, weekly 1-hour sessions. Measures: Heart rate variability, State Trait Anxiety Index; Community Sense of Belonging, School Sense of Belonging; WellCheq, & qualitative interviews

Results:
All cohorts reported clinically significant improvement in Wellbeing (p=.005) and declines in state anxiety from pre to post p=.001 intervention.
Low frequency band for HRV indicates clinically significant interaction sympathetic and parasympathetic nervous system alongside reductions in anxiety (STAI) (1-B, p=.05)

Conclusion:
MCWI demonstrates clinically significant improvement in wellbeing, declines in anxiety, and improvement in HRV
MCWI has a more positive, robust effect on those from low resourced communities compared to high resourced communities
MCWI is emerging as an evidenced-based approach to mitigating anxiety and stress and enhance subjective wellbeing

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2559

EXPLORING THE DETERMINANTS OF WELL-BEING IN YOUNG CARERS: THE ROLE FAMILY DYNAMICS, EMOTIONAL REGULATION, AND RECOGNITION

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Introduction : Young carers (YC) are children, adolescents or young adults who provide regular and significant support to an ill or disabled relative. The repercussions of this role are numerous, particularly in terms of the emotional distress experienced by these young people. Previous studies have shows that YCs who receive adequate support and recognition for their caring role tend to experience more positive outcomes. The development of these emotional regulation strategies is thought to be partly shaped by parental relationships and family communication. This study aims to clarify these relationships and identify the processes by which these factors influence the emotional well-being of young people who provide care.

Method: To date, 571 adolescents and young adults have completed a survey exploring various aspects of their lives, including socio-demographic and health information, social support, family functioning, caring involvement, psychollogical distress, emotion regulation, and recognition as a carer. Among them, 160 participants reported providing regular assistance and were identified as young carers.

Results: Young carers reported significantly higher levels of psychological distress compared to their non-carer peers. Family dynamics, particularly cohesion, appear to play a fundamental role. Both, intra- and interpersonal recognition also seem to influence the level of distress experienced by young carers.

Discussion: Although preliminary, these findings provide valuable insights into the mechanisms underlying emotional distress among young carers. They highlight the importance of considering family-level factors and recognition processes to better understand and support this still largely invisible population.

08 - Division 8: Health Psychology

Poster Session 1 - Division 8

Wednesday 22 July 2026 from 09:50 to 11:20

(X- Poster 3)

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2548

TRACING ADVERSITY ACROSS GENERATIONS: PARENTAL ACES AND CHILD RISK IN FAMILY SUPPORT CONTEXTS

Swords L.*, Maiorano N.

Trinity College Dublin ~ Dublin ~ Ireland

Introduction: Recent developments in the study of adverse childhood experiences (ACEs) have explored how parents' exposure to neglect, abuse or dysfunctional home environments in their own early years confers risk for their children. The mechanisms by which threats to child wellbeing cascade across generations is a central concern in family support contexts designed to address complex needs which are often compounded by wider social and economic factors such as poverty, housing instability, and isolation. Purpose: Drawing on a decade of partnership with a non-governmental organisation working therapeutically with families in Ireland, the present study presents key findings from a number of studies involving up to 500 parent-child dyads. In particular in aims to describe their adversity experiences and shed light on potential pathways linking parental ACEs to child psychosocial and behavioural outcomes. Method: Parents completed a survey on behalf of themselves and their child capturing a range of socio-demographic and wellbeing information, as well as an ACE measure that tallied exposure to a range of potentially traumatising life situations or events prior to an individual's 18th birthday. Results: Parents' own ACE history was a significant positive predictor of their children's ACE exposure. Parents' own experiences of childhoos adversity predict the presence of psychosocial and behavioural difficulties in their children both directly and indirectly via their negative impact upon maternal mental health and the quality of parent-child interactions. Conclusions: Family support services are uniquely positioned to identify and interrupt intergenerational cycles of adversity by adopting trauma- and relationship-informed approaches. By recognising how parental histories shape family dynamics, practitioners can promote understanding, resilience, and recovery rather than focusing solely on presenting problems. Addressing adversity across generations enables services to deliver more holistic, sustained support that enhances both parental wellbeing and child outcomes.

Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 634

ASSOCIATIONS BETWEEN MOBILITY PATTERNS, CAREER AWARENESS, AND LOCAL ORIENTATION IN FUKUI PREFECTURE STUDENTS

Morimoto K.*

Professor Kyoto Sangyo University Japan ~ Japan

Introduction: The continuous outflow of young people from rural to metropolitan areas in Japan has accelerated population decline and labor shortages. Although national and local policies have attempted to promote local settlement, their effectiveness remains limited. Previous studies examined associations between mobility patterns, local orientation, and career awareness, but limited research has clarified whether these variables are shaped by similar or distinct mechanisms.

Purpose: This study explored how mobility patterns, including university location (inside/outside Fukui Prefecture) and subsequent trajectories, are associated with career awareness (career action and career vision) and local orientation (settlement orientation and emotional attachment) among Fukui students.

Method: A web-based survey was conducted in October 2024 with 575 students from Fukui Prefecture (215 men, 355 women, 5 unspecified; M age = 20.4, SD = 1.40). Of these, 160 were enrolled in universities within Fukui and 415 outside the prefecture. Measures included the Career Action Vision Test (CAVT: action, vision) and the Local Orientation Scale (settlement, attachment).

Results: Analysis of variance (ANOVA) showed that students outside Fukui scored higher on career action (η^2 = .042) and career vision (η^2 = .081), whereas no differences appeared in settlement or attachment. Regarding mobility patterns, significant differences were found in career action (η^2 = .045) and vision (η^2 = .085), with students showing higher mobility scoring higher. For local orientation, settlement showed a large effect (η^2 = .441), strongly shaped by mobility patterns, while attachment showed only a small effect (η^2 = .026).

Conclusions: Findings suggest that career awareness and local orientation are regulated by different mechanisms. University location and mobility experiences foster career development, whereas settlement intention depends heavily on mobility, and attachment remains relatively stable. This two-layered structure provides useful insights for both career education and regional settlement policies.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2289

INDICATORS OF QUALITY INTEGRATION BETWEEN MENTAL AND PHYSICAL HEALTH

Ip L.S.L.*

West London NHS Trust ~ London ~ United Kingdom

About 30% of people with long-term medical conditions experience anxiety or depression and those with co-morbid mental and physical health conditions have worse morbidity, mortality and use emergency services 2-3 times more than the general population (Kings Fund 2012). It is therefore essential that mental and physical healthcare is joined-up and this is often done through embedding clinical health psychologists within medical specialities in a collaborative model of care. This poster will describe such a model in West London in the UK covering conditions such as chronic pain, diabetes, heart failure and respiratory disease. All of these clinical health psychology teams show improved outcomes in depression, anxiety, quality of life and physical functioning unique to the medical condition treated, as well as reduced overall service utilisation. However, in addition to direct clinical input, clinical and counselling health psychologists widen their impact through indirect input into medical specialities - the value of which is often harder to capture but can be reflected in qualitative feedback, process measures and artefacts. Due to the different context and sub-culture of these medical specialties, embedded clinical and counselling health psychologists have to adapt and find different ways to ensure an integrated approach to care is offered to all patients in the specialty. This poster will explain the practicalities and challenges of integration on the ground, as well as the structures and processes that lead to better integrated care within each of the aforementioned specialties. This includes involvement in multi-disciplinary team meetings, multi-disciplinary group therapy, education on psychologically informed care, recognising psychology's value in improving rehabilitation adherence, routine screening, coproduction and staff wellbeing. Qualitative data from staff and patients will also be discussed which will help explain what matters most in driving truly integrated care and the importance of adapting to specific contexts.

Division 8: Health Psychology

Abstract 4763

Developing Optimized Screening and Comprehensive Diagnostic Tools for Adolescent Depression: A Multi-Methodological Approach

Perepjolkina V.*, Krone I., Kolesnikova J., Bezborodovs N., Stepens A.

Riga Stradiņš University (RSU) research team ~ Riga ~ Lettonia

Introduction: Adolescent depression necessitates rapid screening and robust diagnostic tools that reflect unique developmental presentations. Traditional models often overlook the central role of existential distress and hopelessness, which are critical precursors to suicidal ideation in this age group.
Purpose: This study aimed to develop both an optimized screening instrument and a comprehensive diagnostic version by identifying the most predictive symptom clusters through an integrated methodological approach.
Method: The sample consisted of 688 adolescents aged 13–18. The community group included 627 participants (252 males; M_age=15.5, SD=1.57), and the depression group included 61 participants (13 males; M_age=16.0, SD=1.32). Data analysis was performed using the JASP Network module. Optimal cut-off points were determined using the Uncertain Intervals (UI) module within the jYS package in Jamovi, specifically applying the Dichotomization (no uncertainty) method with a Youden index threshold to maximize classification accuracy.
Results: Network analysis identified "Sense of Meaninglessness" (D8) and "Depressed Mood" (D1) as critical system mediators (Betweenness = 1.73). Comparative analysis revealed that weighted scoring (Sc_w) consistently yielded superior prognostic accuracy over simple total scores. The 12-item screening version (Sc_12_w) achieved a high sensitivity of 0.869, a specificity of 0.754, and a positive likelihood ratio (LR+ = 3.54). The full 23-item diagnostic version further enhanced the clinical profile, achieving a sensitivity of 0.852, a specificity of 0.801, and a higher likelihood ratio (LR+ = 4.28).
Conclusions: The 12-item tool provides an efficient screening option with prioritized sensitivity, while the 23-item version serves as a robust diagnostic aid with higher specificity. The application of the Uncertain Intervals methodology ensures that optimal thresholds are identified, confirming that weighted scoring based on symptom centrality significantly improves the identification of adolescent suicidal risk compared to traditional summation methods.

Division 8: Health Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 52

WHY NOT DONATE? EMOTIONAL AND PSYCHOSOCIAL INSIGHTS INTO HONG KONG UNIVERSITY STUDENTS' ORGAN DONATION INTENTIONS

Liang W., Tse C.*

Chinese University of Hong Kong ~ Shatin ~ Hong Kong

Despite substantial advancements in transplantation technologies, the disparity between the organ demand and donor availability continues to widen globally. Hong Kong, in particular, exhibits one of the lowest organ donation rates among developed regions. This study aimed to explore the psychosocial and emotional determinants of organ donation intentions among university students in Hong Kong—an important demographic frequently targeted by advocacy campaigns due to their perceived openness to organ donation initiatives.

Using a sample of 280 Hong Kong university students, we examined a comprehensive array of psychosocial and emotional variables, including depressive thinking, altruism, death anxiety, self-efficacy, perceived social support, personality traits assessed via the Big Five inventory, and cultural beliefs related to Buddhism and Karma. Mediation and moderation analyses were used to assess the interplay among these variables in predicting participants' organ donation intentions. Results showed that death anxiety emerged as a significant negative predictor of donation intention, whereas higher levels of self-efficacy and perceived social support positively predicted intentions. Contrary to expectations, altruism, depressive thinking, cultural beliefs, Big Five personality traits, social media exposure, and knowledge about organ donation did not directly predict donation intentions. Further mediation analysis revealed a moderated mediation effect, wherein depressive thinking indirectly reduced intention through increased death anxiety—particularly among individuals with lower self-efficacy.

These findings underscore the prominence of emotional and situational factors, rather than dispositional traits or cultural values, in shaping donation intentions among young adults in Hong Kong. Public health interventions and awareness campaigns should therefore strategically focus on alleviating death-related anxiety, bolstering individual self-efficacy, and enhancing social support networks to foster greater willingness toward organ donation.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education

Abstract 61

CHRONIC DISEASES AMONG UNIVERSITY STUDENTS: A COMPARATIVE STUDY

Durquet M., Bolzonella L., Walburg V.*

Catholic University of Toulouse ~ Toulouse ~ France

Many students suffer from chronic conditions that can affect their psychological well-being and therefore potentially affect their academic outcomes. Indeed, previous studies suggest that students with chronic conditions have lower subjective well-being (Shaminqov et al., 2020) and more cognitive difficulties (Taras & Potts-Dakema, 2005). Furthermore, the study by Herts et al. (2014) suggests that feelings of loneliness mediate the relationship between chronic illness and quality of life. On the other hand, the study by Traino et al. (2019) seems to indicate a possible protective role of grit. However, relatively few studies have directly examined the impact of chronic illness and mental health (depressive and anxiety symptoms) among students. The aim of the present study is to examine the impact of having one of four chronic conditions (asthma, diabetes, endometriosis, irritable bowel syndrome) on students' depressive and anxiety symptoms. Second, to assess the mediating and/or moderating effects of feelings of loneliness and grit.

Six hundred and twenty-nine students took part in the study. They were divided into five groups: sixty-five students with endometriosis, sixty-two with diabetes, thirty-six with asthma, twenty-one with irritable bowel syndrome, and four hundred and forty-five students without chronic diseases, the control group. All participants completed a sociodemographic questionnaire, a questionnaire on anxiety and depressive symptoms, a questionnaire on grit, and finally, a questionnaire on feelings of loneliness.

The results indicated that chronic illness increases the risk of experiencing anxiety and depressive symptoms. In addition, feelings of loneliness play a moderating role between the perceived impact of illness and anxiety and depressive symptoms by increasing these symptoms. These findings highlight the importance of assisting students with chronic illness, and in particular, preventing their social isolation.

Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 92

PROFILES OF CONSISTENCIES AND DISCREPANCIES IN FILIAL PIETY BELIEFS AMONG PARENT-CHILD DYADS, AND THE POTENTIAL OUTCOMES

Zhang L.R.*

University of Macau ~ Macau ~ Macao

This longitudinal study identified distinct parent-child dyadic filial piety belief profiles, and the family dynamics and psychological outcomes correlated across two waves. Using a dyadic approach, 317 Chinese parent-child pairs (adult children aged 18–29) completed measures of dual filial piety (reciprocal and authoritarian), parent-child relationship quality, and subjective well-being at Wave 1, with 153 dyads retained at Wave 2, completing the same measures and mental health measures. Latent profile analysis revealed three typologies at Wave 1: Discrepant Reciprocal, Discrepant Strong Filial, and Similar Authoritarian. Wave 2 profiles shifted to Discrepant Authoritarian, Similar Balanced, and Discrepant Low Reciprocal. Significant between-profile differences emerged in both parents' and adult children's perceptions of parent-child relationship quality, mental health, and subjective well-being. This research highlights how dual filial piety beliefs (mis)alignment dynamically shapes relational and psychological adjustment across emerging adulthood. Practical implications for family counseling and intergenerational intervention programs are discussed.

Division 8: Health Psychology

Abstract 4782

Desire and Anxiety in Clinical Practice: A Psychodynamic Exploration

Özge Özcan Ç.*

Clinical Psychologist ~ Istanbul ~ Turkey

This study explores the relationship between desire and anxiety within clinical practice from a psychodynamic perspective. While anxiety is often approached as a symptom to be reduced or managed, this paper proposes that anxiety may instead be understood as an expression of underlying, unarticulated desire.

Drawing on classical and contemporary psychodynamic theory, particularly Lacanian conceptualizations, anxiety is reconsidered not as a disruption but as a structural signal within the subject's psychic organization. The study examines how anxiety emerges in relation to the subject's position within symbolic structures, and how it reflects the tension between conscious identifications and unconscious desire.

Through clinical reflections and theoretical integration, the paper highlights how attempts to eliminate anxiety may obscure the deeper processes at play. Instead, engaging with anxiety as a meaningful formation can open space for the articulation of desire and transformation within the therapeutic process.

The findings suggest that re-framing anxiety within a structural and relational context allows clinicians to move beyond symptom-focused interventions and towards a deeper engagement with the subject's psychic reality. This perspective contributes to contemporary clinical discussions by bridging psychodynamic theory with ongoing debates in mental health practice.

08 - Division 8: Health Psychology

Individual & Personality Determinants of Well-Being 1

Wednesday 22 July 2026 from 10:30 to 12:00

(S-Monumentale)

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1764

EXPLORING THE LINKS BETWEEN COSMETIC HABITS AND WOMEN'S WELL-BEING: INSIGHTS FROM THE NAGAHAMA COHORT

Courrèges S.*[1], Latreille J.[1], Harada Y.[2], Couderc S.[2], André N.[1], Matsuda F.[3], Bardel M.[1], Ben Khalifa Y.[1]

[1]IRD, Chanel Parfums Beauté ~ Pantin ~ France, [2]IRD, Chanel Parfums Beauté ~ Tokyo ~ Japan, [3]Center for Genomic Medicine, Graduate School of Medicine, Kyoto University ~ Kyoto ~ Japan

Introduction:
Despite their widespread use among women worldwide, cosmetics remain understudied in scientific psychology. Yet, cosmetics play a significant role in women's daily routines and may contribute to their well-being.
Objective:
The present research investigates the relationships between cosmetic use, well-being, self-esteem, and appearance of health and age among Japanese women, utilizing data from the Nagahama cohort.
Methods:
Two studies were conducted within this cohort.
Study 1: 989 participants, aged 34–79, completed questionnaires on well-being and self-esteem (Rosenberg scale), and reported their overall cosmetic usage. Standardized photographs of their bare faces were taken and later rated for perceived health and age by 200 naïve assessors. Statistical analyses, including correlation and PLS-PM modeling, explored direct and indirect links among the variables.
Study 2: In a subsequent wave, 893 participants, aged 40–79, completed similar questionnaires, supplemented with the Ryff Psychological Well-Being Scale (PWBS) and a detailed assessment of skincare and makeup habits. Hierarchical clustering identified profiles based on 13 cosmetic usage questions, and the relations between these clusters and the scores of the PWBS dimensions were analized.
Results:
Study 1 revealed both direct and indirect relationships between cosmetic use, well-being, self-esteem, perceived health and perceived age. Study 2 identified five main cosmetic usage profiles, each differentially associated with specific PWBS well-being dimensions. Notably, daily cosmetic usage was positively linked to the dimensions of self-acceptance, positive relations with others, personal growth and environmental mastery.
Conclusion:
These findings suggest that cosmetic use is meaningfully linked to well-being among women. Further research, including interventional designs, is needed to clarify how cosmetics impact psychological health. Then, exploring the psychological dimensions of everyday practices like cosmetic use could enrich both research and practical approaches to women's well-being.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 213

DO GENDER, INCOME, EDUCATIONAL QUALIFICATION, CULTURAL DRINKING HABITS, AND GEOGRAPHICAL LOCATION INFLUENCE LIFE SATISFACTION?

Baruah R.*, Thingujam N.S.

Tripura University ~ Agartala, Tripura ~ India

Life satisfaction is a significant element of subjective well-being, as it represents a person's overall perception of their quality of life. Life satisfaction is a salient indicator of well-being, particularly throughout young adulthood, with urban and rural environments offering distinct advantages and challenges that shape residents' well-being. So, the primary objective of the research was to determine the role of socio-demographic factors in life satisfaction among young adults in India.

To carry out the proposed aim of the study, a sample of 600 young Assamese adults between the age of 18-40 years (Mean = 25.54; SD= 4.33) residing in one of the North-East states of India i.e., Assam (districts- Tinsukia, Dibrugarh, Sibsagar, Jorhat) participated in the study. A random sampling technique was used to collect data using a standardized scale such as the Satisfaction with Life Scale (Diener et al., 1985). The socio-demographic variables, such as gender, cultural drinking habit (drinking for a particular social gathering), educational qualification, geographical location (urban-rural), and family income, were included. The factors, such as geographical location and family income, were self-identified by the respondent. To analyze the collected data and to compare the differences among the groups, ANOVA was used.

The findings revealed significant differences in four socio-demographic characteristics: females scored significantly higher life satisfaction than males, participants who did not drink had higher life satisfaction, respondents with higher family income had higher life satisfaction, and participants who had completed a master's degree had high life satisfaction, whereas participants from urban or rural areas had no significant difference on life satisfaction.

Life satisfaction can be influenced by a variety of facets, including gender, income, educational qualification, and cultural drinking. So, understanding this impact is imperative for reducing inequalities and increasing well-being among different populations.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1789

FROM MENARCHE TO MENOPAUSE: ESTRADIOL AND BRAIN AGING IN WOMEN

Luders E.*

University of Deusto ~ Bilbao ~ Spain

The transition to menopause is characterized by declining estradiol levels, which coincides with an increased risk of dementia in women. This temporal overlap suggests estradiol may influence brain aging and age-related neuropathology. We investigated whether reproductive events associated with estradiol exposure—namely, age at menarche and menopause—relate to brain aging. Using a validated machine learning model, we analyzed structural MRI data from 1,006 postmenopausal women. We found that earlier menarche, later menopause, and a longer reproductive span were each associated with less evident brain aging. These findings support the hypothesis that longer cumulative exposure to estradiol may have neuroprotective effects. However, the observed effects were modest, and estradiol levels were not directly measured. Further research is needed to clarify causal mechanisms and to examine the influence of additional factors, including genetic predispositions, lifestyle, and comorbidities. Future work incorporating hormone assays and more diverse samples will be critical for improving our understanding of the relationship between reproductive history, estradiol, and female brain aging.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 263

PSYCHOLOGICAL PREDICTORS OF RISK BEHAVIOUR AND ITS ASSESSMENT

Roy J.*, Mishra S., Lata S.

Banaras Hindu University ~ Varanasi ~ India

Background: Risk-taking behavior encompasses actions that heighten the likelihood of harm, whereas risk assessment involves identifying and evaluating potential hazards. Understanding psychological factors such as personality, cognitive style, and emotional intelligence elucidates individual differences in how risks are assessed and acted upon.
Objectives: This study aims to explore gender differences in personality traits, emotional intelligence, and cognitive styles, examine the association between the variables and identify predictors of risk assessment and risk-taking behavior.
Method: A sample of 130 adults aged 21-30 years (62 males, 68 females) from Kolkata, India, was recruited using a purposive sampling technique. Participants completed standardized measures to assess personality traits (Big Five Inventory), emotional intelligence (self-report emotional intelligence tests), cognitive style (cognitive style indicators), and risk assessment and risk-taking behavior(RT-18). Independent samples t-tests, correlation, and multiple regression analyses were performed for analysis of the data.
Results: Findings revealed significant gender differences in extraversion, neuroticism, risk-taking behaviour, and risk assessment. Correlation analysis reported that agreeableness, emotional intelligence, and the planning and knowing cognitive styles were negatively associated with risk assessment. Neuroticism was negatively associated with risk-taking behaviour, whereas the creating cognitive style was positively correlated with risk-taking behavior. Regression results showed that neuroticism, emotional intelligence, planning, and knowing cognitive styles have emerged as significant predictors of risk-taking behaviour and explained 6.4%, 5.3%, 9%, and 3.6% of the variance, respectively. Agreeableness and cognitive style were predicted to influence risk assessment, explaining 8.9% and 11.9% of the variance, respectively.
Conclusion: The study highlights significant gender differences and identifies key personality traits and cognitive styles that influence risk-taking behaviour and risk assessment. Notably, neuroticism, emotional intelligence, and specific cognitive styles emerged as significant predictors, explaining meaningful variance in these behaviors.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 642

CAN THE TRAITS OF THE DARK TETRAD IMPROVE SPIRITUAL WELL-BEING?

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[1]People Friendship University of Russia named after Patrice Lumumba ~ Moscow ~ Russian Federation, [2]Department for Missionary Work and Youth Affairs of Kolomna Diocese ~ Kolomna ~ Russian Federation

The study of human well-being and its determinants is a growing field in psychology, yet the relationship between spiritual well-being (SWB) and malevolent personality traits remains underexplored, particularly in non-Western contexts. This research presents the first investigation of the relationship between spiritual well-being and the Dark Tetrad traits (Machiavellianism, Psychopathy, Narcissism, and Sadism) on a Russian-speaking sample.

A cross-sectional study was conducted with 959 participants (761 women, 198 men; mean age 38.6±14 years). Spiritual well-being was assessed using the Spiritual Well-Being Scale (SWBS), and the Dark Tetrad traits were measured with the Short Dark Tetrad (SD4) questionnaire. Data analysis involved Spearman's correlation, along with univariate and multivariate linear regression models.

Correlation analysis confirmed significant negative relationships between all Dark Tetrad traits and spiritual well-being. Sadism demonstrated the strongest negative correlation with overall SWB (ρ=-0.38, $p<0.001$). Multivariate regression revealed more complex, nuanced interactions. Sadism was identified as the most powerful negative predictor of SWB, particularly its religious component. When controlling for the effect of Sadism, Psychopathy switched from a negative to a significant positive predictor of religious well-being (β from -0.44 to +0.38, $p<0.001$). Narcissism contributed positively to both existential well-being (EWB) (β=0.32, $p<0.001$) and overall SWB (β=0.26, p=0.009) in multivariate models, suggesting its potential adaptive role in a certain psychological context.

The findings indicate that the relationship between spiritual well-being and dark personality traits is not merely negative but involves intricate interactions. While Sadism is a primary detrimental factor, elements of Psychopathy and Narcissism may, under specific conditions (e.g., low Sadism), associate with or even contribute to certain aspects of spiritual well-being.

Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 733

CAN INTERPRETATIONS OF SELF-COMPASSION INFLUENCE EXPRESSIONS OF SELF-COMPASSION?

Nguyen N.*, Bailis D.

University of Manitoba ~ Winnipeg ~ Canada

Self-compassion is approaching one's own difficult situations with kindness, mindfulness, and common humanity. Although defined without references to behaviours, self-compassion has been linked to many positive health behaviours. However, when people try to enact self-compassion, it is unclear if this is the definition they use. It is also unknown whether or how their personal interpretations of self-compassion or self-care affect their behaviours. In Study 1, I surveyed 219 university students online, asking them to first reflect on a difficult experience and report their state self-compassion, then to indicate eating behaviours they considered as self-compassionate and self-caring from a list of both adaptive and maladaptive behaviours. The eating behaviours participants labeled as self-compassionate and self-caring were mostly adaptive. Participants who were higher in state self-compassion also associated more adaptive behaviours with self-compassion and self-care. In Study 2, after inducing state self-compassion in half of 219 participants, I observed their eating behaviours in a bogus taste test, in which they were provided with both healthy and unhealthy foods to freely eat for 10 minutes. I found that participants interpreted self-compassion as eating more healthy foods than unhealthy foods. The results also showed that participants' own self-compassion interpretations and food preferences, but not their state self-compassion, predicted their eating behaviours in this situation. Altogether, the results suggest four main conclusions about the relationship between self-compassion and eating: (1) Self-compassionate feelings correlate with adaptive eating and interpretations; (2) They might instill motivations and subsequent actions to be self-caring rather than self-compassionate; (3) These feelings lead to eating more of what one likes (which tends to be healthy and adaptive choices); and (4) A person's state self-compassion is highly insufficient to predict their actions, without also taking into account their behavioural interpretations of self-compassion and self-care.

08 - Division 8: Health Psychology

ADVANCES AND NOVEL APPLICATIONS OF INTEGRATED MODELS FOR CHANGING BEHAVIOUR

Wednesday 22 July 2026 from 11:00 to 12:00

(G-Spadolini)

Jacob Keech (Griffith University ~ Griffith ~ Austra), Chair and Presenter

Changing health-related behaviour requires identification of behavioural determinants, and the development of interventions targeting these determinants and the mechanisms accompanying them. Decades of research has demonstrated the ability of various prototypical social cognition models such as the theory of planned behaviour, in explaining health behaviour. However, these models have inherent limitations, which may be overcome through consideration of other constructs. To realise the benefits of such complementary perspectives, researchers have more recently sort to combine constructs and mechanisms into integrated theoretical models to explain behaviour. Such models may include constructs such as attitudes, norms, self-efficacy, and self determined motivation which may underpin motivated reasoned actions; volitional constructs such as planning and action control; and constructs such as behavioural automaticity, habits, and implicit social cognition which may underpin non-conscious processes. Such comprehensive integrated approaches are well-suited to understanding the determinants of behaviours which have been traditionally considered difficult to change, such as physical activity, swimming-related behaviours, and behaviours used in the context of coping with stress. This symposium will showcase synthesised research and empirical studies from Australia, Asia, Canada, and the USA which highlight the range of processes likely to impact behaviour through advances in the application of integrated models and theories.

Abstract 4280

CHILDREN'S COMPETENCE IN SWIMMING AND THE INTEGRATED MODEL OF SELF DETERMINATION THEORY AND THE THEORY OF PLANNED BEHAVIOR

Chan D.*

Hong Kong Metropolitan University ~ Hong Kong ~ China

Two studies examined the role of swimming competence on children's motivation and intentions under the framework of the integrated model of self-determination theory (SDT) and the theory of planned behavior (TPB). The studies were conducted to investigate the direct and moderating effects of swimming competence on the psychological pathways and constructs in the model integrating SDT and the TPB. Study 1 utilized a cross-sectional survey involving 4,959 primary school children, and examined the relationships between swimming competence and the model variables. Study 2 employed a pre-post-test quasi-experimental design with 1,609 primary school children to assess changes in swimming competence and its association with shifts in the model variables. In Study 1, significant positive relationships were found between swimming competence and all model variables ($\beta = .061$ to .330, $p < .05$), except for intention ($\beta = -.009$, $p > .05$). The moderation effects of swimming competence on model parameters were either small or not statistically significant. In Study 2, improvements in swimming competence correlated with change scores in all model variables ($\beta = .046$ to .230, $p < .05$), except for subjective norm ($\beta = .049$, $p > .05$). Notably, swimming competence did not significantly moderate the parameter estimates of the integrated model at the change-score level ($p > .05$). Our two large-scale studies demonstrate that the psychological pathways of the integrated model of SDT and TPB are robust across varying levels of swimming competence. The findings suggest that sports training programs for children should not solely emphasize competence development or skill acquisition. Instead, they must also consider the motivational and social cognitive factors that influence children's long-term intentions to engage in a sport. Enhancing these psychological aspects may be essential for fostering sustained participation in physical activities like swimming.

Abstract 4281

LEVERAGING META-ANALYTICALLY SYNTHESIZED DATA TO PROVIDE LARGE-SAMPLE TESTS OF ESTABLISHED AND NOVEL INTEGRATED THEORETICAL MODELS IN HEALTH BEHAVIOR RESEARCH

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[1]Department of Psychological Sciences, University of California, Merced ~ California ~ United States of America, [2]Health Sciences Research Institute, University of California, Merced ~ CALIFORNIA ~ United States Minor Outlying Islands

Testing the predictive validity of theories in health behavior research is highly salient to the development of an evidence base of potentially modifiable health behavior determinants and the processes by which they relate to health behavior. Such evidence may signal potential targets for efficacious behavior change interventions to promote health. Such tests typically involve evaluating the fit of models specifying theory stipulated nomological networks among psychological constructs and outcomes with observed data in health behavior contexts. Analytic techniques combining meta-analysis and multivariate analyses such as structural equation modeling affords researchers opportunity to conduct large-sample tests of such theoretical networks using synthesized data across multiple studies. Importantly, the techniques also provide opportunity to test predictions of unique theoretical perspectives, including integrated theoretical models, that draw constructs and process-related predictions from multiple perspectives to arrive at comprehensive accounts of health behavior. Such models, for example, incorporate multiple processes beyond those specified in typical social cognition and motivational theories, such as volitional and implicit processes. In this paper, we provide a non-technical overview of this approach and outline its advantages including: leveraging of the large sample size from multiple data sources to provide robust point and variability estimates of theory effects with high statistical power; capacity to provide overall evaluations of existing and new theoretical models across extant research and guideline ranges for theory effects in subsequent tests; and ability to test mechanistic effects, namely, mediation effects and effects of study- and sample-level moderator variables on theory effects. To illustrate our points, we outline a series of examples that illustrate the application of this approach to test existing and novel integrated theoretical models in health behavior research. We conclude by summarizing some of the limitations of this approach and recommend future innovations that may advance theoretical knowledge in the field.

Abstract 4283

PREDICTING COPING BEHAVIOR USING INTEGRATED DUAL PROCESS MODELS

Keech J.*

School of Applied Psychology, Griffith University ~ Brisbane ~ Australia

Experiencing stress has been associated with a range of adverse outcomes for health and wellbeing. Directly implicated in the health consequences of stress is the coping behavior individuals utilise in an attempt to manage their stress. Interventions to aid in coping with stress often aim to teach coping skills and promote the uptake of particular behaviours for coping. Despite such approaches relying on an individual to change their behaviour, these interventions have rarely incorporated behavior change methods targeting the complex processes underpinning engagement in these behaviours. Given their ability to explain behaviour as a function of reasoned conscious and automatic non-conscious processes, integrated dual process models have substantive practical value for intervention design in this context. This presentation will demonstrate two tests of integrated dual process models predicting two distinctive types of coping behavior: problem focused coping behaviour and emotion-focused coping behavior. The models were tested in a sample of university students in Australia, a population who consistently reported high levels of stress, well exceeding population norms. Participants were aged 17 and older (N = 332), and a prospective correlational design with a 1-week follow-up was adopted. At Time 1 (T1) participants completed measures of constructs from the theory of planned behaviour reflecting reasoned psychological processes (intention, attitude, subjective norm, perceived behavioral control), and behavioral automaticity, regarding problem-focused coping behaviour and emotion-focused coping behaviour. At Time 2 (T2) participants completed follow up measures of problem-focused and emotion-focused coping behavior. Well-fitting structural equation models revealed that both reasoned and automatic psychological processes predicted problem-focused and emotion-focused coping behaviour, with stronger effects for automatic processes. Future research aiming to increase uptake of particular coping behaviours should use behaviour change techniques known to influence constructs reflecting reasoned and automatic psychological processes as opposed to just imparting coping skills.

Abstract 4284

DYNAMIC REPRESENTATIONS OF PSYCHOLOGICAL CONSTRUCTS FOR THEORY TESTING AND EVALUATION IN ECOLOGICAL MOMENTARY ASSESSMENT: A GUIDE TO MEASUREMENT OF MULTI-PROCESS ACTION CONTROL

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s) Behavioral theories are essential in understanding physical activity and developing effective intervention strategies, yet most theories have been developed alongside common research methods available at their inception. Traditional methods have included infrequent assessments, capturing one's usual level of behavior or average score on a theoretical construct at a small set of time points. More contemporary data collection methods such as intensive longitudinal designs (e.g., Ecological Momentary Assessment; EMA) are beginning to facilitate more advanced approaches to theorizing. One of the primary challenges in applying traditional behaviour change theories, however, relates to measurement, as traditional multi-item measures are not practical nor may they accurately capture the dynamic elements of the construct sought in intensive longitudinal sampling. The purpose of this presentation is to provide a user's guide of measures of the Multi Process Action Control (M-PAC) Framework for use in EMA, followed by preliminary working examples. EMA offers opportunities to sample and obtain real-time (or near real-time) information that include processes that are more automatically or immediately activated in response to environmental stimuli or informational cues. As a result, we propose a slight re-operationalization of M-PAC as it relates to the interacting psychological systems in determining physical activity. We outline some of the measurement challenges with M-PAC using EMA, and the opportunities to blend more traditional and contemporary real-time approaches to advance theory and our understanding of physical activity utilizing the M-PAC framework. Together, this presentation is intended to be a starting point, acknowledging the need to adapt traditional behavioral theories to incorporate the dynamic factors in determining physical activity. By doing so, we can advance our understanding of physical activity behaviors and develop more effective, and theory based, interventions tailored to individual needs and contexts.

08 - Division 8: Health Psychology

Individual & Personality Determinants of Well-Being 2

Wednesday 22 July 2026 from 11:00 to 12:00

(E- Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1003

PSYCHOLOGICAL PATHWAYS TO QUALITY OF LIFE IN POLYCYSTIC OVARY SYNDROME: SELF-COMPASSION AS A PROTECTIVE RESOURCE

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[1]Çanakkale Onsekiz Mart University ~ Çanakkale ~ Turkey, [2]Ege University ~ Izmir ~ Turkey

Polycystic Ovary Syndrome (PCOS) is a chronic health condition that extends beyond its physiological manifestations to encompass profound psychosocial challenges that substantially affect women's quality of life. Among these, disturbances in body image and self-perceptions play a central role, often leading to increased distress and diminished quality of life. The present study investigated the role of psychological factors, specifically self-compassion, in relation to body image flexibility, body shame, and quality of life related to PCOS symptoms. The study involved 286 women (M = 25.51, SD = 5.15) diagnosed with PCOS. Participants completed validated self-report measures, the Self-Compassion Scale, the Body Image Flexibility Questionnaire, the Objectified Body Consciousness Scale (body shame subscale), and the PCOSQ-50 Scale. Using Hayes' PROCESS macro (Model 6), a serial mediation analysis was conducted to test whether body image flexibility and body shame sequentially mediated the relationship between self-compassion and PCOS-related quality of life. Results indicated that self-compassion was significantly associated with more adaptive ways of relating to the body, fostering greater flexibility in body image experiences, and reducing the tendency toward body shame. In turn, these body-related processes emerged as significant contributors to enhanced quality of life among women with PCOS. The results highlight the role of body shame as a risk factor that undermines well-being. In contrast, self-compassion and body image flexibility emerged as important protective factors that promote psychological resilience. From a psychosocial perspective, these findings highlight the importance of incorporating self-compassion into interventions for women with PCOS. By cultivating a kinder, less judgmental stance toward oneself, women may better mitigate body-related distress. Additionally, strengthening body image flexibility may help individuals adaptively respond to body-related distress and resist internalizing negative evaluations. Such approaches hold promise for enhancing both psychological resilience and overall quality of life in women with PCOS.

Division 8: Health Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1262

ONLINE RESEARCH BASED ON POSITIVE PSYCHOLOGY ABOUT COLLEGE STUDENTS' HAPPINESS

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Positive psychological intervention aims to systematically strengthen individual "positive resources". Network-based interventions can better match university students' lifestyles with greater flexibility and interest. This study integrated multiple positive psychological intervention and applied both qualitative and quantitative methods to examine two intervention schemes for enhancing university students' subjective wellbeing.

In the qualitative study, 70 third-year psychology majors were selected for a 12-month intervention. Analysis of their expressive writing revealed the mechanism through which network-based expressive writing increased positive experiences.

In the quantitative study, 90 engineering students completed pre-tests of SWLS, PANAS, SES, and SAS and were ranked by life satisfaction scores. Odd numbers formed the intervention group and even numbers the positive control group. Over 10 weeks, the intervention group engaged in positive psychological practice and expressive writing, while the control group only read materials and submitted notes. Pre-, mid-, and post-tests were conducted. After intervention, 31 students remained in the experimental group and 27 in the control group. Results showed significant increases in life satisfaction, positive mood, and self-esteem in both groups, with greater improvement in the intervention group. Anxiety and negative mood decreased more markedly in the intervention group.

These findings indicate that long-term network-based expressive writing steadily enhances subjective happiness. Suggestions are provided for promoting psychological health education for university students.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1643

MOMENTARY AFFECT, EMOTION REGULATION, AND EMOTIONAL EATING: INSIGHTS FROM ECOLOGICAL MOMENTARY ASSESSMENT

Omori M.*[1], Chen X.[2], Shono Y.[2], Aizawa N.[1], Nakamura T.[3]

[1]Ochanomizu University ~ Tokyo ~ Japan, [2]Claremont Graduate University ~ Claremont ~ United States of America, [3]Osaka University ~ Osaka ~ Japan

Emotional eating—consuming food in response to emotions rather than hunger—is associated with cravings, overeating, and disordered eating. While emotion regulation (ER) is a known protective factor, most evidence comes from Western, laboratory-based studies. This study applied ecological momentary assessment (EMA) to examine how ER moderates real-time links between affect, cravings, and eating among Japanese students. Eighty-four university students (aged 18–25) completed a seven-day EMA protocol via smartphone. Multilevel models showed that negative affect, particularly depressive mood (β = 0.29, p = .014) and anxious mood (β = 0.30, p = .013), significantly predicted cravings for salty snacks. Anxious mood was also weakly associated with overall eating episodes (β = 0.06, p = .058). Crucially, ER emerged as a consistent moderator. Higher ER attenuated the impact of negative mood on cravings (e.g., depressive mood × ER: β = –0.63, p = .004) and reduced affect-driven eating episodes (e.g., depressive mood × ER: β = –0.21, p < .001; stress × ER: β = –0.14, p < .001). In contrast, perceived stress alone was not a significant predictor of eating behavior.

These findings highlight ER as a robust protective factor, buffering against affect-driven eating in daily life. The study suggests that interventions strengthening ER may reduce vulnerability to cravings and overeating. Moreover, the EMA design illustrates the promise of real-time, technology-based tools (e.g., just-in-time adaptive interventions) for applied psychology and public health.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1567

AMBIGUOUS LOSS AND UNRESOLVED GRIEF IN THE CONTEXT OF SOCIAL CONFLICT: THE CASE OF CYPRUS

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Hacettepe University, Department of Psychology ~ Ankara ~ Turkey

This qualitative study explores the psychological and experiential dimensions of ambiguous loss among Turkish Cypriots who experienced the disappearance of a loved one during the conflict and war period between 1963 and 1974 in Cyprus. Drawing on a phenomenological framework, the study aims to understand the subjective meanings, grief processes, and coping strategies of individuals affected by this unresolved and disenfranchised form of loss. The sample consists of 10 first-degree relatives of missing persons, most of whom have received the remains of their loved ones and and one of whom have not. In-depth, semi-structured interviews were conducted with participants currently residing in Cyprus. Quantitative instruments, including the Prolonged Grief Disorder Scale (PG-13) and the Beck Depression Inventory (BDI), will be used to assess symptom severity. The qualitative data will be analyzed using phenomenological methods supported by MAXQDA software to identify key themes related to continuing bonds, resilience, meaning reconstruction, and the impact of identification or lack thereof. Ethical approval has been granted by the Hacettepe University Ethics Committee. This study contributes to the literature by addressing the long-term consequences of ambiguous loss in a post-conflict context and by highlighting the cultural, historical, and psychological complexities of grieving without closure. Findings are expected to inform culturally sensitive psychosocial support practices for families of the missing and expand the conceptual understanding of grief under conditions of prolonged uncertainty.

08 - Division 8: Health Psychology

Poster Session 2 - Division 8

Wednesday 22 July 2026 from 11:25 to 12:55

(X- Poster 3)

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 698

INTERNAL CONSISTENCY AND CONSTRUCT VALIDITY OF THE KEYES SOCIAL WELL-BEING SCALE IN COLOMBIAN YOUTH

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Social well-being is understood as "The assessment we make of our circumstances and functioning within society" (Keyes, 1998, p. 122). The present study sought to evaluate the internal consistency and construct validity of the social well-being scale in colombian socio cultural context, according to the variables of sex and age in a sample of 241 young people living in Colombia, 44% women and 56% men. their age ranged from 18 to 40 years (M = 23.48; SD = 5.39). The participants completed Keyes' (1998) social well-being test, adapted to Spanish in Spain by Blanco and Diaz (2005), which is composed of five subscales (integration, acceptance, contribution, actualization, and social coherence), whose items range in a 5 point likert scale from strongly disagree (1) to strongly agree (5). The results of the Confirmatory Factor Analysis (CFA) confirmed the original 5-factor structure. The reliability of the subscales measured using Cronbach's Alpha ranged from 0.67 to 0.81, which is considered adequate internal consistency. The results confirm previous findings and are discussed in light of the limited literature available, considering its implications for the assessment of well-being of young adults in the Colombian context.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 12: Sport Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 420

A STUDY EVALUATING THE FEASIBILITY OF A SELF-COMPASSION MEDITATION ON BODY IMAGE IN RETIRED ATHLETES

Hough S.*

University of Victoria ~ Victoria ~ Canada

Background: Retirement from sport is a major life transition that can cause emotional and psychological distress, particularly related to body image. Former athletes with strong athletic identities may be especially vulnerable to body dissatisfaction and related issues. Although interventions for practicing athletes are increasing, few target body image in retired athletes. Self-compassion meditations have shown promise in improving body appreciation and reducing body shame and appearance-based self-worth, but no studies have examined their impact in this population.

Purpose: This study evaluated the feasibility of a three-week, 20-minute daily self-compassion meditation intervention, adapted from Albertson et al. (2015), for retired athletes with body image concerns. Primary outcomes included recruitment, retention, and participant satisfaction. Secondary outcomes included changes in self-compassion, body dissatisfaction, body shame, body appreciation, and appearance-contingent self-worth.

Methods: A mixed-methods feasibility trial was conducted with 32 retired athletes (18+) who had competed at the collegiate, provincial, or national level. Participants engaged in a 21-day self-guided online meditation intervention. Recruitment and retention rates were recorded. ANCOVAs controlling for baseline values were used to assess secondary outcomes. Thematic analysis was conducted on open-ended responses from a satisfaction survey.

Results: Retention was high (86.49%) but recruitment was low (10 participants/month). Participants reported improvements in body appreciation (d=0.83) and self-compassion (d=1.43), and reductions in body dissatisfaction (d=-0.54), body shame (d=-1.36), and appearance-based contingent self-worth (d=-0.59). Qualitative feedback indicated greater body awareness, positive self-perception shifts, and high acceptability of the intervention.

Conclusion: A self-compassion meditation intervention appears feasible and well-received among retired athletes with body image concerns. Preliminary outcomes suggest psychological benefits, warranting a larger randomized controlled trial. Future research should improve recruitment strategies, incorporate objective measures, and enhance sample diversity.

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 673

CLASSIFYING TYPICAL BURNOUT TRAJECTORIES VIA WORK COMMITMENT: CLUSTER VALIDATION AND A SELF-CHECK APPLICATION

Igawa J.*[1], Tokuoka M.[2], Iotake R.[3], Nakanishi D.[4]

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Research on burnout has traditionally emphasized symptoms, while the processes leading to burnout have received less attention. Burnout, in which proactive work attitudes paradoxically harm mental health, may arise through mechanisms different from those of other stress responses. This study therefore, focused on work commitment as a prerequisite for understanding burnout processes.

At Time 1 (T1, 2023), we conducted a web-based survey of nurses and care workers (N = 933). Participants completed a burnout scale and a Work Commitment Scale comprising five dimensions: engagement with clients, responsibility, communication, sense of mission, and self-improvement. Using a latent rank model, we derived ranks for commitment peak, decline, and mental symptoms. These ranks were subjected to cluster analysis, which identified five distinct groups: a Typical Burnout cluster (N = 160), a Work Engagement cluster (high and stable commitment with low symptoms; N = 66), an Adjustment cluster (moderate adjustment of commitment with reduced burden; N = 89), a Maladjustment cluster (low commitment but high symptoms; N = 132), and an Inert cluster (low commitment and low enthusiasm; N = 19).

At Time 2 (T2, 2024), a follow-up survey with 466 respondents included external indicators such as workplace evaluation, turnover intention, and depressive symptoms (PHQ-9). One-way ANOVAs showed that the Typical Burnout and Maladjustment clusters had significantly higher PHQ scores and turnover intention, whereas the Work Engagement and Adjustment clusters scored lowest. The Inert cluster fell in the middle on PHQ and turnover intention, but showed turnover rates comparable to the Burnout and Maladjustment clusters. These findings support the validity of the T1 classification and highlight the role of typical burnout trajectories.

In the conference presentation, we will introduce a web-based self-check application that enables individuals to assess their responses and identify their own cluster membership.

Division 13: Traffic and Transportation Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2353

FACTORS INFLUENCING DRIVERS' YIELDING BEHAVIOR IN TAIWAN: THE ROLES OF CONFORMITY EFFECT AND PERSONALITY TRAITS

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This study examines drivers' yielding behavior toward pedestrians in Taiwan and explores its relationship with conformity effects and personality traits. In recent years, pedestrian accidents have remained frequent in Taiwan, raising concerns about traffic safety. International media have also highlighted the disorder of Taiwan's traffic environment. To better understand the factors influencing drivers' willingness to yield, this research compares differences in traffic engineering design, education, and law enforcement between Taiwan and other countries. Psychological aspects such as conformity and personality traits are also considered. A questionnaire survey was conducted, and 210 valid responses were collected. A binary logistic regression model was applied to identify key influencing factors. The results show that time and traffic volume, road markings and signs, the number of pedestrians crossing, sidewalks, and related facilities significantly affect drivers' yielding behavior. Time and traffic volume have negative effects, while clear markings, sidewalks, and adequate pedestrian facilities have positive effects. Personality traits did not show a significant influence, whereas conformity proved to be an important psychological factor. These findings suggest that drivers' decisions to yield are shaped not only by physical and environmental conditions but also by social and psychological influences. Future studies are encouraged to use driving simulators and eye-tracking methods to further explore drivers' decision-making processes in real-world scenarios.

Division 8: Health Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 525

EXPLORING THE ASSOCIATION BETWEEN ORAL HEALTH LITERACY, SELF-CARE, AND GRIT AMONG COMMUNITY-DWELLING OLDER ADULTS: A PILOT STUDY

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Introduction: With population aging, healthy aging is critical. Few studies have examined how oral health literacy, self-care, and grit relate in middle-aged and older adults, despite grit's potential role in sustaining self-care behaviors and promoting oral health.
Purpose: This study was to examine the associations among oral health literacy, self-care, and grit in community-dwelling middle-aged and older adults.
Method: A cross-sectional design was employed, and 49 participants were recruited online from the community. The study protocol was approved by the institutional review board of the participating hospital. All participants completed a demographic questionnaire, the short version of the Chinese Sarcopenia Functional Questionnaire, the Eating Assessment Tool (EAT-10), the short-form Health Literacy Dental Scale (HeLD-14), the Oral Self-Care Behaviors Scale, and the Grit-10 Scale. Data were analyzed using SPSS version 26.
Results: A total of 49 participants were included in this study, comprising 18 men and 31 women, aged 41 to 82 years, with a mean age of 62 years. Most participants had an education level of high school or below (63.3%), followed by college (24.5%). The majority were married (81.6%), with 10.2% unmarried and 8.2% widowed. The most common chronic conditions were hypertension (30.6%), diabetes (14.3%), and hyperlipidemia (12.2%). Most participants reported no smoking (95.9%), no alcohol consumption (95.9%), and no betel nut chewing (100%). Grit was not significantly associated with age, gender, education level, or marital status. However, the Oral Self-Care Behaviors Scale was positively correlated with grit, suggesting that individuals with higher grit tended to engage in better oral self-care behaviors.
Conclusions: This study found that grit was not significantly associated with age, gender, education level, or marital status, but was positively correlated with oral self-care behaviors, indicating that middle-aged and older adults with higher grit demonstrated better oral self-care practices.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 461

A QUALITATIVE INQUIRY INTO THE PSYCHOLOGICAL EXPERIENCES OF RENAL TRANSPLANT RECIPIENTS IN SINGAPORE

Neo H.L.M.*[1], Tiong H.Y.[1], Kaur H.[1], Goh S.Y.S.[2], Ho C.S.H.[1]

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Introduction: Patients often begin their renal transplantation journey after a period of coping with organ failure due to their chronic medical illnesses. This is often fraught with periods of uncertainty, medical complications, multiple hospitalizations, as well as personal losses. After living- or deceased-donor renal transplantation, it is necessary that recipients continue to receive ongoing treatment and medical surveillance, including the use of lifelong immunosuppressive drugs, adherence to regular clinic and laboratory attendance, infection prevention, and lifestyle guidelines. These expectations and demands can have psychological implications for renal transplant recipients. However, little is known about the psychological experiences of renal transplant recipients in Singapore.

Purpose: This study seeks to understand and document the psychological experiences of renal transplant recipient, to inform service provision and provide better psychological support for patients.

Method: This qualitative study involved the recruitment of 15 kidney transplant recipients via purposive sampling. Inductive thematic analyses of focus-group discussions and in-depth interviews were undertaken.

Results: The analyses revealed five main themes: (1) the paradox between gratitude and indebtedness, (2) adjustment to a “new normal”, (3) the importance of self-management, (4) fear of the future, and (5) systemic discrimination.

Conclusions: This study helps us to understand the complex and ever-evolving psychological experiences of undergoing a renal transplant, identifying both the positive and negative aspects that can be targeted in post-transplant care. It also underscores the need for access to psychotherapy as an integral part of holistic transplant care.

Division 8: Health Psychology

Abstract 4764

Development and Psychometric Validation of a Multidimensional Adolescent Depression Scale: A Content-Driven and Empirical Approach

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Riga Stradinš University (RSU) research team ~ Riga ~ Lettonia

Introduction: Accurate assessment of adolescent depression requires instruments that are both developmentally sensitive and clinically robust. While many tools exist, there is a continuous need for scales that integrate ICD-11 criteria with language suitable for the adolescent population.
Purpose: This study describes the development and validation of a new 23-item depression scale, evaluating its factor structure, reliability, and demographic nuances.
Method: Item generation followed a rigorous process: 16 core symptom domains based on ICD-11 were identified, followed by expert evaluation (n=6) and a pilot study. After initial testing, one item was removed due to low factor loading and network centrality. The final 23-item version was validated using a sample of 688 adolescents (627 community, 61 clinical; ages 13–18). The clinical group consisted of adolescents with a confirmed diagnosis of depression or a clinical psychologist's assessment.
Results: EFA supported a four-factor structure: F1: Emotional-Cognitive; F2: Suicidal Ideation; F3: Interpersonal Distress; and F4: Somatic Symptoms. While the 4-factor model was consistent for girls, a simpler 2-factor model emerged for boys. The scale demonstrated excellent reliability (omega = 0.96). Significant demographic trends were observed: scores progressively increased with age, and girls reported significantly higher average scores compared to boys. Criterion validity was robust, with the clinical group (M=106.0) scoring significantly higher than the community sample (M=44.1); this was confirmed by a Mann-Whitney U test ($U = 5536$, $p < .001$, $r_{rb} = 0.711$). A strong negative correlation with the WHO-5 Well-being Index was also observed ($r = -0.51$).
Conclusions: The 23-item scale is a psychometrically sound tool for assessing adolescent depression. It effectively differentiates clinical cases from non-clinical populations, with 19.9% of the community sample exceeding the optimal Youden-indexed threshold. The findings highlight the scale's sensitivity to developmental and gender-based symptom presentations.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 663

THE RELATIONSHIPS OF LONELINESS AND RUMINATION WITH SLEEP QUALITY AMONG UNIVERSITY STUDENTS IN HONG KONG

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Research demonstrates that sleep is one of the physical issues disturbing university students and predicting academic performance. Loneliness and rumination have been shown to predict sleep quality in many Western samples. Yet these research studies did not consider the mixed features of the two dimensions of rumination, brooding and reflection, in their investigation. No study has yet examined the relationships between these factors together. In a cross-sectional sample of one thousand and sixty-nine university students in Hong Kong, the present study investigated the relationships between loneliness, sleep quality, ruminative brooding, and ruminative reflection. Results showed that sleep quality was negatively correlated with loneliness and ruminative brooding, but not with ruminative reflection. Similarly, loneliness was negatively correlated with ruminative brooding, but not with ruminative reflection. The findings provide the first empirical evidence to investigate the relationships between loneliness and sleep quality among university students in Hong Kong, and also suggest the implications of the mixed features of rumination in the context of loneliness and sleep.

Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 530

FRONTLINE RESILIENCE, STRESS AND COPING STRATEGIES IN HEALTHCARE WORKERS: A SYSTEMATIC REVIEW

Singh J.*[1], Harleen K.[2]

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Healthcare workers face unique and intense stressors stemming from long hours, high emotional demands, life-and-death decision-making, trauma exposure, and resource limitations. These factors can lead to chronic stress and burnout, affecting both personal well-being and professional performance. Understanding their experiences is essential for developing interventions that protect mental health and sustain high-quality care. Resilience, the ability to adapt, recover, and thrive amid adversity, is a vital protective factor. Far from being purely innate, resilience can be cultivated through personal strategies and supportive environments. Resilient healthcare workers maintain emotional stability, problem-solving capacity, and motivation even under pressure. This reduces burnout risk, enhances job satisfaction, and improves patient safety. Our systematic review examines the relationship between stress, resilience, and coping strategies in healthcare professionals. It highlights evidence-based approaches such as mindfulness, peer support, physical activity, healthy sleep, and clear professional boundaries. We followed PRISMA guidelines and included 27 studies in our review at the last stage. Organizational measures, including access to mental health services, workload adjustments, and open communication, are equally important in building systemic resilience. By addressing both individual coping skills and institutional support, this work underscores that resilience is not merely a wellness initiative but a strategic necessity. Supporting those who care for others strengthens the healthcare workforce and ensures the delivery of compassionate, high-quality care.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 485

NEGATIVE SOCIAL INTERACTIONS MODERATE THE RELATIONSHIP BETWEEN LGBTQ2+ STATUS AND HEALTH

Speed D.*

University of New Brunswick ~ Saint John ~ Canada

INTRODUCTION
Individuals who identify as Lesbian, Gay, Bisexual, Trans, Queer, or 2-Spirited+ (LGBTQ2+) experience pervasive barriers to participating in society and are often targets of discrimination. In parallel to this, women tend to experience socially-enforced disadvantages around their gender identity. Finally, negative social interactions describe the frequency in which an individual experiences adversity during social participation.
PURPOSE
Using a lens of Minority Stress Theory (the idea that multiple minority identities compound health vulnerabilities) the current study explored whether gender identity, LGBTQ2+ identity, and negative social experiences, interacted with one another. I hypothesized that LGBTQ2+ individuals would report lower health, and individuals with multiple marginalized identities (e.g., LGBTQ2+ and being a woman) would have the lowest health.
METHOD
The 2022 Mental Health and Access to Care Survey is a nationally representative survey collected by Canada's federal statistics agency. It contained a large number of clinical outcomes that followed World Health Organization – Composite International Diagnostic Interview criteria, these included distress, alcohol abuse/dependence, bipolar disorder, depression, suicidal thoughts, anxiety, social phobia, and cannabis abuse/dependence. Using a series of weighted regression models representing more than 20,000,000 respondents, I explored my research question.
RESULTS
Key findings were: 1). LTBTQ2+ individuals report significantly higher levels of negative social interactions relative to non-LGBTQ2+. 2). Negative social interactions impacted LGBTQ2+ individuals more profoundly; 3). LGBTQ2+ individuals tended to report poorer health outcomes. 4). LGBTQ2+ Women were particularly vulnerable to NSI – it dramatically increased the predicted probability of experiencing distress, depression, suicidal thoughts, and social phobia; and 5). LGBTQ2+ Men were more vulnerable to cannabis abuse/addiction.
CONCLUSION
My work was broadly supportive of Minority Stress Theory, although it did not emerge in all cases (notably cannabis abuse/dependence). It is important to understand how multiple marginalized identities of an individual may interact to shape that person's health and wellness.

Division 8: Health Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 534

DISPOSITIONAL MINDFULNESS AND SERENITY: MECHANISMS OF COGNITIVE EMOTION REGULATION IN MENTAL WELL-BEING AND STRESS DURING THE COVID-19 PANDEMIC

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Dispositional mindfulness and dispositional serenity were found in previous research to complement one another in promoting mental health. Extending this research, the present study investigated the effects of both in relation to mental well-being (MWB) and stress during the COVID pandemic. It also examined whether distinct cognitive emotion regulation (CER) strategies mediated relationships between them and MWB and stress. Using a cross-sectional design, the present study found that mindfulness and serenity incrementally predicted greater MWB and less stress. Furthermore, adaptive and maladaptive CER differentially mediated the relationships between aspects of mindfulness and serenity and both MWB and stress. Among the mindfulness facets, most notably, acting with awareness and nonjudging were only associated with maladaptive CER, which partially mediated their relationship with both MWB and stress. Among the serenity dimensions, adaptive CER and maladaptive CER mediated the relationships between the serenity factors and both MWB and stress. Individuals with high serenity appeared to engage in more meaning-restructuring positive thinking and dwell less on negative thoughts and emotions that helped to promote MWB and reduce stress. In contrast, those who were more mindful seemed to decrease rumination, catastrophizing, and self-blame to promote MWB and reduce stress. Clinical implications of the present findings are discussed.

08 - Division 8: Health Psychology

NAVIGATING STRESS THROUGH A POSITIVE LENS: CHALLENGES AND PROMISING AVENUES

Wednesday 22 July 2026 from 12:00 to 13:00

(E- Spadolini)

Yueqin Hu (Beijing Normal University ~ Beijing ~ Ch), Chair and Presenter

Stress is often viewed negatively, yet increasing attention is being given to its potential positive side. This symposium brings together five speakers who examine both the benefits and challenges of approaching stress from a positive perspective. Presenter 1 investigates the bidirectional link between self-compassion and stress, showing that self-compassion may be ineffective in high-stress situations and thus not uniformly beneficial. Presenter 2 analyzes internal and external processes shaping a positive stress mindset, revealing its fragility and the difficulty of cultivating such beliefs. Presenter 3 uses the transactional model of stress to demonstrate how procrastination reminders can push individuals toward desirable but less feasible actions, underscoring unintended downsides of seemingly positive behaviors.

While these talks highlight limitations of positive approaches to stress, the next two speakers offer potential pathways forward. Presenter 4 examines rumination on stressful work events, showing that not detaching from work is not always harmful; rather, intentional reflection can support recovery, learning, and well-being. The final speaker shifts to the community level, demonstrating how strong community cohesion can buffer the adverse impacts of childhood stress and promote collective well-being.

Together, these studies span individuals, workplaces, and communities, and draw on diverse methods including qualitative research, ecological momentary assessment, field experiments, and large-scale longitudinal analyses. Collectively, they offer a nuanced and integrative understanding of how positive perspectives on stress can inform more effective coping in daily life.

Abstract 4222

THINKING ABOUT STRESSFUL WORK EVENTS WHILE NOT AT WORK: THE ROLE OF RUMINATION

Zhan Y.*, Rodrigues K.

Wilfrid Laurier University ~ Waterloo ~ Canada

In spite of research evidence suggesting that detaching oneself from work during off-work hours aids in better work stress recovery and reduction in burnout symptoms (Sonnentag & Fritz, 2007; Sonnentag et al., 2010; Weigelt et al., 2019), it is sometimes inevitable for employees to think about past work experiences, particularly negative or stressful work experience, in their downtime (Sandoval-Reyes et al., 2021). Many stressful work events, such as having a frustrating interaction with a colleague, receiving negative feedback from a supervisor, and making a major mistake in solving a complex task problem, may linger in one's head even during work breaks, evenings, weekends, or vacations. While mentally "switching off" from work during off-work hours has been associated with well-being outcomes (Sonnentag et al., 2010), the implication of mentally engaging in or thinking about past stressful work events during off-work hours can be complicated, as it may depend on how one is thinking about them. The present research (a) explores different dimensions or forms of rumination of stressful work events and (b) empirically tests how different forms of rumination of stressful work events relate to employee outcomes. Qualitative and quantitative studies have been designed to address these research questions. Preliminary results suggest that thinking dynamics involved in RSWE may be cyclic (i.e., thinking about an event over and over again in a cyclic manner with no attempt to reflect on the experience), counterfactual (i.e., repetitively thinking about alternative scenarios how an event could have occurred or its alternative outcomes), and/or deliberate (i.e., purposefully thinking about an event to gain closure or to search for greater understanding). In follow-up studies, we expect to show that lack of work detachment does not necessarily lead to detrimental consequences; rather, deliberate rumination of stressful work events can facilitate recovery and learning, enhancing employee well-being.

Abstract 4223

COMMUNITY COHESION: A RESILIENCE FACTOR TO ADVERSE CHILDHOOD EXPERIENCES

Saxon A., Shen Y.*

Texas State University ~ San Marcos ~ United States of America

Prior studies have examined factors attributable to resilience and have found individual, family, and community characteristics that contribute to the construct's protective power. However, resilience factors protective for the negative effects of household dysfunction in the context of adverse childhood experiences (ACEs) have been seldom researched (Benzies & Mychasiuk 2009). This study examined the relationships among household dysfunction, externalizing behaviors, and community cohesion in U.S. adolescents.

Data for this study were obtained through the largest ongoing longitudinal research initiative on adolescent development: the Adolescent Brain Cognitive Development study (ABCD). Participants included N = 11,868 youth (52% male and 97.1% US born) and their parents/guardians. This study analyzed the following constructs assessed using a combination of adolescent and parent/guardian reports: household dysfunction (measured at adolescent age 9-10; Wave 1), adolescent externalizing behaviors (measured at age 11-12 and 12-13; Waves 3 and 4), and community cohesion (measured at Wave 3).

Multiple regression analyses suggested a significant moderating effect of community cohesion for the predictive effect of household dysfunction on Wave 3 externalizing behaviors: B = -.288; SE = .051; $p < .001$. In addition, community cohesion served as a moderator for the relationship between household dysfunction and Wave 4 externalizing behaviors: B = -.261; SE = .054; and $p < .001$. Dummy-coded demographic covariates such as adolescent sex, race/ethnicity, and nativity were controlled for in the analyses.

Findings of this study suggest that factors such as community cohesion could moderate the negative effects of household dysfunction on externalizing behaviors for adolescents both concurrently and longitudinally. These findings indicate that strengthening community cohesion could serve as a possible intervention strategy to support adolescents who are at risk for developing externalizing behaviors due to experiencing dysfunctional household environments.

Abstract 4224

POSITIVE STRESS MINDSET IS VULNERABLE: UNPACKING THE INTERNAL AND EXTERNAL DYNAMIC LOOPS OF STRESS MINDSET

Hu Y.*, Ma J., Luo X.

Beijing Normal University ~ Beijing ~ China

Research has shown that individuals' stress mindset—the belief that stress is enhancing or debilitating—can be altered through interventions. However, the daily fluctuations of stress mindset and its interplays with psychological outcomes in natural context remain underexplored. This study aimed to investigate the dynamic characteristics of positive and negative stress mindset in daily life, as well as its reciprocal effects with psychological well-being. 356 college students completed their stress mindset and psychological well-being measures for seven consecutive days (five assessments per day). We examined the dynamic characteristics of the internal system of positive and negative stress mindset, as well as their interplay with psychological well-being. Dynamic structural equation modeling found that positive stress mindset was significantly weakened by negative stress mindset. More importantly, the self-perpetuating loop between negative stress mindset and negative affective experience further diminished positive stress mindset. These findings highlight the dynamic nature of stress mindset, pinpointing the susceptibility of positive stress mindset to daily negative influences, as such call for targeted interventions on protecting and cultivating a positive view of stress.

08 - Division 8: Health Psychology

John de Wit, Utrecht University, The Netherlands

Wednesday 22 July 2026 from 13:00 to 13:30

(E- Spadolini)

Abstract 4618

Presidential Address

De Wit J.*

08 - Division 8: Health Psychology

Aleks Luszczynska, SWPS University, Poland

Wednesday 22 July 2026 from 13:30 to 14:00

(E- Spadolini)

Abstract 4641

From Individual Health to Planetary Health: Integrating Alternative Proteins into the Daily Diet

Luszczynska A.*

08 - Division 8: Health Psychology

TRANSITION STRESSORS IN TIMES OF MULTIPLE CRISES – INNOVATIVE POTENTIALS FOR MITIGATION IN DIFFERENT CONTEXTS AND ACROSS THE LIFESPAN

Wednesday 22 July 2026 from 14:00 to 15:30

(E- Spadolini)

Esther Greenglass (Department of Psychology 233 BSB York), Chair and Presenter
Sonia Lippke (Hamburg University of Applied Sciences/H), Co-Chair
Ralf Schwarzer, Discussant

This symposium showcases innovative research and interventions in applied psychology, addressing pressing psychological challenges across the world and in different settings. The presentations span diverse populations and methodologies, unified by a commitment to contextual sensitivity, co-creation, and digital or online innovation.

First, a study with 661 Canadian university students explores psychological responses to the return to in-person classes post-COVID-19. Findings reveal that perceived health risks, especially among students with disabilities, are linked to lower well-being and reduced attendance, while perceived benefits predict greater engagement. The study highlights the importance of addressing health-related anxieties to support student mental health and academic participation.

In the second presentation, Parenting in the Moment (PIM) is used, a multilingual, trauma-informed online intervention for forcibly displaced families in the U.S. Grounded in the ADAPT parenting model, PIM supports emotion regulation, positive parenting, and stress management. Preliminary RCT results with 100 families who were refugees to the United States show improvements in parental efficacy and reduced family stress, emphasizing the potential of scalable, culturally responsive interventions.

In the third presentation, Meaning in Life as a Self-Regulatory Resource for Physical Activity is investigated. Through three studies, this research tested the role of meaning in life (MIL) in reducing exercise procrastination and promoting physical activity. Experimental, daily diary, and intervention-based designs demonstrate that MIL enhances positive emotion, self-control, and future orientation, leading to sustained behavioral change. These findings position MIL as a promising target for integrated well-being interventions.

The fourth presentation is reporting on a quasi-experimental study with 181 chronically ill and multimorbid patients who evaluates two psychological interventions during a multi-week hospital stay. Drawing on the EASE model and DGP guidelines, the interventions target anxiety, depression, and loneliness. Social support emerged as a key mediator between self-efficacy and depression, underscoring the need for individualized, socially embedded mental health care.

The firth study dives into co-creative approaches to loneliness among international students. A mixed-methods study in Germany addresses loneliness and social stress among international students. Two co-designed interventions—a campus gardening initiative and a literacy campaign—foster emotional safety and social participation. Early feedback suggests these strategies offer a replicable model for inclusive academic environments.

Finally, the effectiveness of a self-help online Acceptance and Commitment Therapy (ACT) intervention in enhancing meaning-making and psychological flexibility was evaluated among seven male patients after hematopoietic cell transplantation (HCT), using a multiple-baseline single-case experimental design. Individual results highlighted the sense of identity and psychological flexibility during the intervention phase.

Abstract 4214

PSYCHOLOGICAL REACTIONS AND RETURN TO IN-PERSON UNIVERSITY CLASSES FOLLOWING COVID-19

Greenglass E.*

Department of Psychology 233 BSB York University ~ toronto ~ Canada

With the 2022 return to in-person university classes, students experienced ambivalent psychological reactions following two years of mandatory isolation due to COVID-19. On the one hand, they were eager to return to campus, see their friends and attend classes. On the other hand, since the COVID-19 virus was still circulating, there was some fear of catching the virus. The purpose of this research was to study university students' psychological reactions to returning to in-person classes. Previous research suggests that students experienced stress, anxiety and depression when returning to in-person classes. In the present study, the prospect of attending in-person class is seen in the context of health decision-making involving perceptions of benefits and health risks of in-person class attendance. An online study was conducted in 2022 with 661 university students in a large Canadian university. Participants responded anonymously to a questionnaire that assessed whether they perceived any benefits and health risks of returning to in-person class, their health in general and psychological well-being, and whether they were at increased risk of contracting the COVID virus due to disability. A theoretical model was designed where the greater the health risks associated with class attendance, the lower the well-being and the worse participants' health. The better the health in general, the more frequently students should report attending class. Path analysis was used to test the fit of the model to the data. Result showed the model was a good fit to the data and regression coefficients indicated that perception of health risks of attending class was associated with poor health or being disabled which was related to the perception of fewer benefits of attending class. The more benefits were perceived, the more frequently participants reported attending class. Theoretical importance of the results is discussed as well as implications for student well-being.

Abstract 4215

IMPROVING STRESS MANAGEMENT AND PARENTING BEHAVIOR AMONG PARENTS WHO ARE REFUGEES TO THE UNITED STATES

Gewirtz A.*

Arizona State University ~ Arizona ~ United States of America

A large body of literature has documented the detrimental impact of life stressors and traumatic stressors in families. Family stress models document how stressful events impair children's adjustment by increasing parental stress and parents' negative and coercive interactions with children. Applying a family stress model, and a social interaction learning perspective, we have developed and tested parenting interventions for families affected by traumatic stressors, including war, homelessness, and domestic violence. ADAPT (Adaptive Parenting Tools) is a well-validated intervention for families affected by a parent's deployment to war. Three randomized trials of several formats of the ADAPT intervention demonstrated the effectiveness of both in-person and online formats of the program in improving parenting, parents' and children's mental health, and reducing family stress.

The current presentation documents the contextual modification of the ADAPT online program as a self-directed, multilingual online intervention for families forcibly displaced to the USA and early findings from a randomized controlled trial of the intervention. Parenting in the Moment/PIM provides 14 online modules in Arabic, Spanish, French or English that deliver parenting and stress management/mindfulness tools to help parents regulate intense negative emotions (i.e. trauma triggers), teach children through encouragement, family problem solving, effectively set limits, be positively involved with children, and socialize children's emotions. PIM was developed closely with a diverse range of families, community leaders, and social service agencies. The RCT is recruiting families forcibly displaced from the Middle East, Africa, and Latin America. and Asia. Preliminary findings from the first 100 families focus on sample characteristics, program usage, and initial findings examining change in parental efficacy and perceptions of family stress. Results, and implications for broadband refugee parenting interventions are discussed.

Abstract 4216

MORE MEANINGFUL, MORE PHYSICALLY ACTIVE: VALIDATION AND INTERVENTION ON THE ROLE OF MEANING IN LIFE IN EXERCISE PROCRASTINATION

Miao M.*

Department of Medical Psychology, School of Health Humanities, Peking University ~ Beijing ~ China

Physical activity is vital for physical and mental well-being, yet inactivity and exercise procrastination are increasingly prevalent. This research, consisting of three studies, investigates the self-regulatory role of meaning in life (MIL) in reducing exercise procrastination and promoting physical activity, and explores its potential as an intervention target for health behavior promotion.

Study 1 employed an experimental design among 212 Chinese adults to examine the immediate and follow-up effects of MIL induction on emotion, exercise procrastination, and physical activity. The results showed that MIL manipulation significantly increased positive emotion and decreased negative emotion. Positive emotion, in turn, predicted reduced exercise procrastination after one week, ultimately leading to greater physical activity. A significant sequential mediation effect of positive emotion and exercise procrastination between MIL induction and physical activity was supported.

Study 2 adopted a 14-day daily diary design with 186 university students to further explore within-person associations among MIL, self-regulatory resources, and exercise procrastination. Multilevel analyses showed that daily MIL predicted lower levels of exercise procrastination through enhanced positive affect and future orientation, thereby further supporting a dynamic self-regulatory mechanism at the daily level.

Based on these findings, Study 3 developed a four-week integrated intervention grounded in Positive Psychology Intervention (PPI). Using a randomized controlled trial (RCT) design, the intervention targeted MIL and self-regulatory resources through structured exercises and reflection tasks. Preliminary findings demonstrated improvements in MIL, self-control, and a reduction in exercise procrastination.

Taken together, these findings highlight MIL as a key self-regulatory resource in fostering physical activity. These results suggest that intervening on MIL not only enhances psychological well-being but also contributes to meaningful and sustainable behavioral change, offering both theoretical value and practical implications for designing integrated well-being interventions.

Abstract 4219

SUPPORTING CHRONICALLY ILL, MULTIMORBID OLDER PATIENTS DURING A TWO WEEK INPATIENT HOSPITAL STAY TO COPE WITH DISTRESS: EFFECTS OF TWO PSYCHOLOGICAL SHORT-TERM INTERVENTIONS

Roskoschinski A.*, Burgmann N., Lippke S.

Constructor University Bremen ~ Bremen ~ Germany

In a quasi-experimental study with N=181 chronically ill and multimorbid patients in a multi-week hospital stay two measurement time points at admission and discharge were collected. The main aim of the study was to promote mental health through two targeted psychological interventions and psychosocial support by means of an intervention drawing upon recommendations from the Deutsche Pneumologen Gesellschaft e.V. (“DGP”) or the "Extend Yourself, Action Plan, Selection und Expect The Best - EASE" approach developed by Cacioppo and Patrick (2008) in comparison to a control group, which did not undergo any intervention but received psychosocial support as usual “Care as usual”; CAU). While the main aim was to test effects on stress indicators such as anxiety, depressiveness and loneliness, the study also investigated the associations, and potentially, the causal relationships between the two short-term psychological interventions and symptoms of anxiety, loneliness, depression, and self-efficacy. Interventions on anxiety, loneliness, depression, and self-efficacy can provide insights into how these factors interact and influence each other in the context of chronic illness and multimorbidity during a several week hospital stay. Findings indicate that the two interventions did not differ significantly but depending on the outcome they have differential effects. With mediation analyses, social support appeared as a significant mediator in the relationship between self-efficacy and depression between two measurements. Given the observed gender differences and the differential impact on anxiety and depression, the psychosocial support provided by interventions should be individualized to address specific mental health issues, like anxiety or depression and demographic factors like sex. In general, all patients improved over the course of the hospital stay, and additional psychological interventions can help those who are responsive to social support mobilization. This calls for dyadic or social network approaches in addition to pure individual interventions, which should be investigated in further research

Abstract 4923

THE EFFECT OF AN ONLINE ACCEPTANCE AND COMMITTED THERAPY ON MEANING MAKING: A MULTIPLE-BASELINE EXPERIMENTAL CASE STUDY IN CANCER PATIENTS

Kroemeke A.*[1], Dudek J.[2], Kijowska M.[1], Sobczyk--Kruszelnicka M.[3]

[1]Institute of Psychology, SWPS University ~ Poland, [2]Department of Psychology, SWPS University ~ Poland, [3]Department of Bone Marrow Transplantation and Oncohematology, Maria Skłodowska-Curie National Research Institute of Oncology Gliwice Branch ~ Poland

Background: Restoring meaning is an important element of adaptation to disease. It could potentially be supported by enhancing psychological flexibility through an Acceptance and Commitment Therapy intervention (i.e. by building explanations of the disease and treatment burden that are personally values based and flexible). Thus, this study investigated the effectiveness of self-help online acceptance and committed therapy (ACT) intervention using a multiple-baseline single-case experimental design (MBSCED) across 7 male patients following hematopoietic cell transplantation (HCT).
Methods: Participants were randomly assigned to a baseline period lasting 7-21 days following HCT hospital discharge, followed by the ACT-based intervention (14 days), one- and three-month follow-up phases (7 days each). Primary outcome included meanings made (i.e., sense making, benefit finding, and sense of identity). Secondary outcome included meaning-making coping (automatic and deliberate), and psychological flexibility. Data were analyzed using multilevel modeling on an individual and group level.
Results: On an individual level, the intervention showed a positive, statistically significant effect on one- and three-month follow-up sense of identity among 3 patients. The effect on other variables was mixed – no, positive, or negative. On a group level, participants showed no significant changes in meanings made and meaning-making coping. Psychological flexibility significantly increased in the intervention phase, but decreased in follow-ups as compared to baseline.
Discussion: Online ACT-based intervention showed mixed meaning-related results in post-HCT patients, and its effectiveness on meaning-related outcomes varied among participants.

08 - Division 8: Health Psychology

Poster Session 3 - Division 8

Wednesday 22 July 2026 from 14:05 to 15:35

(X- Poster 3)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 756

FAMILY FRAGILITIES AND ADDICTIONS: PREVENTION AND REHABILITATION

Breci E.*[1], Gattuso C.[2], Quadarella M.[4], Tordonato G.[3], Spinali D.[5], Vitale G.[6]

[1]Elisa Breci ~ Carlentini ~ Italy, [2]Gattuso Chiara ~ Augusta ~ Italy, [3]Tordonato Guendalina ~ Augusta ~ Italy, [4]Quadarella Martina ~ Siracusa ~ Italy, [5]Spinali Damiano ~ Augusta ~ Italy, [6]Vitale Giulia ~ Augusta ~ Italy

Pathological addictions, including those related to substances and the new forms of behavioral addictions, represent one of the most pressing challenges for public health today. These phenomena can only be understood by considering the family context. Attachment styles, through which emotional regulation models and relational expectations are formed early in life, constitute a crucial factor of vulnerability or protection.
Scientific literature (Bianchi et al., 2005; Fischer-Grote et al., 2019; Sohn et al., 2019) confirms that loneliness, low social support, and family difficulties strongly influence the propensity to develop addictive behaviors, particularly during adolescence, a critical phase in the process of emancipation from the parental nucleus.
This study, conducted by the Addiction Services Unit of Augusta (Ser.T, ASP SR), explores the link between attachment styles and addictions, highlighting two privileged contexts of intervention: schools and prisons. In schools, prevention programs focused on emotional awareness and the conscious use of smartphones were implemented, with positive results in reducing psychological distress and the use of the device as a dysfunctional coping strategy.
In the prison context, individual and group psychological interventions were carried out with inmates affected by addictions. The FACES-IV test was used to investigate the quality of family relationships and underlying attachment styles. The results highlighted how affective fragilities, often denied or not elaborated, contributed to risky behaviors that led to involvement in the penal system. Furthermore, a significant connection emerged between problematic smartphone use, difficulties in emotion regulation, and the same dysfunctional attachment models observed in inmates.
In conclusion, school-based prevention and prison rehabilitation must be seen as complementary stages of a single process: intervening early to reduce risks while simultaneously transforming vulnerability into a resource to foster resilience, belonging, and social reintegration.

Division 8: Health Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 718

ASSOCIATIONS BETWEEN AUTONOMOUS AND CONTROLLED MOTIVATION, HEALTH-RELATED EATING AND EXERCISE HABITS, AND METABOLIC SYNDROME

Kato Y.*[1], Wang Y.[2], Murata Y.[1], Kojima A.[3]

[1]Kobe university ~ Kobe ~ Japan, [2]Qingdao Technical College ~ Qingdao ~ China, [3]Fukui Prefectural University ~ Eiheiji ~ Japan

Introduction: In Japan, specific health checkups are conducted to prevent lifestyle-related diseases. These assess the presence of health-promoting eating and exercise habits. Motivation for such behaviors can be autonomous or controlled, with autonomous motivation generally associated with more favorable outcomes.
Purpose: This study aimed to examine the relationships among autonomous and controlled motivation, eating and exercise habits, and metabolic syndrome (MetS), to identify effective motivational pathways for lifestyle improvement.
Method: Participants were 1,411 adults (1,100 men, 311 women; mean age = 46.8 ± 9.7 years). Motivation was assessed using self-determination theory. Eating habits included fast eating, late dinners, snacking between meals, and breakfast skipping. Exercise habits included regular moderate exercise, daily physical activity, and walking speed compared to peers. MetS indicators (body weight, height, waist circumference, blood pressure, blood glucose, and blood lipids) were measured.
Results: Fast eating was positively associated with MetS (β = .136, p < .001). Autonomous motivation showed a weak negative association with fast eating (β = −.133, p = .012), while controlled motivation showed a positive one (β = .141, p = .027). Autonomous motivation was negatively associated with MetS (β = −.197, p < .001); controlled motivation was positively associated (β = .185, p = .003). In the exercise model, autonomous motivation was positively associated with regular moderate exercise (β = .444, p < .001), and controlled motivation was negatively associated (β = −.316, p < .001). Regular moderate exercise showed a weak negative association with MetS (β = .087, p = .009). Importantly, autonomous motivation for exercise was negatively associated with MetS (β = −.376, p < .001), while controlled motivation showed a positive association (β = .448, p < .001).
Conclusions: Fostering autonomous motivation may improve lifestyle habits and reduce MetS risk, supporting its application in health-focused psychological interventions.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation
SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 735

ASSOCIATIONS BETWEEN AUTONOMOUS AND CONTROLLED MOTIVATION AND METABOLIC SYNDROME VIA WEIGHT GAIN SINCE EARLY ADULTHOOD

Kojima A.[2], Wang Y.[3], Murata Y.[1], Kato Y.*[1]

[1]Kobe University ~ Kobe ~ Japan, [2]Prefectural University of Fukui ~ Eiheiji ~ Japan, [3]Qingdao Technical College ~ Shandong Province ~ China

Background and Objectives:
Preventing lifestyle-related diseases is a critical public health issue, contributing not only to individual well-being but also to societal productivity. Weight gain from early adulthood to middle age reflects lifestyle transitions and serves as a predictive marker for metabolic syndrome (MetS).
Previous research suggests that autonomous motivation—engaging in health behaviors for personally endorsed reasons—may be more effective in preventing MetS than controlled motivation, which is driven by external pressures or obligations.
This study aimed to examine the relationships among motivation type, weight gain since age 20, and MetS indicators in a working-age population.
Methods:
A total of 1,411 participants (1,100 men and 311 women; mean age = 46.8 ± 9.7 years) were surveyed. Motivation for healthy eating and physical activity was assessed using constructs from self-determination theory. Weight gain was measured by self-report (“Have you gained more than 10 kg since 20 years old?” Yes/No). MetS-related indicators—including BMI, waist circumference, blood pressure, blood glucose, and lipid profiles—were collected.
Structural equation modeling was conducted with MetS diagnosis as the dependent variable, weight gain as a mediating variable, and motivation type as independent variables.
Results:
Autonomous motivation was negatively associated with both weight gain and MetS diagnosis. In contrast, controlled motivation showed positive associations with weight gain and MetS. Weight gain itself was positively associated with MetS.
Conclusions and Implications:
These findings suggest that fostering autonomous motivation may help mitigate weight gain and reduce the risk of MetS. This highlights the importance of motivational quality in health behavior interventions and supports the integration of self-determination theory into applied psychological practice.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 801

INTRUSIVE AND DELIBERATE RUMINATION AS MEDIATORS BETWEEN PERCEIVED BULLYING IMPACT AND POSTTRAUMATIC GROWTH: THE MODERATING ROLE OF COGNITIVE EMOTION REGULATION

Liu Y.*, Chiu H.W.

National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan

Introduction
Bullying involves repeated exposure to hostile experiences that can negatively impact psychological well-being. However, some individuals may engage in cognitive reflection after trauma, leading to posttraumatic growth (PTG). This study explores how perceived impact from bullying contributes to PTG through rumination processes.
Purpose
This study tested a moderated serial mediation model in which intrusive and deliberate rumination mediate the relationship between perceived bullying impact and PTG. Cognitive emotion regulation strategies (CERS) were tested as moderators of these mediation pathways.
Methods
A total of 772 adults (Mean age = 35.21, SD = 9.62; 463 females) with childhood bullying experiences (verbal, physical, sexual, or cyber) completed an online survey. Measures included perceived bullying impact, intrusive and deliberate rumination, PTG, and adaptive/non-adaptive CERS. Structural equation modeling with 5,000 bootstrapped samples (95% CI) tested the serial mediation. Interaction terms were included to examine moderation by CERS.
Results
The model showed good fit (adaptive CERS: $\chi^2 = 916.023$, df = 254, CFI = .953, RMSEA = .058; non-adaptive CERS: $\chi^2 = 6034.804$, df = 3381, CFI = .959, RMSEA = .032). A significant serial mediation pathway was observed: perceived bullying impact → intrusive rumination → deliberate rumination → PTG. However, neither adaptive nor non-adaptive CERS significantly moderated the paths between intrusive and deliberate rumination, or between deliberate rumination and PTG.
Conclusion
The findings support a serial cognitive pathway linking perceived bullying impact to PTG through rumination. While CERS did not moderate these processes, the results highlight the critical role of intrusive and deliberate rumination in transforming trauma into growth. Interventions that promote constructive meaning-making may be effective for individuals recovering from bullying-related trauma.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 905

RESILIENCE, EMOTION REGULATION DIFFICULTIES, AND PERCEIVED STRESS IN UNDERGRADUATE AND GRADUATE STUDENT POPULATIONS

Moore Z.*, Gardner F.

Touro University ~ New York City ~ United States of America

The Perceived Stress Scale (PSS-10) assesses whether individuals perceive their lives as stressful, uncontrollable, and unpredictable. Although perceived stress is a relatively stable characteristic, significant variability exists across individuals, suggesting that PSS-10 scores reflect the interaction between life experiences and an individual's ability to manage stress. Difficulties in emotion regulation may shape one's perceptions of their ability to handle stress. Emotion regulation strategies, such as emotion differentiation and cognitive reappraisal, influence responses to stress and moderate the relationship between perceived stress and internalizing psychopathologies. Likewise, resilience, which represents a person's ability to cope with perceived stressors, inversely correlates with perceived stress. We examined the moderating role of resilience on the relationship between difficulties in emotion regulation and perceived stress using the Difficulties in Emotion Regulation Scale (DERS), the PSS-10, and the Connor-Davidson Resilience Scale (CD-RISC). Twenty graduate/16 undergraduate students from two U.S. universities wore an Oura ring for 40 days to gather biometric data and assess the bidirectionality of physiological and emotional arousal. Participants completed DERS prior to participation via a smartphone application utilized for Experience Sampling Methodology data collection. A linear mixed model analysis revealed that difficulties in emotion regulation significantly predicted perceived stress ($\beta=0.18$, $p<0.0001$), with higher DERS scores associated with increased perceived stress. Time had a significant effect on PSS ($\beta=0.17$, $p<0.0001$), indicating that perceived stress increased throughout the study. Resilience did not significantly moderate this relationship, nor was there a significant three-way interaction with time. Resilience showed a significant inverse relationship with perceived stress ($\beta=-1.12$, $p=0.05$). While the DERS and CD-RISC independently predict stress, their interaction does not reach significance, suggesting that resilience and emotion regulation contribute independently to stress levels rather than one moderating the effect of the other. Higher resilience appears protective, significantly predicting lower perceived stress, even when accounting for emotion regulation difficulties.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 4: Environmental Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 871

DOES ATTACHMENT STYLE MODERATE CROSSOVER OF STRESS AND BURNOUT IN MARRIED COUPLES?

Oren L.*

Ariel University ~ Ariel ~ Israel

Crossover is an interpersonal process through which negative and positive experiences and states experienced by one person are transmitted to another person in the same social environment. Recently, crossover received much theoretical and research attention, but the role of moderators in the crossover process has largely been neglected. In the current study, we hypothesized that stress and burnout will cross over between romantic partners, and the attachment style will moderate the level of crossover.

One hundred and twenty-three dual-working heterosexual couples participated. At Time 1 both partners filled out questionnaires measuring stress, burnout, and attachment style. At Time 2, after 1 month, both partners filed, again, questionnaires measuring stress and burnout. They were analysed using the actor–partner interdependence model, which takes interdependencies between couples into account.

Actor-partner effects were not significant for stress and for burnout. Regarding stress, positive associations were found between male stress at T1 and female stress at T2, for high levels of female anxiety, as well as between female stress at T1 and male stress at T2, for high levels of female avoidance. Regarding burnout, positive associations were found between female work burnout at T1 and male work burnout stress at T2, for high levels of female anxiety and avoidance.

Findings are discussed, and theoretical as well as practical implications are suggested.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 914

THE RELATIONSHIP AMONG STRESSORS ASSOCIATED WITH PATIENT INTERACTION, EMOTIONAL WORK, AND EMOTIONAL EXHAUSTION IN PSYCHIATRIC NURSES

Orlando J.*, Kato Y.

Graduate School of Human Development and Environment, Kobe University ~ Kobe ~ Japan

Introduction:
In light of the growing recognition that mitigating burnout among psychiatric nurses is a critical issue, this study aimed to provide insights that may contribute to the development of concrete strategies to alleviate emotional exhaustion, the core symptom of burnout.

Purpose:
The objective of this study was to examine the relationships among stressors associated with patient interaction (patient-related stressors), emotional work, and emotional exhaustion in psychiatric nurses.

Method:
Data were collected from 162 psychiatric nurses (mean age = 38.24 years, SD = 11.59). On average, participants had 14.84 (SD = 10.83) years of nursing experience and 5.77 (SD = 5.01) years of psychiatric nursing experience. Validated scales were administered to assess patient-related stressors, emotional work (including negative and empathetic/positive emotional expressions toward patients), and emotional exhaustion.

Results:
The covariance structure analysis revealed that patient-related stressors were directly associated with emotional exhaustion ($B = .08$, $p < .01$) and with negative emotional expression toward patients ($B = .06$, $p < .001$), which in turn was associated with emotional exhaustion ($B = .36$, $p < .01$). Furthermore, the bootstrap mediation analysis indicated a significant indirect effect of patient-related stressors on emotional exhaustion via negative emotional expression toward patients ($B = .16$, $p < .01$).
Moreover, the analysis further showed that patient-related stressors tended to positively correlate with empathetic/positive emotional expression toward patients ($B = .03$, $p < .05$), which was not significantly associated with emotional exhaustion ($B = .01$, $p = .93$).

Conclusions:
To mitigate emotional exhaustion, it may be effective to alleviate negative emotional expression toward patients by promoting regulation of negative emotions caused by patient-related stressors. A key future challenge will be to apply the findings of this study to reduce emotional exhaustion among psychiatric nurses through intervention studies and the development of practical programs for clinical settings.

Division 8: Health Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 839

PERSONALITY AND EVERYDAY USE OF BACKGROUND MUSIC: AN EXPLORATORY INVESTIGATION

Wu G.*[1], Zhang Q.[1], Suh K.[2]

[1]School of Music, Xianda College of Economics and Humanities, Shanghai International Studies University, Shanghai, China ~ Shanghai ~ China, [2]Department of Counseling Psychology, Sahmyook University, Seoul, South Korea ~ Seoul ~ Korea, Republic of

This study explores whether personality traits and temperamental dispositions are associated with adults' use of background music in daily life. Taking an exploratory approach, we sought to identify underlying personal dispositions that may account for individual differences in everyday engagement with background music. The participants in this study were 270 Chinese adults, both male and female, aged 18 years and older. We measured participants' personality traits based on the Big Five factors, and their temperamental dispositions based on the concepts of the Behavioral Activation System (BAS) and Behavioral Inhibition System (BIS). Background music use in daily life was measured using a subscale of the Use of Music Inventory. All data were collected online following approval from the Institutional Review Board (IRB) and after obtaining informed consent from the participants. In the correlation analysis, extraversion, openness, conscientiousness, and agreeableness were found to be positively correlated with background music use in daily life, whereas neuroticism showed no significant correlation. In contrast, the temperamental dispositions of BAS and BIS were not significantly correlated with background music use. In the multiple regression analysis with the Big Five personality traits, the model accounted for 10.7% of the variance in background music use, with extraversion and openness being identified as significant predictors. These findings suggest that personality traits play a notable role in everyday background music use. Further research should focus on developing more refined instruments for assessing background music use in daily life, which would allow for a deeper understanding of its relationship with individual psychological factors.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 719

THE ROLE OF PERSONALITY IN ENJOYMENT OF SINGING: AN EXPLORATORY STUDY

Zhang Q.*[1], Suh K.[2]

[1]Music, Xianda College of Economics and Humanities, Shanghai International Studies University ~ SHANGHAI ~ China, [2]Department of Counseling Psychology, Sahmyook University ~ Seoul ~ Korea, Republic of

This study explored the relationship between personality traits—including temperament—and adults' enjoyment of singing, investigating how these traits predict individual differences in singing enjoyment and highlighting the psychological basis of musical engagement. The participants were 270 Chinese adults aged between 18 and 65 years, consisting of 135 males and 135 females, with a mean age of 41.14 years (SD = 12.94). We measured temperamental tendencies related to behavioral activation and inhibition, broader personality traits based on the Big Five model, and the degree to which participants enjoy singing. In addition, participants provided self-assessments of their singing ability, which were included as a covariate in the analysis. Data were collected online following approval from the Institutional Review Board (IRB), and all procedures, including obtaining informed consent, were conducted in accordance with ethical guidelines. In the correlation analysis, neurotic tendencies were not significantly associated with enjoyment of singing, whereas extraversion, openness, conscientiousness, and agreeableness showed positive correlations. BIS was unrelated to enjoyment of singing, while the BAS subdimensions of reward sensitivity, drive, and fun seeking demonstrated negative correlations. The Big Five personality traits accounted for approximately 29.0% of the variance in enjoyment of singing, and they accounted for an additional 14.2% beyond self-reported singing ability. Meanwhile, BAS and BIS were found to account for only about 6.2% of the variance in enjoyment of singing. In the stepwise regression analysis, conscientiousness, openness, fun seeking, and agreeableness emerged as significant predictors, with conscientiousness being the most prominent predictor of singing enjoyment, accounting for 19.6% of its variance. These findings suggest that personality and temperament significantly influence enjoyment of singing, thereby advancing knowledge of the psychological foundations of musical participation.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being

Abstract 895

THE SIGNIFICANCE OF RELIGIOUS AND NON-RELIGIOUS COPING STRATEGIES FOR THE PSYCHOLOGICAL WELL-BEING OF PARENTS OF CHILDREN WITH CANCER

Ziolkowska N.*[1], Bargiel--Matusiewicz K.[1], Gruszczynska E.[2]

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A child's oncological disease is a highly stressful situation for parents, which can affect family functioning in many aspects. In the face of the COVID-19 pandemic, this situation may be further associated with an accumulation of distress. Therefore, the main aim of the study was to analyze differences in hedonic and eudaimonic well-being, as well as in religious and non-religious coping with stress among parents of children with an oncological disease during the COVID-19 pandemic compared to parents of children with cancer before the pandemic. In addition, the study aimed to verify the mediating role of religious and non-religious coping strategies in the relationship between the aforementioned situational conditions and well-being. The study was conducted in two high-reference clinics. A total of 310 parents of children with oncological diseases during the treatment participated in the study. After propensity score matching, 111 pairs were extracted and included in the analyses.
In the series of analyses of variance, higher levels of positive affect and positive reappraisal were observed in the group of parents assessed during the pandemic compared to the analogous group assessed before the pandemic. A series of mediation analyses revealed the mediating role of negative religious coping in the relationship between situational conditions and well-being: lower negative religious coping during the pandemic translated into higher eudaimonic and hedonic well-being. The results indicate that contrary to expectations, the accumulation of stressors did not result in a further deterioration of parental functioning, which may be due to the central nature of the specific stressor, i.e. the child's illness. The study also represents an important contribution to the understanding of religious and non-religious meaning-focused coping in the context of accumulated chronic stress of different origins.

08 - Division 8: Health Psychology

Child and Adolescent Health 2

Wednesday 22 July 2026 from 15:30 to 17:00

(E- Spadolini)

Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1468

SYSTEMATIC ANALYSIS OF PSYCHOSOCIAL DETERMINANTS OF ADOLESCENTS' SEXUAL AND REPRODUCTIVE HEALTH OUTCOMES IN SOUTH AFRICA

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University of South Africa ~ Pretoria ~ South Africa

Introduction: Adolescents in South Africa face significant sexual and reproductive health (SRH) challenges, shaped by various psychosocial determinants such as socioeconomic status, cultural norms, gender dynamics, peer influences, and mental health.
Purpose: This systematic review aims to consolidate existing knowledge, identify critical gaps, and inform the design of more comprehensive, equitable, and contextually resonant SRH interventions for South African adolescents
Method: Through a PRISMA-guided systematic review (PROSPERO Registration Number: CRD420251069776) of peer-reviewed articles, reports, and policy documents (2014–2024) from PubMed, Scopus, Sabinet, Google Scholar and other databases, we identified key themes using thematic analysis.
Results: Findings reveal that peer influence and parent-adolescent communication are critical determinants of SRH behaviours, while gender power imbalances and cultural stigma exacerbate risks. Mental health, particularly depression and trauma, significantly impacts SRH decision-making, yet integrated care models remain scarce. Existing policies show gaps in youth-friendly service delivery and disability inclusion, with successful interventions like mHealth, peer-led programs hindered by scalability challenges. A multi-level conceptual framework rooted in the Social Ecological Model and Intersectionality Theory is proposed to address systemic barriers.
Conclusions: This study underscores the need for culturally sensitive, gender responsive SRH programs that integrate mental health support and prioritise marginalised groups. By synthesising evidence from 29 studies, we provide actionable insights for policymakers, healthcare providers, and educators to improve adolescent SRH outcomes in South Africa.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1791

PORNOGRAPHY USE IN NON-HETEROSEXUAL YOUTH

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Pornography is a medium that impacts the formation, arousal and sexual development of young people, having a unique role among those who identify as gays, bisexuals and pansexuals. Objective: This study investigated perspectives on the use of pornography by non-heterosexual youth, focusing on its impact on their sexual development, self-esteem, expectations of partners, and sexual behaviors. Methods: The research included a quantitative stage using scales and a questionnaire (N = 42) and a qualitative stage, with in-depth interviews (N = 5). Descriptive and inferential analyses were conducted, in addition to a qualitative analysis, by means of the Collective Subject Discourse method. Results: The data were organized into three axes: the role of pornography in sexual development; self-esteem, self-image and expectations of sexual partners; and pornography and sexual behavior. Pornography was perceived as a learning tool, but also as something that promotes rigid sexual scripts and idealized standards. Correlation analyses indicated an association between greater consumption of pornography and a larger number of sexual partners was observed. Furthermore, lower levels of sexual satisfaction were associated with a higher perceived utility of pornography. Conclusions: The findings highlight the importance of sexual education programs that critically address pornography consumption.

Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2034

HEALTH BEHAVIOUR PROFILES AND THEIR ASSOCIATION WITH SOCIAL DETERMINANTS DURING ADOLESCENCE IN ITALY: A PERSON-CENTERED APPROACH

Ghelfi M.*[1], Guerini J.[1], Hbsc Lombardy Committee 2.[2], Velasco V.[1]

[1]University of Milano-Bicocca, Psychology Department ~ Milano ~ Italy, [2]DG Welfare, Lombardy Region ~ Milan ~ Italy

Introduction: To improve health outcomes for young people, it is essential to research their lifestyle, health behaviours, and social determinants. This is particularly important during adolescence, which is a critical period for growth. Health Behaviour in School-aged Children (HBSC) is a wide cross-national research study involving around 50 countries, representing a key source for this aim. In Italy, HBSC research is carried out in collaboration with the Lombardy Region and the regional school office.

Purpose: This study aims to: i) identify profiles of 15-year-old Italian students based on different health behaviours through a person-centered perspective; ii) understand how these subgroups are associated with sociodemographic, relational, and contextual variables; iii) compare the results from a previous study conducted in Italy on HBSC 2014 data.

Method: A representative sample of 15-year-old students (N=4,272) of the Lombardy region (Italy) was collected in 2022 through the HBSC survey. The participants were 45.5% female; 93.3% were born in Italy, and 45.5% attended a Lyceum. The Latent Class Analysis approach was used to identify profiles in the current sample based on health behavior indicators. The two-step approach was performed to investigate the association between the profiles and covariates.

Results: The four clusters identified in 2014 were partially confirmed, but a more varied and multifaceted scenario has now emerged. Physical activities and substance use indicators were those that best distinguished the students' profiles. Six different profiles were identified: active nonusers (42.3%), passive nonusers (19.6%), active recreational users (16.5%), active excessive users (10.4%), inactive users (5.7%), and media lovers (5.5%). Interesting associations emerged between the profiles and variables relating to family and friend relationships, the school environment, and perceived physical and psychosocial health conditions.

Conclusions: The identification of these profiles could be useful in planning tailored preventive interventions in accordance with the specific risk and protective factors identified.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1473

PROCESSING THE WORLD IN TIMES OF UNCERTAINTY: COGNITIVE FUNCTIONING IN ADOLESCENTS DURING THE PANDEMIC

Jara L.*, Rivera S.

Pontificia Universidad Católica del Perú ~ Lima ~ Perú

The COVID-19 pandemic represented a profound disruption in the lives of adolescents globally, especially in Peru, where prolonged lockdown kept schools closed until 2021. This health and social crisis coincided with a critical stage of human development, a period in which the world acquires new meanings and higher cognitive functions became consolidated. How did adolescents process and make sense of a context of uncertainty and change? This study analyzes how adolescents from Lima incorporated information, translated reality, and constructed meanings during the pandemic. For this purpose, the Rorschach Psychodiagnostic Test under the Exner Comprehensive System was applied remotely to 100 adolescents from Lima of middle and high socioeconomic status, aged between 12 and 16, homogeneously distributed by sex and age. The results show significant differences by sex. In males, a higher presence of responses suggests a distorted or unrealistic interpretation of the world and of themselves (presence of FABCOM and a decreased in H). In contrast, female presented indicators of a partial and self-centered perspective, as well as a rationalizing strategy (decreased in W, increased in EGO, and presence of AB). Regarding age, older adolescents showed a resurgence of indicators associated with emotional and cognitive disorganization in the face of increasing external demands, without having yet consolidated the internal resources necessary to cope with them, they regressed in their adjustment to social expectations and in the clarity of communication and thought (presence of DV and INCOM). Overall, the findings demonstrate that the pandemic had a significant impact on the cognitive functioning of adolescents and the need to continue exploring how exceptional events can leave lasting marks on their development and well-being.

Division 8: Health Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1943

HETEROGENEITY IN ADOLESCENT MENTAL HEALTH SYMPTOM NETWORK DYNAMICS: A CROSS-LAGGED PANEL NETWORK ANALYSIS

Zhang C., Lei H.*, Wang Y., Zhang Z., Ling F., Ke L.

Beijing Normal University ~ Beijing ~ China

Network theory posits that mental health problems arise from causal interactions among psychopathological symptoms. Through activation, spreading, and self-sustaining, symptoms gradually form closely connected networks, which is a core mechanism in the onset and development of mental health problems. Adolescence is a critical period for this process. Although previous studies have used longitudinal network analysis to examine temporal associations among psychopathological symptoms, individual differences in their severity are often overlooked, limiting a comprehensive understanding of heterogeneity in network dynamics. This study utilized group-based multi-trajectory modeling (GBMT) and cross-lagged panel network analysis (CLPN) to explore the structural characteristics, longitudinal associations, and core symptoms of adolescent psychopathological networks across different developmental trajectories. A total of 9653 fifth-grade students (49.7% female; Mage = 10.14 ± 0.36 years) from Beijing completed self-reported measures of depression, anxiety, and problematic smartphone use across four annual waves. Results showed that (1) Three developmental trajectories of mental health problems were identified: “Normal Group” (34.5%), “Potential Risk Group” (50.4%), and “High-Risk Group” (14.9%); (2) Symptom network structures differed across these groups: the Normal Group showed a stable dormant network with low connectivity, the Potential Risk Group exhibited a transitional active network with moderate connectivity, and the High-Risk Group demonstrated a stable active network with strong connectivity; (3) Core symptoms also varied across developmental trajectories and stages: in the Potential Risk Group, “Painful”, “Interpersonal complaints” and “Loss of control2” predicted other symptoms most, while “Nomophobia”, “Excessive use” and “Performance worry” were most predicted by other symptoms; in the High-Risk Group, “Worthlessness/guilt”, “Habitual excessive use” and “Loss of control1” predicted other symptoms most, while “Nomophobia” was consistently most predicted by other symptoms. These findings enhance understanding of symptom spreading and maintenance in the dynamics of adolescent mental health problems, offering insights into comorbidity, precise risk identification, and targeted prevention strategies.

Division 5: Education and School Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2100

NUTRITIONAL HEALTH, FITNESS, AND MOTHER'S EDUCATION AND THEIR RELATION TO CHILDREN'S IQ

Parcon A.M.*

University of the Philippines ~ Diliman ~ Philippines

The health and intellectual ability of Filipino children limits the Philippines' capacity to rise from its developing country status to that of a developed one. The present study examined the association of nutritional status (anthropometry, micronutrients), physical fitness, and immune health with Filipino schoolchildren's intellectual ability. Using a cross-sectional design, 166 apparently healthy kindergarten and first grade children whose parents signed consent forms underwent the following tests: Wechsler Preschool and Primary Scale of Intelligence (WPPSI)-IV; anthropometric measurements (weight, height), physical fitness tests, blood tests to assess the following: C-reactive protein; vitamins C, D, riboflavin, and iron; white blood cell count (WBC); Epstein-Barr virus (EBV) infection. Data were collected February to December 2023. Chi-square test and Fisher's exact test were used to determine the association of categorical variables with IQ level; that of continuous variables were assessed using t-test. Multiple linear regression was used to identify nutrition and health factors that contributed to the variance in IQ scores after controlling for Epstein-Barr virus and demographic factors (child age, sex, mother's educational attainment). Results showed that most children (88.8%) tested positive for EBV. Many (52%) had below average IQ. Improved intellectual capacity was associated with sufficient serum vitamin D (p=.036) and higher physical fitness scores (p=.010). Mother's education contributed significantly to the variance in children's overall IQ scores (p=.031), with increasing maternal education predicting higher scores. Under conditions of continuing viral infections, sufficient serum vitamin D and higher physical fitness levels were positively associated with children's intellectual capacity. Maternal education was the strongest predictor of children's overall IQ suggesting the need for educational opportunities for women and girls to improve the quality of the country's human resources.

08 - Division 8: Health Psychology

Occupational / Work & Organizational Health 1

Wednesday 22 July 2026 from 15:30 to 16:30

(S-Monumentale)

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 373

CONSTRUCTION OF A SCALE FOR THE ASSESSMENT OF SOFT SKILLS AND PSYCHO-EMOTIONAL ASPECTS: ONTOLOGICAL MODELING OF SOFT SKILLS IN IT, PSYCHOLOGY AND ONTOPSYCHOLOGY

Wazlawick P.*[1], Wazlawick R.S.[2], Rampinelli V.[3], Pompermaier J.[4], Oliveira J.[5], Celuppi I.[6], Rothmann A.R.[7], Fleck Da Silva B.[8]

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In the era of digital transformation and Industry 4.0 and 5.0, IT professionals are confronted with increasing cognitive and emotional demands. Soft skills have emerged as key determinants not only for technical performance but also for mental health; however, their relationship with psycho-emotional symptoms remains poorly understood. This study aimed to investigate the correlation between soft skills and psycho-emotional aspects among professionals at a Brazilian technology development organization. A cross-sectional study was conducted between November and December 2024, involving 114 employees who completed an online questionnaire comprising 30 items assessing soft skills and 13 psycho-emotional aspects, all evaluated on a Likert scale. Descriptive analysis was performed to characterize the sample, social skills, and psycho-emotional symptoms. The soft skills with the highest positive prevalence were commitment/engagement, responsibility, and persistence. The most frequent symptoms identified were anxiety, impostor syndrome, and knowledge insecurity. Significant correlations were observed, notably between proactivity and knowledge insecurity; time management and both lack of concentration and knowledge insecurity; self-awareness/conscientiousness and lack of concentration; leadership and knowledge insecurity; innovation and knowledge insecurity; and passion and symptoms of depression. The results indicate that professionals with higher levels of soft skills also exhibit higher levels of psychological well-being. These findings underscore the importance of programs aimed at balanced development of interpersonal and emotional skills to promote mental health and optimize performance in the IT sector.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 773

FROM DECENT WORK TO PSYCHOLOGICAL SAFETY: CROSS-SECTIONAL EVIDENCE FROM PORTUGUESE EMPLOYEES

Pereira S.A.*[1], Lopes S.[2], Rodrigues A.[3], Carvalho V.S.[4]

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Introduction: Decent work (DW) is theorised to facilitate fair, safe, and dignified employment conditions that may enhance psychological safety. This involves shared beliefs that interpersonal risk-taking is acceptable. However, the specific contextual factors (e.g., work modality, sector) that influence DW and psychological safety remain insufficiently detailed.
Purpose: To examine the association between DW and psychological safety, the mean differences by work modality (i.e., onsite, remote, or hybrid work) and sector (i.e., industry or services sector), and the moderating role of work modality and sector in the relationship between DW and psychological safety.
Method: Data were collected from 423 employees in Portugal using a self-report questionnaire. The sample mainly consisted of women (60.8%), with an average age of 35. Most participants (48.0%) held a university degree. Statistical analyses were conducted using SPSS, AMOS and PROCESS macro.
Results: The findings showed a strong positive relationship between DW and psychological safety. Work modality also influences DW and psychological safety. Specifically, hybrid work employees scored higher on DW and psychological safety than on-site workers. The sector of activity also affects DW and psychological safety, with employees in the services sector scoring higher in both variables than those in the industry sector. The data did not support the moderating roles of work modality and sector in the relationship between DW and psychological safety.
Conclusions: DW shows a strong positive link with psychological safety, while hybrid work and services sector settings exhibit higher average levels of both constructs. However, the moderating influence of work modality and sector on the relationship between DW and psychological safety was not confirmed. This implies that contextual effects mainly occur at the level rather than in the relationship between the variables.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1448

WORKING CONDITIONS, STRESS AND INCIVILITY IN HIGHER EDUCATION INSTITUTIONS

Guidi S., Currò F.*, Marchigiani E., Bracci M., Palmitesta P., Parlangeli O.

Department of Social, Political and Cognitive Sciences, University of Siena ~ Siena ~ Italy

Research on stress and well-being in Higher Education Institutions (HEI) has often highlighted high stress levels, but only recently the relationship between stress, working conditions and unethical behaviours have been the focus of investigation. In a study conducted as part of a psychosocial risk assessment within a medium sized Italian university we investigated explicitly the relationship between stress, well-being and incivility in the workplace. The study was conducted with an online survey, involving a total of 702 employees, 351 administrative and technicians (PTA), and 351 faculty. The questionnaire included standardized scales to measure stress factors (HSE) and perceived stress (PSS) and a scale for determining the occurrence of uncivil behaviour, both perceived and perpetrated.

Perceived stress levels were associated with worse working conditions with respect to demands, role definitions and relationships in the workplace. Perceived stress and perceived occurrence of incivility were both significant predictors of perpetrated incivility. Among the work-organizational factors, work demands, control on work, peer support, relationships and role were associated with perpetrated incivility, but only when perceived stress and perceived incivility were not controlled for. A structural equation model revealed that the effects of demands on perpetrated incivility was fully mediated by perceived stress and perceived incivility, while the effect of relationships was partially mediated by perceived invincibility.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1837

WHEN CALLING BACKFIRES: HOW SUPERVISOR APPRECIATION FUELS OVERCOMMITMENT AND IMPAIRS WELL-BEING

Tian Y., Wang M.*, Xu Y.

Xi'an Jiaotong-Liverpool University ~ Suzhou ~ China

Introduction
Employees who are living a calling often demonstrate heightened engagement and dedication, but this can also lead to overcommitment, with potential negative consequences for their well-being. Despite these risks, prior research on calling has primarily emphasized its positive side. Moreover, much of this literature has focused on individual factors, while the critical role of social context remains underexplored. To address these gaps, we examine supervisor appreciation as a contextual factor that may shape the consequences of living a calling and potentially contribute to undesirable outcomes.
Purpose
This study aims to investigate how supervisor appreciation may influence the relationship between living a calling and overcommitment, which in turn may impair employee well-being. Drawing upon self-verification theory, we propose that calling represents a central aspect of employees' identity. Accordingly, supervisor appreciation may service as a form of self-verification which may intensify the extent to which employees express their calling through heightened work investment. Thus, we argue that supervisor appreciation will strengthen the positive relationship between living a calling and overcommitment. Further, this strengthen effect may subsequently translate into excessive work involvement (i.e., presenteeism behavior) and impair employee health (i.e., emotional exhaustion)
Method
Two-wave time-lagged survey data were collected from 262 middle school teachers. Regression analyses were used to examine our hypotheses.
Results
The results revealed that living a calling positively related to overcommitment, particularly when teachers perceived high levels of supervisor appreciation. In turn, overcommitment was found to predict both presenteeism behaviors and emotional exhaustion.
Conclusions
Our findings enrich the research on calling by discovering that living a calling can impair employee well-being through increased overcommitment, particularly when supervisor appreciation is high. Practically, organizations should recognize that while supervisor appreciation generally supports employees, it may also exacerbate overcommitment among those who are living a calling, with important implications for well-being.

08 - Division 8: Health Psychology

Poster Session 4 - Division 8

Wednesday 22 July 2026 from 15:40 to 17:10

(X- Poster 3)

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1126

LIFE EVENTS AND POSTTRAUMATIC GROWTH IN YOUNG ADULTS OF PARENTAL CANCER

Chin J.*

University of Taipei ~ Taipei ~ Taiwan

A family crisis, such as a parent's chronic illness like cancer, can be a devastating experience for children, particularly during their dependent years. While some children experience impaired psychological functioning, others report positive adaptations, including personal growth, strengthened family relationships, and an enhanced appreciation of family life. This evidence suggests that posttraumatic growth can occur as children navigate a parent's cancer. Drawing on Tedeschi et al.'s theoretical framework of posttraumatic growth, this study aimed to explore the types of experiences that contribute to posttraumatic growth, based on young adults' retrospective accounts of experiencing parental cancer in childhood.

The study employed a qualitative interpretive approach, interviewing seven young adults aged 18–25. All participants had experienced their parental cancer journey beginning at the age of nine or later. Prior to data collection, written consent was obtained from each participant. The interview questions explored their history of parental cancer, the coping strategies they employed during that period, and how they interpreted and reflected on both the experience and their coping processes in retrospect. All interview data were transcribed verbatim and analyzed thematically.

The results revealed five types of family experiences that facilitated the development of posttraumatic growth: (a) the shocking or unexpected experiences of parental physical weakness or emotional breakdown; (b) feelings of guilt arising from the struggle between personal issues and parental illness; (c) witnessing the dying process; (d) parental disclosure—limited to patient mothers—of past experiences, including cancer coping processes or growing-up history; and (e) establishing boundaries between personal and family issues. These experiences reflected the occurrence of incongruence that challenged children's expectations or assumptions about parental illness, their identity as children, and the social world, triggering reappraisals and leading to the integration of adversity into a new reality.

Division 8: Health Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 1: No Poverty

Abstract 1187

IMPACT OF PARENTAL PERCEIVED ECONOMIC WELL-BEING ON PARENTING BEHAVIOR AND CHILDREN'S PSYCHOSOCIAL ADJUSTMENT

Hirata H.*

Kagawa Nutrition University ~ Sakado ~ Japan

Introduction: Recently, researchers have increasingly focused on the impact of household economic hardship on parental mental health and children's development. According to Bronfenbrenner's ecological systems theory (1979), family factors and broader environmental conditions, including parental employment and economic stability, shape children's development. Purpose: This study examined how fathers' and mothers' subjective perceptions of household economic well-being influence parenting behavior, parents' depressive tendencies, and children's psychosocial adjustment, including reduced activity levels, depressive mood, and self-esteem. Method: A questionnaire survey was conducted in 3,039 Japanese households, including 255 fathers and 2,784 mothers, paired with their children aged approximately 13 to 14 years, who were in the second year of junior high school in Japan (1,379 boys, 1,415 girls, and 245 unspecified). Parents were categorized into three groups based on their perceived economic well-being. Analyses of variance and Tukey's post hoc tests assessed group differences. Results: Fathers who perceived their household as middle-class showed the lowest levels of depressive tendencies ($p < .05$), while no significant differences were found in other variables. With regard to mothers, those who perceived economic affluence reported the lowest depressive symptoms ($p < .01$), the highest levels of child self-esteem ($p < .05$), and the least depressive mood ($p < .05$). Mothers experiencing economic strain demonstrated significantly lower parenting behavior compared to the other groups ($p < .001$), whereas no significant difference was observed between affluent and middle-class mothers.Conclusions: These findings indicate that parental perception of economic well-being has a more pronounced impact on mothers than on fathers, particularly in relation to psychological health, parenting practices, and children's socio-emotional adjustment. This evidence underscores the need to establish comprehensive support systems that integrate family assistance and community resources, while addressing poverty reduction, health promotion, and the enhancement of economic stability and parenting environments.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 1129

EXPLORING THE ROLE OF CULTURAL FACTORS IN COPING STRATEGIES OF CANCER PATIENTS IN INDIA

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Dealing with cancer is often considered a critical incident in a person's life as it is an immensely traumatic and tumultuous time. Research suggests that cancer patients often experience high rates of distress, death anxiety, and depression. Several coping mechanisms have been identified that helps cancer patients to improve their wellbeing. However, most research largely comes from the West and little attention has been given to the role of cultural factors such as spirituality, close knit family structures, and traditional beliefs that are particularly important in a culturally diverse country like India. The study explored the role of such cultural factors in the coping mechanisms employed by cancer patients to deal with the illness. The sample consisted 20 cancer patients in India with age above 18, having either undergone treatment or taking treatment currently. The data was collected using in-depth interviews and was analysed using Interpretative phenomenological analysis. It was found that the impact of cancer treatment went beyond the physical side-effects and deterioration in health. The cancer patients experienced a debilitating feeling of 'becoming a burden' on their family members and intense affective distress. This subsumed feelings of vulnerability, anxiety, stress (mild and severe), shock, situational negativity, struggle, suffering, and loneliness. The analysis revealed 4 major themes: belief in god, fate, and karma; acceptance of illness, life, and imminent death; multidimensional social support structures; and role of relationships and attachment with family. The findings highlight the crucial role of cultural factors in shaping the coping mechanisms of cancer patients that helps in maintaining psychological strength during the harsh treatment process. This study is significant for developing culturally sensitive interventions within sustainable development frameworks to enhance the psychological well-being of cancer patients.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1086

STABILITY OF THE REASONED ACTION APPROACH FOR PREDICTING SEASONAL INFLUENZA VACCINATION ACROSS TWO YEARS

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Introduction: Influenza virus is a global concern. In temperate regions, influenza follows a seasonal pattern and annual immunization in advance of the epidemic curve is recommended (WHO, 2025). The Reasoned Action Approach (RAA) has been used to predict health behaviors, including influenza vaccination. According to the RAA, behavior is predicted by intention, while intention is predicted by affective and cognitive attitudes, descriptive and injunctive norms, confidence, and control. The purpose of the present study was to evaluate the stability of the RAA, and test predictors of vaccine uptake after accounting for stability.

Method: Participants were recruited online for a longitudinal survey study assessing factors associated with seasonal influenza vaccine uptake at the beginning and end of the 2019-2020 and 2020-2021 influenza seasons (T1-T4) in the United States. Participants (N=1082; M age=43.98 years, 60.37% female, 80.38% White, non-Hispanic, 89.35% postsecondary graduates) were included in analyses if they had participated at the beginning and end of the 2019-2020 flu season (T1 and T2).

Results: A random-intercept cross lagged panel model was estimated to examine how each construct of the RAA, measured at each time point (T1-T4), were related to vaccine uptake at the end of each influenza season (T2 and T4). Results indicated that, overall, each construct was stable across the four time points. After accounting for that within-person stability, greater intention (β=.32-.34) and cognitive attitudes (β=.23-.39) at each time point (T1-T3) were related to greater intentions at subsequent time points (T2-T4). Additionally, greater intention (β=.36) at T1 and (β=.37) T3 were related to vaccine uptake at T2 and T4, respectively.

Conclusions: The RAA constructs predicting influenza vaccination are stable over time. Intention consistently predicts seasonal influenza vaccine uptake, while cognitive attitudes predict intention. Health promotion efforts should focus on utility of the seasonal influenza vaccine and strategies to support intention to vaccinate.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1080

PSYCHOLOGICAL PREPARATION FOR THE FIRST IVF CYCLE: TRANSLATING RESEARCH INTO SUPPORTIVE PRACTICE

Opsenica Kostić J.*, Mitrovic M., Cirovic N., Jankovic I., Spasic Šnele M., Todorovic J.

Department of Psychology, Faculty of Philosophy, University of Niš ~ Niš ~ Serbia

Introduction: In vitro fertilization (IVF) is often experienced as an emotionally demanding process, especially during the first treatment cycle. Feelings of uncertainty, loss of control, and social pressure may intensify stress, making psychological support a crucial part of infertility care. Preparing women for IVF through targeted psychosocial support can improve their coping strategies and reduce potential negative consequences.
Purpose: This study aimed to identify women's representations of their first IVF cycle in order to design a program of psychological support tailored to their needs during the preparation phase.
Method: Semi-structured interviews were conducted with eleven heterosexually partnered women (ages 21–39) preparing for their first IVF cycle. A thematic analysis with a social constructionist framework was applied to explore how participants constructed meanings and expectations of IVF.
Results: Four central themes emerged: (1) IVF as a helpful step toward success, bringing hope and enthusiasm; (2) IVF as a stressful journey into the unknown, characterized by fear and uncertainty; (3) IVF as a game of chance, emphasizing the lack of personal control over the outcome; and (4) IVF as something I (do not) ask about, reflecting different health information-seeking styles. These themes reveal women's representations that shape women's emotions, thoughts, and coping strategies.
Conclusions: Based on these findings, we propose a group support program for women preparing for their first IVF cycle. The program would include several sessions with a psychologist, structured around the identified themes. Sessions would focus on: (a) sharing expectations and hopes, (b) addressing fears and uncertainties, (c) exploring the experience of lack of control and developing adaptive coping strategies, and (d) discussing information-seeking styles and ways to balance between being informed and avoiding overload. By addressing the themes identified in women's narratives, such support could foster resilience and contribute to better psychological adjustment during IVF treatment.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1340

SOCIAL SUPPORT AND HIV: EXPERIENCES AND PERCEPTIONS AMONG MEN

Sánchez--Medina R.*[1], Rosales--Piña C.R.[1], Enríquez--Negrete D.J.[1], Torres--González J.C.[2]

[1]Universidad Nacional Autónoma de México ~ Mexico city ~ Mexico, [2]Clínica Condesa ~ Mexico city ~ Mexico

The aim of this study was to analyze the perception of social support in men living with HIV and in men who attend HIV testing, using Bronfenbrenner's ecological model as a reference framework. The study included 213 participants: 93 without a confirmed diagnosis and 120 diagnosed with HIV, all of whom reported being men who have sex with other men (MSM). The Modified Natural Semantic Networks method was applied to identify meanings attributed to support from partners, family, friends, and society.

The results indicate that both groups agree that they feel supported when they are listened to, understood, accompanied, and cared for. However, significant differences were observed; in the case of men with HIV, family and healthcare personnel are the main sources of support, with mothers and siblings playing a particularly important role. On the other hand, those who only came for testing report greater trust in friends and partners, as well as an expectation of community support. Regarding partners, men with a diagnosis report negative perceptions associated with a lack of support or even experiences of rejection, while the other group emphasizes trust, affection, and honesty. Regarding friends, both groups agree on the importance of loyalty and understanding, although those diagnosed consider this network to be limited. Finally, both groups mention stigma, discrimination, and ignorance in society, along with perceptions of a lack of adequate programs.

The findings confirm that social support plays a protective role by promoting adherence to treatment and mitigating the emotional impact of diagnosis. However, tensions arising from stigma and social exclusion persist. It is concluded that strengthening family, community, and social support networks is key to improving the quality of life and sexual health of men with HIV.

Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 929

PATHWAYS LINKING EARLIER STRESSFUL EVENTS TO CURRENT MENTAL HEALTH IN ADOLESCENTS: A LONGITUDINAL STUDY

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[1]State Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University ~ Beijing ~ China, [2]Collaborative Innovation Center of Assessment for Basic Education Quality, Beijing Normal University ~ Beijing ~ China

Adopting a lifespan developmental perspective, this study views adolescent mental health as the result of dynamic interactions between past and present experiences. The study aims to investigate two potential pathways through which stressful events experienced earlier in life may influence an adolescent's current mental health: These pathways are : (1) the long-term direct effects and (2) the short-term indirect effects mediated by current stress. A longitudinal study tracked 9642 fifth graders (51.5% male; mean age = 10.37±1.38) over five years, conducting annual assessments. Self-report data were collected on stressful life events, as well as on symptoms of depression and anxiety. Regression and mediation analyses were conducted. Analyses controlling for gender, age, SES, and T1 mental health problems showed the following: (1) T1 stress significantly and positively predicted T5 mental health problems (β_depression = 0.690, $p < 0.001$; β_anxiety = 0.417, $p < 0.001$); and (2) complete mediation emerged for depression, with T1 stress exerting a significant positive indirect effect via T5 stress (β = 0.686, $p < 0.001$) , but no significant direct effect on T5 depressive symptoms (β = 0.001, $p = 0.941$). (3) For anxiety, competitive mediation emerged, with T1 stress exerting a positive indirect effect via T5 stress (β = 0.602, $p < 0.001$) as well as a significant negative direct effect on T5 anxiety symptoms(β = -0.186, $p < 0.001$). The findings suggest that the detrimental effects of stress experienced earlier in life on the mental health of adolescents are largely explained by current stress. Therefore, interventions targeting the reduction of current stress may promote positive mental health outcomes.

Division 8: Health Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1123

THE LONGITUDINAL RELATIONSHIP BETWEEN AI DEPENDENCE AND DEPRESSIVE SYMPTOMS IN ADOLESCENTS: A NETWORK PERSPECTIVE

Wang H.*[1], Huang S.[2], Lai X.[3], Ke L.[1], Xiang K.[1], Zhang Y.[1], Wang Y.[1]

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Current findings on the relationship between AI dependence and depression are inconsistent. Existing studies some overemphasize the harms of AI dependence, while others highlight the potential value of AI as a tool for mental health interventions, suggesting that AI dependence does not impair mental health. Most researches rely on total depression scores, overlooking that different nodes of depressive symptoms may exhibit differential sensitivity to AI dependence. Using Cross-lagged Panel Network Models (CLPN), we aimed to reveal the relationship between AI dependence (as defined by five symptoms: salience, tolerance, functional impairment, withdrawal and loss of control, adapted from the Smartphone Addiction Scale) and the development of nine depressive symptoms as measured by the PHQ-9. 4,647 adolescents (Mage = 14.6 ± 1.6, 48.2%male) were assessed twice at 12-month intervals in 2023 and 2024. The network structure was estimated using a mixed modelling approach (glmnet package: LASSO regression for variable screening and lavaan package: structural equation modelling), and stability was assessed using Bootstrap sampling. The CLPN model showed moderate accuracy and stable estimates of node centrality. The results suggest that: (1) Salience has high mediation centrality and acts as a bridging symptom between AI dependence and depressive symptoms. (2) There is a vicious cycle between loss of control, anhedonia and sleep disturbances. Furthermore, sleep disturbances, concentration difficulties and suicide ideation are significant precursors to the development of AI dependency. (3) Sad mood and salience negatively predict each other, with salience negatively predicting appetite and withdrawal negatively predicting appetite. Results suggest that relying on AI to alleviate depression may be counterproductive as its effects are potentially harmful. Furthermore, preventing AI dependence should involve identifying and alleviating an individual's depressive emotions rather than simply restricting their use of AI. Future research could explore the underlying psychological mechanisms further, such as motivations for using AI.

Division 8: Health Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1184

PROTECTIVE FAMILY ENVIRONMENT, ADOLESCENT NSSI, AND SUICIDALITY: GENDERED ROLES OF LIFE SATISFACTION AND GROWTH MINDSET

Wang Y.*, Ng J.C.K., Zhu S.

The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong

Introduction
Positive family environment demonstrated protective effects against adolescent self-harming intentions and behaviors. Emerging evidence suggested that overall life satisfaction and mindsets toward negative emotions play critical roles in these relationships, with potential gender-specific variations.
Purpose
This study examined whether life satisfaction mediates, and growth mindset moderates, the relationship between family environment and adolescent non-suicidal self-injury (NSSI) and suicidality among boys and girls.
Method
Data from a large-scale school survey with two waves was collected at a one-year interval (N=3,151) to examine the longitudinal association. Descriptive statistics, correlations, as well as mediation and moderation models were employed to investigate the interaction mechanisms separately among girls and boys.
Results
Compared to girls, boys reported lower prevalence of NSSI and suicidality, higher life satisfaction, and stronger growth mindsets. A positive family environment was found to reduce NSSI, suicidal ideation, and attempt by enhancing adolescents' life satisfaction. Growth mindset amplified the protective effects of positive family environment, with gender differences observed: it moderated the longitudinal association between family environment and life satisfaction among boys ($p = 0.011$), and the direct link to suicidal attempt in girls ($p = 0.036$).
Conclusions
The study highlighted the universal protective mechanisms of positive family environments and life satisfaction, alongside heterogeneity in the moderating effects of growth mindset across genders.
Implications
There is a need to advance more nuanced theoretical frameworks of adolescent development. Moreover, both life satisfaction and growth mindset represent promising targets for intervention and policy development, with attention to gender-sensitive pathways recommended to optimize effectiveness.

Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 1349

HOW CONFLICT SHAPES SUSPENSE AND ENJOYMENT IN NARRATIVES

Tsumura M.*

Kanagawa University ~ Yokohama ~ Japan

This study investigated how conflict depiction in narratives shapes readers' attitudes. Although conflict is widely recognized as central to narrative engagement, empirical research in psychology remains limited. Drawing on preliminary survey results, we used generative AI to create stories depicting "being trapped or cornered" scenarios, reflecting high conflict intensity. We produced two types of stories, with and without conflict (two stories each, four in total), while controlling for word count. Participants (n = 119; Mage = 19.5, SD = 0.69; 53.8% men, 46.2% women) read one story and rated its perceived conflict intensity, suspense, and enjoyment. Reliability was adequate across scales (conflict intensity: α = .86; suspense: α = .85; enjoyment: α = .91). A manipulation check confirmed higher conflict intensity in the conflict condition compared with the no-conflict condition ($t(117) = 10.20$, $p < .001$, $d = 1.87$). Mediation analysis showed that conflict increased suspense ($\beta = .393$, $p < .001$), and suspense enhanced enjoyment ($\beta = .586$, $p < .001$). However, the direct effect of conflict on enjoyment was negative ($\beta = -.246$, $p = .002$). The indirect effect via suspense was significant ($\beta = .23$, 95% CI [.10, .36], $p < .001$). Thus, conflict does not directly enhance enjoyment but exerts its influence through the mediating role of suspense, clarifying the psychological mechanisms underlying narrative engagement.

08 - Division 8: Health Psychology

Sociocultural Determinants & Equity in Health 1

Wednesday 22 July 2026 from 17:00 to 18:00

(E- Spadolini)

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1929

COUNTRY SATISFACTION DURING THE COVID-19 PANDEMIC: A 2 YEAR LONGITUDINAL STUDY

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The proposed paper examined predictors of satisfaction with one's country during the COVID-19 pandemic using longitudinal, cross-regional data collected between May 2020 and May 2022. Participants were drawn from the United States, Anglo regions, Latin Europe, and Latin America. Variables included patriotism, national attachment, perceptions of government competence, perceptions of government care during the pandemic, and regional COVID-19 death rates as an indicator of objective pandemic severity. Analyses employed three-level multilevel models, with timepoints nested within participants and participants nested within regions. Patriotism showed the strongest associations with country satisfaction across between-person (βs = .41–.49) and within-person (βs = .26–.35) models, and had consistent significant effects across regions and timepoints. National attachment (βs = .05-.16), perceptions of government competence (βs = .06-.11) and perceptions of government care (βs = .05-.13) also demonstrated positive associations, though with smaller effect sizes. COVID-19 death rates were unrelated to model improvement, indicating that subjective perceptions were more closely associated with country satisfaction than objective pandemic severity. Cross-lagged analyses revealed reciprocal associations between identity-related variables and country satisfaction. Higher patriotism and national attachment at earlier timepoints were associated with higher satisfaction at later timepoints, while prior satisfaction was also associated with subsequent increases in these identity variables. Perceptions of government competence and care showed similar bidirectional associations, though effects were less consistent. Region-specific analyses reinforced the stability of patriotism's associations across cultural contexts. The findings highlight the central role of national identity in predicting satisfaction with one's country during times of crisis. These findings further suggest the possibility that leaders and policymakers who foster more positive national identification can potentially enhance collective resilience and satisfaction during crises. Furthermore, the consistent cross-regional patterns regarding patriotism underscore its importance for understanding public attitudes towards one's country and government in times of uncertainty.

Abstract 4270

SOCIAL RELATIONSHIP EXPERIENCES AND SLEEP QUALITY FROM AN INTERPERSONAL PERSPECTIVE

Xie Y.*

Department of Psychology, University of Macau, Macau, China

Sleep quality is crucial for our physical and mental health; however, poor sleep has become a widespread public health issue requiring research that identifies factors that can be targeted in interventions. In this talk, I will discuss two studies that focus on understanding the links between social relationship experiences and sleep quality. In Study 1, 238 older adult couples completed daily diaries for 7 days, assessing their relationship and sleep experiences. In Study 2, 110 younger and middleaged adult couples completed daily diaries and wore wrist actigraphy (to measure their objective sleep quality) for 10 days. Both studies demonstrate the dyadic effects of social relationship experiences on sleep quality, elucidate the mechanisms underlying these effects, and show how relationship and sleep experiences cyclically influence one another.

Division 8: Health Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 4588

SOCIAL ISOLATION DUE TO COVID-19 AND THE DARK TRIAD IN MEXICO

Rivera--Aragon S.*, Diaz--Loving R., Jaen--Cortes C.I., Platas--Acevedo R.S., Rivera--Garcia J.L., Soler--Anguiano F.L.

National Autonomous University of Mexico ~ Mexico City ~ Mexico

Regarding the relationship between the Dark Triad and social isolation due to COVID-19, Triverti et al. (2021) find that Machiavellianism and psychopathy show negative correlations with health behaviors (Doerfler et al., 2021). Furthermore, this personality is associated with situations in which people experienced isolation as if nothing was happening, not complying with health and social isolation recommendations during the COVID19 pandemic (Chávez-Ventura et al., 2022).
The objective of this work was directed to find differences in the Dark Triad, between people who were in social isolation and those who were not, as well as differences in those who had problems with their partner, during social isolation.
After informed consent was obtained, 500 participants collaborated voluntarily, anonymously and confidentially, of which 261 were men and 239 women, of legal age and residents of Mexico City, with an age range of 18 to 78 years (M= 39.68; SD 15), most of them married. The dark personality triad scale made up of 27 items was used in its short version SD3 (Jones & Paul, 2013). In addition, a closed questionnaire was used to assess social isolation (if you were in social isolation, level of impact of isolation on your daily life, problems in your relationship with your partner during isolation).
Results show there were differences in the psychopathy factor between people who were in isolation and those who were not (t=3.99; p=.000), with a higher mean for those who were not in social isolation. Finally, significant differences were found in Psychopathy (t=8.0; p=.000), Machiavellianism (t=8.78; p=.000) and Narcissism (t=4.67; p=.000), showing that people with these traits presented more problems in their relationships during isolation.
In conclusion, lack of empathy, manipulation and control could increase, affecting the mental and emotional health of people who were in relationships with individuals who have these traits (PAPIIT IN301825).

Division 8: Health Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1649

LONELINESS AS A VITAL SIGN: TOWARD A BIOPSYCHOSOCIAL REFRAMING OF SOCIAL DISCONNECTION

Warren A.*

The George Washington University School of Medicine and Health Sciences; Harvard University Extension School ~ District of Columbia; Boston ~ United States of America

Loneliness is increasingly recognized as a global health challenge with profound physical and psychological consequences, linked to cardiovascular disease, depression, cognitive decline, and premature mortality. Yet despite its broad impact, loneliness remains under-assessed in health and mental health systems. Conceptualizing loneliness as a “vital sign” offers both a compelling metaphor and a practical framework for integrating routine assessment into care, alongside established indicators such as blood pressure or heart rate.

This presentation advances a biopsychosocial reframing of loneliness to strengthen its visibility in clinical, community, and policy contexts. Drawing on empirical studies and conceptual models from psychology, gerontology, and public health, it synthesizes evidence on prevalence, health outcomes, and mechanistic pathways, including stress physiology, immune dysregulation, maladaptive cognition, and social determinants of health. Pilot efforts to implement loneliness screening in primary care suggest feasibility but reveal barriers such as limited provider awareness, time constraints, and variability in social prescribing practices.

Reframing loneliness as a vital sign has the potential to transform its treatment from a private, stigmatized experience into a measurable determinant of health. This translational lens bridges research, practice, and policy, promoting earlier detection, reducing stigma, and informing holistic interventions that address emotional, social, and systemic dimensions of disconnection. Applied psychology has a central role to play in developing valid screening tools, training providers, and shaping global strategies for healthy aging.

08 - Division 8: Health Psychology

Poster Session 5 - Division 8

Wednesday 22 July 2026 from 17:15 to 18:45

(X- Poster 3)

Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being

Abstract 1467

PSYCHOLOGICAL BURDEN PREDICTS EMERGENCY DEPARTMENT UTILISATION AMONG OLDER INDIVIDUALS WITH CHRONIC ILLNESS

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Research Centre, Montreal Heart Institute/Université de Montréal ~ Montreal ~ Canada

Background: Psychological distress, hostility, and low social support increase risk for morbidity and mortality in individuals with coronary artery disease (CAD), with inconsistent evidence for other chronic illnesses. Their influence on emergency department (ED) visits has received little attention.

Objectives: To assess 1) the association of psychological risk factors with all-cause ED utilisation over a period of up to 8 years in men and women with stable CAD or other non-cardiovascular (NCV) chronic disease, and 2) whether results differ by sex and CAD.

Methods: Men and women (N=1267; 60.38% men; 60.85±7.01 years) with CAD or NCV disease completed validated questionnaires on depression, anxiety, stress, hostility, and social support. The primary outcome was a composite defined by at least one ED (all-cause) visit, using Quebec administrative databases. Analyses included multivariable Cox proportional hazard models and controlled for sociodemographic and health parameters.

Results: Over a median follow-up of 6.06 years, there was a total of 760 cases of ED visits. Symptoms of anxiety and chronic stress increased the risk for ED utilisation by 10% (95%CI, 1.02-1.19) and 15% (95%CI, 1.06-1.25) respectively, for each standard deviation (SD) increase in score. Depression symptoms (HR=1.21 per 1SD, 95%CI, 1.11-1.31) significantly increased risk only among those with CAD.

Conclusion: Psychological distress and chronic stress predicted increased risk of adverse outcomes in patients with chronic disease, with CAD individuals showing a particular vulnerability. In light of increasing health care costs, addressing patients' psychological well-being appears essential in the management of chronic disease.

Division 8: Health Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1639

DYADIC COPING AND PTSD IN CARDIOVASCULAR DISEASE: EVIDENCE FROM A DYADIC LONGITUDINAL STUDY

Donato S.*[1], Gioia C.[1], Demaria C.[1], Gorini A.[2], Bussotti M.[2], Bertoni A.M.M.[1]

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Introduction: Cardiovascular diseases represent a complex challenge both for patients and their partners, forcing them to reconsider and reorganize their relationship in the light of an unexpected, potentially traumatic event.
Aim: This study explores the psychological and relational impact of heart disease within the couple, with particular attention to how stress communication and different dyadic coping styles (positive, negative, common), used during the rehabilitation process and in the post-discharge period, correlate with the symptoms of PTSD (Post-Traumatic Stress Disorder) in both members of the dyad.
Method: A longitudinal dyadic design was adopted. A total of 120 couples participated at admission to rehabilitation, and of these, 40 patients and 36 partner were reassessed six months after discharge using a multidimensional questionnaire.
Results: Results showed a higher incidence of PTSD among partners compared to patients, at both assessment points. Also, the results indicate a significant negative correlation between common dyadic coping and post-traumatic symptomatology (in terms of the amount of patients' symptoms at T0), but not at the end of rehabilitation. The results didn't reveal any significant correlations between positive dyadic coping and PTSD across the different measurements, either in patients or in partners.
Conclusions: Overall, the present results suggest that couple dynamics change over the course of rehabilitation , contributing in different ways to the onset of PTSD symptoms in both patients and partners. The findings highlight that, also for partners, the cardiac event represents a stressful experience, underscoring the importance of effective communication, which can improve both the relationship and post-traumatic symptomatology.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 1: No Poverty

Abstract 1483

CHILDREN AND YOUNG PEOPLE IN THE DIGITAL AGE: A HEALTH PSYCHOLOGY APPROACH TO MENTAL HEALTH AND RESILIENCE

Perez J.*

Jessica Perez ~ Boca Raton ~ United States of America

The increasing mental health challenges among children and young people, including rising rates of anxiety, depression, loneliness, and stress-related difficulties, are a global concern. One contributing factor is the shift toward digital-centered childhoods, which may disrupt developmental processes and interfere with health-promoting behaviors. This poster applies a robust health psychology framework to explore how digital overexposure affects the mental health, brain development, and coping processes of children and young people. It also identifies effective strategies for prevention and intervention. Evidence from research on stress regulation, coping, and health behavior change demonstrates that excessive screen use is linked to disrupted sleep, reduced physical activity, social isolation, and diminished connectedness—mechanisms that increase vulnerability to anxiety, depression, and loneliness. Neuroscientific findings further suggest that constant digital stimulation can alter brain development by affecting reward pathways, attention regulation, and stress-response systems, making it more difficult for children and young people to manage emotions and sustain focus. Digital overexposure also undermines adaptive coping by heightening social comparison and reducing opportunities for unstructured play, both of which are protective during critical developmental stages. At the same time, health psychology emphasizes the importance of buffering factors, such as strong peer support, family connectedness, and community engagement, which can help mitigate loneliness and foster resilience. Effective interventions, therefore, require a multi-level approach: promoting individual coping skills, supporting families in regulating digital use, and advancing school and policy initiatives that safeguard developmental health. This perspective aligns with the International Association of Applied Psychology's mission to advance psychological science and practice globally, emphasizing the importance of collaborative, evidence-based strategies to protect the well-being of children and young people in the digital age.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1472

RESILIENCE AND SOCIAL SUPPORT IN MEN LIVING WITH HIV

Sánchez--Medina R.*[1], Rosales--Piña C.R.[1], Enríquez--Negrete D.J.[1], Muñoz--Maldonado S.I.[1], Plascencia--De La Torre J.C.[2]

[1]Universidad Nacional Autónoma de México ~ Mexico city ~ Mexico, [2]Universidad de Guadalajara ~ Guadalajara ~ Mexico

Introduction. Empirical evidence highlights the role of social support as a protective factor against HIV, as it strengthens preventive behaviors, coping strategies, and safer sexual practices. Understanding how different support networks contribute to resilience is essential to design effective interventions for men living with HIV.

Purpose. This study aimed to examine the predictive role of social support from family, friends, partners, and society on three resilience factors: strategies for HIV prevention, coping strategies in the face of HIV, and safe sexual behavior strategies in risk contexts.

Method. A cross-sectional study was conducted with 729 men living with HIV, with a mean age of 33.5 years (SD = 9.0). Participants completed validated measures of perceived social support and resilience. Descriptive statistics, correlations, and stepwise regression analyses were performed.

Results. Correlation analyses showed significant associations between social support and the three resilience factors. Family support was more strongly related to prevention strategies ($r = .230$, $p < .01$), while support from friends was the main correlate of coping strategies ($r = .348$, $p < .01$). Safer sexual behavior strategies were associated, though modestly, with partner and societal support. Regression models confirmed these findings: (1) prevention strategies were predicted by family, partner, and societal support (adjusted $R^2 = .079$); (2) coping strategies were predicted by friends, partner, and family support (adjusted $R^2 = .159$); and (3) safe sexual behavior strategies were predicted by partner and societal support (adjusted $R^2 = .019$).

Conclusions. Findings suggest that different support networks have distinct functions: family support enhances prevention, friends contribute to coping, and partners and society promote safer sexual practices, albeit with limited explanatory power. These results highlight the importance of developing psychosocial interventions tailored to strengthen the specific type of social support most relevant to each resilience dimension in men living with HIV.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1592

BEYOND DIAGNOSES: THE GENERAL PSYCHOPATHOLOGY FACTOR AND ITS CORRELATES IN ADOLESCENTS

Yalaç Dolay A.*, Kaynar Yaman G.

Ankara Medipol University ~ Ankara ~ Turkey

High rates of comorbidity and symptom overlap in child and adolescent psychiatry suggest the existence of a general psychopathology factor (p-factor) that underlies diverse mental health difficulties. Moving beyond categorical diagnostic systems, the p-factor framework provides a dimensional approach to understanding vulnerability and resilience across disorders. This study investigates the role of parental reflective functioning, adolescent executive functioning, resilience, and childhood trauma in relation to the p-factor in adolescence.

The sample consists of 150 adolescents aged 11–18 years, including a clinical group recruited from a child and adolescent psychiatry unit and a community control group, along with their parents. Both adolescents and parents completed standardized measures: the Reflective Functioning Questionnaire, Adolescent Executive Function Inventory, Resilience Scale for Children and Adolescents (ÇGPSÖ-12), Childhood Trauma Questionnaire (CTQ-33), and the Child Behavior Checklist (CBCL). Preliminary analyses were conducted using descriptive statistics and correlational tests, with confirmatory factor analysis planned to evaluate the dimensional structure of general psychopathology.

Preliminary findings indicate that adolescents in the clinical group demonstrate significantly higher p-factor scores compared to controls. Initial correlations suggest that parental reflective functioning is negatively associated with internalizing symptoms, whereas childhood trauma shows strong positive associations with overall psychopathology. Resilience appears to act as a protective factor, partially buffering the relationship between trauma and symptom severity.

This ongoing study is expected to clarify the mechanisms underlying the p-factor in adolescence and highlight the mediating role of mentalization and resilience. By integrating dimensional models with applied contexts, the study contributes to Sustainable Development Goals (SDG 3: Good Health and Well-Being, SDG 4: Quality Education, and SDG 10: Reduced Inequalities). Full analyses and implications for intervention will be presented at ICAP 2026.

08 - Division 8: Health Psychology

VIRTUAL REALITY INTERVENTIONS FOR ANXIETY ACROSS THE LIFESPAN: CLINICAL APPLICATIONS IN PEDIATRIC, ADULT, AND GERIATRIC POPULATIONS

Wednesday 22 July 2026 from 17:30 to 19:00

(A - Spadolini)

Alexander Moreno (Department of Psychology, Université de), Chair and Presenter

According to the World Health Organization, anxiety disorders represent the most prevalent mental health conditions globally, frequently manifesting during childhood or adolescence. Untreated anxiety can significantly impair social functioning and participation across multiple domains, including family, academic, and occupational settings. Psychological interventions have demonstrated efficacy in anxiety management, and virtual reality (VR) has recently emerged as a promising, safe, and cost-effective adjunctive modality that facilitates immersive, nonpharmacological treatment.

This symposium aims to present empirical evidence illustrating the clinical utility of VR-based interventions across diverse age groups. The initial presentation compares the efficacy of an experiential simulation and a biofeedback-enhanced relaxation protocol in seriously ill children and adolescents. Subsequently, findings from a clinical trial involving adults diagnosed with anxiety disorders reveal significant reductions in anxiety symptoms, decreased respiratory rates, and improved subjective relaxation following four VR sessions. Both studies use the Czech-developed VR application BreezeTerraVR.

A systematic review then synthesizes current research on VR applications in palliative care across pediatric, adult, and geriatric populations. The final three presentations focus on the co-development and implementation of a Canadian VR platform, “Come with me,” designed to alleviate anxiety among hospitalized patients receiving end-of-life care and their family caregivers in Quebec.

Collectively, these six presentations offer valuable cross-cultural and cross-generational perspectives, demonstrating how psychological theory and technological innovation converge to deliver brief, targeted VR interventions for anxiety. The findings underscore VR’s potential to enhance the accessibility, engagement, and efficacy of evidence-based anxiety treatments throughout the lifespan, representing a significant advancement in clinical psychological science.

Abstract 3355

BREEZETERRAVR: A VIRTUAL REALITY RELAXATION TOOL WITH RESPIRATORY BIOFEEDBACK FOR ANXIETY AND STRESS RELIEF IN ADULT POPULATION

Jablonská M.*, Zuzánková K., Langová T., Darmová B., Fajnerová I.

Center for Virtual Reality Research in Mental Health and Neuroscience, National Institute of Mental Health ~ Klezany ~ Czech Republic

Introduction:
Virtual Reality (VR) technologies provide immersive environments that may enhance conventional interventions used in the treatment of anxiety disorders. BreezeTerraVR is a relaxation-based VR application combining guided breathing with optional respiratory biofeedback aimed to reduce anxiety symptoms.

Purpose:
This study evaluated the effectiveness and tolerability of BreezeTerraVR in 25 patients with anxiety disorders.

Method:
A randomized crossover design was conducted with patients diagnosed with anxiety disorders. Each participant completed four sessions: two with integrated biofeedback and two without, in randomly assigned order. Primary outcomes included reductions in anxiety and respiratory rate, and increased subjective relaxation. Tolerability was monitored through cybersickness ratings and dropout rates.

Results:
BreezeTerraVR was well tolerated, with low levels of cybersickness and minimal dropout. Both conditions—sessions with and without biofeedback—were associated with significant reductions in anxiety and respiratory rate, alongside improved subjective relaxation. Although no statistically significant main effect of biofeedback was found, exploratory analyses suggested greater benefits when biofeedback was introduced after initial non-biofeedback sessions, possibly due to reduced cognitive load or increased task familiarity. Importantly, biofeedback significantly improved participants' ability to synchronize breathing with the guided rhythm, highlighting its value for promoting consistent breathing patterns.

Conclusions:
BreezeTerraVR demonstrates promise as a non-pharmacological intervention for individuals with anxiety disorders. Its ability to reduce anxiety and support relaxation, while enhancing breathing synchronization, suggests clinical applicability. Larger studies with extended follow-up are needed to confirm these preliminary findings and optimize intervention design.

Funding: The study was supported by the project DigiWELL CZ.02.01.01/00/22_008/0004583, co-financed by the European Union.

Abstract 3356

VIRTUAL REALITY IN PALLIATIVE CARE ACROSS THE LIFESPAN: A SYSTEMATIC REVIEW OF ITS APPLICATIONS IN LIFE-LIMITING CONDITIONS

Dubois M.*[1], Côté E.[2], Fajnerová I.[3], Zubková A.[4], Rigoulat C.[5], Pichon C.[6], Belhouari S.[7], Pelletier P.[1], Caamano C.[2], Moreno A.[1]

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Introduction:
Virtual reality (VR) has demonstrated usability, acceptability, and clinical benefits in various healthcare settings. In palliative care, it is increasingly employed to help manage physical and psychological symptoms.

Purpose:
To systematically review the scientific literature on the use of virtual reality in palliative care across the lifespan.

Method:
A systematic search was conducted across five databases from inception to June 2025 using keywords such as "Virtual Reality," "Palliative Care," and "End-of-Life." Titles and abstracts were independently screened using Covidence software, followed by independent full-text reviews. In the final phase, four reviewers conducted data extraction, assessed the level of VR immersion, study quality, and reported adverse effects.

Results:
Out of 1,395 records identified, 54 studies met the inclusion criteria. The overall quality of studies was rated as good, with most utilizing highly immersive VR experiences. The majority of studies included mixed populations of adults and older adults, while only a small number focused exclusively on children or the elderly. Adverse effects were reported in 9% of the studies. VR was applied across a range of contexts with positive outcomes, including clinical symptom management in end-of-life care and life-limiting conditions, oncological palliative care, palliative care training, caregiver support, and decision-making at the end of life.

Conclusion:
Virtual reality is a safe, user-friendly, and effective non-pharmacological intervention for managing physical and psychological symptoms in individuals receiving palliative care across the lifespan. It also serves as a valuable tool for caregiver support and education in palliative care settings.

Abstract 3377

TOWARD VIRTUAL REALITY ADAPTED TO PALLIATIVE AND END-OF-LIFE CARE: COLLABORATING WITH ALL STAKEHOLDERS TO CO-CREATE DIGITAL CONTENT

Pelletier P.*[2], Rigoulat C.[1], Dubois M.[2], Caamano C.[3], Turk C.[2], Moreno A.[2]

[1]École Universitaire de Recherche (EUR) Healthy, Université Côte d'Azur ~ Nice ~ France, [2]Department of Psychology, Université de Montréal ~ Montreal ~ Canada, [3]Centre de recherche de l'Institut universitaire de gériatrie de Montréal (CRIUGM) - Innovation, Technology, and Cognition (INTECOG) Laboratory ~ Montreal ~ Canada

Introduction:
Virtual reality (VR) has demonstrated efficacy in managing physical and psychological symptoms; however, its role in supporting family caregivers of individuals receiving palliative care remains underexplored. The VR experience Come with me™ was co-created by the Canadian start-up Nipper Media in collaboration with stakeholders specializing in palliative care. This codesign process resulted in an immersive experience tailored to the unique needs and context of palliative and end-of-life care.

Purpose:
To examine the impact of the Canadian VR application Come with me™ on anxiety levels among family caregivers of individuals receiving end-of-life care.

Method:
Outcome measures included the State-Trait Anxiety Inventory (STAI), the revised Edmonton Symptom Assessment System (ESAS-r), the System Usability Scale (SUS), and visual analogue scales assessing satisfaction and perceived safety.

Results:
Following a single VR session, participants reported a significant reduction in anxiety levels, with no symptoms of cybersickness. Usability ratings were excellent, and participants reported high levels of satisfaction and a strong sense of security during the experience.

Conclusion:
To our knowledge, this is the first study to demonstrate a significant reduction in anxiety among family caregivers of individuals in end-of-life care following a short, single-session exposure to VR content. Come with me™ appears to be a safe, user-friendly, and promising tool to support the psychological well-being of caregivers in palliative care settings.

Abstract 3379

REDUCING END-OF-LIFE ANXIETY USING A CANADIAN VIRTUAL REALITY TECHNOLOGY: USABILITY, SATISFACTION, AND PERCEIVED SAFETY IN HOSPITALIZED INDIVIDUALS RECEIVING PALLIATIVE CARE

Moreno A.*[1], Rigoulat C.[2], Dubois M.[1], Pichon C.[3], Pelletier P.[1], Turk C.[1], Caamano C.[4]

[1]University of Montreal, Department of Psychology ~ Montreal ~ Canada, [2]cole Universitaire de Recherche (EUR) Healthy, Université Côte d'Azur ~ Nice ~ France, [3]Faculté de Médecine, Université Côte d'Azur ~ Nice ~ France, [4]Centre de recherche de l'institut universitaire de gériatrie de Montréal, (CRIUGM) - Innovation, Technology, and Cognition (INTECOG) Laboratory ~ Montreal ~ Canada

Introduction:
Virtual reality has been used to reduce pain, diminish anxiety, and improve psychological wellbeing in palliative care. However, its use in end-of-life palliative care needs further investigation in hospital settings.

Purpose:
To explore the efficacy, usability, satisfaction, and perception of security of virtual reality content co-developed in Canada in hospitalized individuals receiving palliative care.

Method:
The virtual reality content "Come with me™" is a series of videos filmed with a 360-degree camera in 5.7K resolution by the Montreal-based company Nipper Media. Eight French-speaking hospitalized individuals receiving palliative care, with a mean age of 74.2 years (SD=13) and a mean hospital stay in palliative care of 3.8 days (SD=2.7) tested this application in an end-of-life unit in Montreal using Pico 3 goggles during a session lasting 8.7 minutes (SD=0.5) and 25 seconds (SD=1.8). They completed the 20-item State-Trait-Anxiety-Inventory (STAI-Y), the 10-item Edmonton Symptom Assessment System Revised (ESAS-r), the 10-item System Usability Scale (SUS), and 11-point visual analog scales to evaluate the user's perceived satisfaction and security with the technology.

Results:
The results of a Wilcoxon Signed Rank Test revealed a significant decrease in anxiety as measured by the STAI-Y after the VR experience, $z=-2.1$, $n=8$, $p<.05$, with a large effect size ($r=.74$). The median score on the STAI-Y decreased from before the VR experience (Md=39) to the post-VR experience with «Come with Me™» (Md=29). They also reported high levels of usability (M=79.1; SD=16.5) and satisfaction (M=7.6; SD=2.4), with low levels of risk of use (M=1.1; SD=2.1) indicating a high perception of safety.

Conclusions:
The virtual reality content "Come with me™" reduces end-of-life anxiety in hospitalized individuals in end-of-life palliative care with high levels of usability, satisfaction, and security. The preliminary results support the use of this technology in clinical practice in palliative and end-of-life care.

Abstract 3381

A PILOT STUDY ON VIRTUAL REALITY TO REDUCE ANXIETY IN FAMILY CAREGIVERS OF INDIVIDUALS RECEIVING PALLIATIVE AND END-OF-LIFE CARE

Rigoulat C.*[1], Dubois M.[2], Pelletier P.[2], Caamano C.[3], Turk C.[2], Moreno A.[2]

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Introduction:
Virtual reality (VR) has demonstrated efficacy in managing physical and psychological symptoms; however, its role in supporting family caregivers of individuals receiving palliative care remains underexplored. The VR experience Come with me™ was co-created by the Canadian start-up Nipper Media in collaboration with stakeholders specializing in palliative care. This codesign process resulted in an immersive experience tailored to the unique needs and context of palliative and end-of-life care.

Purpose:
To examine the impact of the Canadian VR content Come with me™ on anxiety levels among family caregivers of individuals receiving end-of-life care.

Method:
Outcome measures included the State-Trait Anxiety Inventory (STAI-Y), the revised Edmonton Symptom Assessment System (ESAS-r), the System Usability Scale (SUS), and visual analogue scales assessing satisfaction and perceived safety.

Results:
Following a single VR session, participants reported a significant reduction in anxiety levels, with no symptoms of cybersickness. Usability ratings were excellent, and participants reported high levels of satisfaction and a strong sense of security during the experience.

Conclusion:
To our knowledge, this is the first study to demonstrate a significant reduction in anxiety among family caregivers of individuals in end-of-life care following a short, single-session exposure to VR content. Come with me™ appears to be a safe, user-friendly, and promising tool to support the psychological well-being of caregivers in palliative care settings.

08 - Division 8: Health Psychology

Chronic Disease and Well-Being 1

Wednesday 22 July 2026 from 18:00 to 19:00

(E- Spadolini)

Division 8: Health Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1206

HEALTH COMMUNICATION AND CHRONIC DISEASE: NEUROPHYSIOLOGICAL EVIDENCE ON EFFECTIVE DOCTOR–PATIENT INTERACTION

Fici A.[1], Casiraghi C.[1], Bilucaglia M.[1], Rossi C.*[1], Bellati M.[2], Zito M.[1], Russo V.[1]

[1]Department of Business, Law, Economics and Consumer Behaviour "Carlo A. Ricciardi", Università IULM, Milan, Italy ~ Milano ~ Italy, [2]Behavior and BrainLab - Università IULM ~ Milano ~ Italy

Introduction. The doctor–patient relationship is one of the key elements for maintaining adherence to therapeutic pathways in chronic diseases. Several factors within the physician's working context may negatively affect communication, thereby reducing the perceived quality of the relationship, with serious consequences for the patient's emotional sphere and sense of support.
Purpose. This study aimed to identify strategies to improve doctor–patient communication by analyzing its impact on the relationship, through a combined neuroscientific and self-report approach.
Method. A preliminary questionnaire study (n = 132) identified strengths and weaknesses of communication, focusing on responsiveness, perceived competence, involvement, trust, empathy, and relational depth, based on validated scales adapted to the Italian context. Building on these findings, eight videos of doctor–patient interactions across different therapeutic stages (n = 4) were created, employing two communication styles: consistent (n = 4) or inconsistent (n = 4) with patients' preferences. Emotional and cognitive responses of 20 participants - patients (n = 10) and non-patients (n = 10) - were measured while viewing the videos through skin conductance, heart rate, and emotional valence via EEG.
Results. Neurophysiological analyses revealed that the communication style preferred by patients in the initial questionnaire phase was indeed more effective in eliciting positive emotions and greater involvement, leading to a general improvement in the perceived quality of the doctor–patient relationship. This effect was consistent across both subgroups.
Conclusions. The findings highlight how communication styles consistent with patients' preferences can strengthen relational quality and foster more positive emotional responses, offering practical strategies to enhance healthcare interactions. Future research could extend this approach to other chronic conditions, broader patient populations, and different healthcare contexts, thereby contributing to the development of communication practices that support more effective, empathetic, and sustainable health systems.

Abstract 4211

EFFECT OF A FUTURE-ORIENTED THINKING-BASED NUDGE INTERVENTION ON COLONOSCOPY ADHERENCE IN POPULATIONS WITH HIGH RISK OF BEING DIAGNOSED WITH COLORECTAL CANCER: A CLUSTER RANDOMIZED CLINICAL TRIAL

Zhang N.*

School of Public Health, Zhejiang University School of Medicine ~ Hangzhou Zhejiang ~ China

Background: To maximize the benefits of colorectal cancer screening, it is essential to ensure that high-risk populations with positive initial screening results promptly complete diagnostic follow-up colonoscopy. This study tested the effect of a nudge intervention based on future-oriented thinking on improving adherence to colonoscopy among high-risk populations.
Methods: A pragmatic, cluster-randomized clinical trial was conducted across six community health centers in China, enrolling patients who had positive results from initial colorectal cancer screenings between January 1, 2024, and September 20, 2024. The community health centers were randomly assigned to either a nudge intervention group based on future-oriented thinking or a usual care group. The primary outcome was the adherence rate for colonoscopy within the year of 2024.
Results: A total of 1639 individuals with high risk of being diagnosed with colorectal cancer, 1180 (72.0%; mean [SD] age, 63.4 [6.7] years) in the intervention group and 459 (28.0%; mean [SD] age, 63.3 [7.1] years) in the control group, belonging to three community health centers in the intervention group and three in the control group, were included in the study. The proportion who completed recommended follow-up colonoscopy was 41.6% in the intervention group (n = 491) and 34.9% in the control group (n = 160) ($P < 0.05$). Participants in the nudge intervention were more likely to attend colonoscopy compared to usual care (OR, 1.33 [95% CI, 1.04-1.70]).
Conclusion: The study find that the nudge intervention based on future-oriented thinking improved adherence to colonoscopy among high-risk populations. Further research is needed with larger and more balanced samples.

Division 8: Health Psychology

Abstract 4777

THERAPEUTIC PHOTOGRAPHY, PHOTOVOICE AND EXPRESSIVE WRITING IN CARDIOVASCULAR RARE DISEASES: A PILOT STUDY FOR PSYCHOLOGICAL WELL-BEING IN MARFAN SYNDROME

Alessia S.*, Udugampolage N., Caruso R., Pini A., Saita E., Vagnini D., Callus E.

IRCCS Policlinico San Donato ~ Milan ~ Italy

Background: Therapeutic photography (TP), Photovoice (PV) and expressive writing (EW) are creative practices that leverage visual imagery and narrative disclosure, supporting the expression of emotions through low-cost and scalable interventions. These psychologists-guided approaches assist patients' expressive processing of psychological distress, stigma, and disease identity in chronic conditions. Marfan syndrome (MFS), an autosomal-dominant connective tissue disorder with cardiovascular, ocular, and skeletal manifestations, profoundly impacts health-related quality of life (HRQoL).
Purpose: This pilot study evaluates the feasibility of implementing TP, PV and EW in the clinical pathway of MSF patients and their impact on psychological well-being, emphasizing patients' experiences of disease expressivity in multidisciplinary care.
Methods: In a mixed-methods sequential exploratory design, 10 MFS patients (>13 years) from a rare diseases reference center in Milan participated in 11 monthly 120-minute theoretical and practical sessions (in-person/online), facilitated by a psychologist and a nurse, exploring photography-based activities and expressive writing techniques. Psychological well-being was assessed pre/post via Psychological General Well-Being Index questionnaire (PGWBI), while semi-structured interviews and User Experience Questionnaire (EUQ) detected changes in the expression of illness-related emotions and thoughts.
Results: Patients reported transformative experiences: novices discovered TP, PV, EW as novel tools to visually/narratively express disease embodiment, emotions, and identity, overcoming reluctance via guided reflection. Thematic analysis revealed enhanced emotional granularity, sharing of "invisible" burdens, and reframed self-perception. PGWBI improved significantly across domains ($p=0.034$, Cohen's $d=1.08$, large effect; Mann-Whitney U); EUQ indicated high efficiency (mean=-1.25 on satisfaction scale; others neutral).
Conclusion: TP, PV and EW empower MFS patients to articulate and process unique disease experiences, fostering self-care, empowerment and coping. Larger trials in rare diseases are warranted to validate this patient-centered approach for improving HRQoL.

Division 6: Clinical and Community Psychology Division 16: Counseling Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2129

RISK FACTORS UNDERLYING DISTINCT SYMPTOM TRAJECTORIES OF PROLONGED GRIEF, DEPRESSION, AND POST-TRAUMATIC STRESS

Yeniada--Kirseven M.*

Hacettepe University ~ Ankara ~ Turkey

The grieving process is typically expected to resolve within six months after bereavement, allowing the bereaved individual to regain functional adaptation. However, some people experience prolonged psychological difficulties, including Prolonged Grief Disorder (PGD), Depression, and Post-Traumatic Stress Disorder (PTSD), which may co-occur following loss. The present study aimed to identify distinct symptom trajectories across these conditions and to examine risk factors predicting class membership.

Participants were 1,060 bereaved adults aged 18 and above who had lost a loved one. Symptom clusters were identified through Latent Class Analysis (LCA), while risk factors for class membership were examined using Multinomial Logistic Regression. Predictor variables included socio-demographic characteristics, loss-related factors, relational processes, and meaning-related measures.

Results revealed a four-class solution: a resilient group, a high-symptom comorbid group, a PGD-dominant group, and a depression-dominant group. Systematic predictors of resilience included being male, higher perceived social support, fewer unfulfilled wishes and unresolved conflicts (unfinished business), and lower attachment anxiety. In contrast, high-symptom membership was predicted by elevated unfinished business and impaired meaning reconstruction. Prolonged grief was specifically associated with attachment anxiety, while depression was predicted solely by inadequate meaning reconstruction. Additional predictors such as time since loss, kinship (spousal or child loss), age of the deceased, and longer caregiving duration were also linked to adverse trajectories.

These findings highlight the multifaceted nature of bereavement risk, emphasizing the critical role of relational vulnerabilities (attachment anxiety, unfinished business, continuing bonds), contextual stressors (unexpected or close kin losses, caregiving strain), and protective factors (social support, meaning-making). Recognizing these predictors provides a framework for developing targeted, dimensional interventions that address the unique needs of bereaved individuals and mitigate the risk of persistent psychopathology.

08 - Division 8: Health Psychology

PROMOTING POSITIVE MENTAL HEALTH AMONG EUROPEAN EMERGING ADULTS: THE ROLE OF PSYCHOLOGICAL RESOURCES AND SOCIAL CONNECTIONS

Thursday 23 July 2026 from 08:00 to 09:30

(S-Monumentale)

Antonella Delle Fave (Università degli Studi di Milano ~ Milan), Chair and Presenter
Veronica Velasco, Discussant

Emerging adulthood was identified as a distinct period in life, characterized by specific challenges, opportunities and developmental requirements. It presently comprises youth born between the end of the previous century and the beginning of the present one, labelled as Generation Z. The distinctive developmental feature of this generation of emerging adults is their regular access and fruition of internet-based information and social media through smartphones from pre-adolescence. This unprecedented early exposure to the virtual world, together with the social isolation imposed by the Covid-19 pandemic, have been associated with the steady increase in malaise and affective disorders detected among emerging adults across countries. In order to identify strategies to contrast this worrying scenario, this symposium is aimed to explore well-being and daily experience among emerging adults from three European countries, through different methodologies and research instruments. Specifically, Monica Molino presents a study conducted among citizens from Turin (Italy), detecting lower well-being levels in emerging adults, compared to older age groups, and highlighting the need to support youth's social inclusion and civic engagement. Lukasz Kaczmarek discusses results from two experiments and one longitudinal study conducted among Polish youth, showing that video-game practice may foster positive emotions when it is actively shared with others. Gaja Zager Kocjan, through real-time data collected in Slovenia, provides evidence of creativity as a psychological resource contributing to emerging adults' experience of well-being during daily activities, such as learning and academic tasks,routine chores and passive leisure. Antonella Delle Fave summarizes results of a study conducted among college students from 8 Italian universities, focusing on the interplay between positive and negative dimensions of mental health, and highlighting their connection with participants' lifestyle and socioeconomic conditions. The unifying and original conceptual framework underlying the four presentations is the view of mental health as a set of positive emotionalandpsychosocialdimensions,ratherthanthemereabsenceofmentalillness.Thesharedgoalistoidentifypersonalandcontextualresourcesthat couldinforminterventionsaddressingthespecificneedsandchallengesofemergingadults,aswellaspromotingtheirpositivedevelopmentandwell-being.

Abstract 4130

CIVIC HAPPINESS AND MENTAL WELL-BEING IN EMERGING ADULTS: EVIDENCE FROM A POPULATION-BASED STUDY IN TURIN, ITALY

Molino M.*[1], Mercuri A.[2], Sacchi A.[1]

[1]Department of Psychology, University of Turin, Italy ~ Turin ~ Italy, [2]Associazione Nessuno, Turin, Italy ~ Turin ~ Italy

Emerging adulthood is a critical developmental stage, marked by transitions, identity exploration, and psychosocial vulnerability. The experience of citizenship, through belonging, participation, and access to urban resources, can significantly influence how emerging adults navigate the challenges and opportunities of this life phase. In this study, we investigated civic happiness, defined as psychological well-being and satisfaction with various life domains in relation to one's community, using a representative sample of citizens (aged 18+) from the city of Turin. The main aim was to map levels of happiness and mental well-being, along with their key antecedents, across different age groups. A total of 2,402 individuals completed a self-report questionnaire. The age distribution was as follows: 18–29 years (18.7%), 30–49 years (32.8%), 50–64 years (26.0%), and over 64 years (22.5%). Additionally, 53% of participants were female. Analyses were conducted using SPSS 28. Findings revealed that emerging adults reported significantly lower levels of mental well-being (measured through the Mental Health Continuum – Short Form) and happiness compared to older age groups. Regression analyses (adjusted $R^2 = .29$) identified three key predictors of mental health within emerging adults' group: (1) satisfaction with social relationships within one's neighborhood, (2) satisfaction with one's family situation, and (3) feeling accepted and able to participate in and contribute to the functioning of the community. Despite some study's limitations, these results highlight the importance of community-based and relational factors in shaping the psychological well-being of emerging adults in urban environments. They also underscore the need for targeted local policies and interventions that foster social inclusion, educational support, and meaningful opportunities for civic participation. Addressing these specific needs may play a crucial role in preventing psychological distress and enhancing mental health outcomes among young urban citizens.

Abstract 4132

THE ROLE OF EVERYDAY CREATIVITY IN EMERGING ADULTS' MOMENTARY WELL-BEING: INTERACTIVE EFFECTS ACROSS DAILY ACTIVITIES

Zager Kocian G.*, Socan G., Avsec A.

University of Ljubljana, Faculty of Arts ~ Ljubljana ~ Slovenia

Promoting well-being in everyday life requires understanding the situational and personal factors that shape emotional experience in the moment. Everyday creativity (mini-c) has been linked to well-being, yet its role in influencing momentary emotional states across daily situations remains underexplored. This study examines how everyday creativity relates to valence and activation in daily life, and how these associations differ across activities. A sample of 143 emerging adults participated in a 7-day experience sampling study, providing 4,183 momentary reports. Five times daily, participants rated their current valence, activation, perceived creativity, and categorized their ongoing activity. Multilevel models showed that everyday creativity was positively associated with both valence and activation. Activities also shaped well-being: valence was lower during cognitively demanding contexts, such as attending lectures and studying, and during passive or routine activities like idling and running errands, compared to socializing. For activation, the lowest scores were reported during lectures, studying, and idling, while physical activity was the only activity linked to higher activation levels. Crucially, interaction effects revealed that the relationship between creativity and well-being varied across activities. For valence, creativity buffered the negative effects of activities typically associated with lower well-being—lectures, studying, idling, and errands. Notably, creativity also enhanced positive valence during physical activity, possibly because it provides a mentally less constrained environment, allowing creative thought to emerge. Similarly, for activation, the positive effect of creativity was strongest in less stimulating contexts, such as academic settings and idling, but also in routine situations involving personal hygiene and meals. These findings highlight that creativity amplifies momentary well-being most strongly in contexts characterized by lower emotional engagement - such as studying, idling, or routine tasks - by offsetting the emotional costs of cognitively demanding and passive activities. Creativity thus emerges as a psychological resource for managing less intrinsically rewarding daily experiences.

Abstract 4133

THE INTERPLAY BETWEEN POSITIVE MENTAL HEALTH AND DISTRESS AMONG ITALIAN UNIVERSITY STUDENTS: THE ROLE OF LIFESTYLE AND SOCIO-ECONOMIC FEATURES

Delle Fave A.*[1], Velasco V.[2], Bassano N.[3], Brugnera A.[4], Cena L.[5], Daccò S.[6], Profeta P.[7], Trotti E.[8]

[1]Università degli Studi di Milano; ~ Milan ~ Italy, [2]Università di Milano-Bicocca ~ Milan ~ Italy, [3]3Politecnico delle Arti di Bergamo; ~ Bergamo ~ Italy, [4]Università degli Studi di Bergamo ~ Bergamo ~ Italy, [5]Università degli Studi di Brescia; ~ Brescia ~ Italy, [6]Humanitas University ~ Milan ~ Italy, [7]Università Bocconi ~ Milan ~ Italy, [8]Università dell'Insubria ~ Varese ~ Italy

During the last two decades a worrying increase of psychological vulnerability, affective disorders, and difficulties in social relationships has been detected in adolescents and youth; this negative trend was more evident in post-industrial countries, leading policymakers and educators to invest resources to address this societal issue. In this context, the Italian Ministry of University and Research is currently supporting the development of research and intervention programs targeting university students, by encouraging the collaboration among universities, to investigate the phenomenon and identify effective solutions. The present study, conducted in 8 major universities in Lombardy, Northern Italy, involved over 7.000 participants. Data were collected through different research tools, including among others the Mental Health Continuum – Short Form, to investigate positive mental health and well-being, and the General Health Questionnaire, investigating distress. Information was also gathered on participants' socio-economic conditions, health and lifestyle. The opportunity to collect data through the same instruments in a large sample of students differing by academic degree, family and social background, daily time budget and lifestyle may provide important information on the interplay between the positive and negative dimensions of mental health, and their relationship with environmental and social characteristics. Results may help design and implement well-being promotion programs more accurately tailored to the needs and resources of specific groups of students, with the aim of building a welcoming university context based on equality and inclusion, and offering youth the opportunity to identify their own constructive pathway towards professional and personal goal achievement.

08 - Division 8: Health Psychology

Health Communication & Persuasion

Thursday 23 July 2026 from 08:00 to 09:30

(G-Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 258

EATING DISORDERS: WHAT CONSIDERATIONS SHOULD BE MADE TO IMPROVE PATIENTS SUPPORT CARE AND MANAGEMENT?

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Introduction: COVID-19 pandemic has significantly impacted the incidence and severity of Eating Disorders (EDs), a growing pathology marked by a decreasing age of onset. In Italy, there is currently a lack of knowledge concerning the useful principles to develop a standardised protocol for establishing a priority setting system in ED care. Increase in requests for treatment together with the scarcity of economic and human resources available highlights the urgency of this issue.
Purpose: Since everyone has a personal opinion of the most important features to consider in order to define the “priority patients”, the study aims to evaluate the subjective perceived importance of various factors among caregivers, clinicians, and (former)patients- individuals with direct experience of the disorder.
Method: A total of 357 subjects (caregivers 17%, clinicians 32%, [former]patients 51%), filled out the questionnaire included in the article "A Delphi study to explore clinician and lived experience perspectives on setting priorities in eating disorder services". Respondents rated the importance of nine dimensions (e.g. diagnostic factors, duration of EDs, social context) on a Likert scale. Qualitative and quantitative analyses were conducted to highlight priority conditions and differences between groups.
Results: Qualitative analyses show that the privileged issues among the whole sample are mental and physical health; whereas the chronological order of request appears to be the least significant. The following aspects are considered more relevant by clinicians and caregivers than patients: early onset ($F(2, 162) = 16.5$, $p<0.001$), physical severity ($F(2, 151) = 13.9$, $p<0.001$), quantity and frequency of compensatory behaviors ($F(2, 166) = 5.90$, $p<0.010$). Patients significantly underestimate the “body weight” factor importance ($F(2, 354) = 4.34$, $p<0.05$).
Conclusion: Results indicate the need to create a biopsychosocial assessment tool, including psycho-physical risk indicators, to establish the priority to access care, finding a compromise between the above-mentioned categories.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2080

EXPLORING PATIENT ENGAGEMENT WITH MEDICINE INFORMATION: FROM LEAFLETS TO DIGITAL TOOLS

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Electronic package leaflets (ePLs) are a key channel for communicating medicine information, yet limited health literacy often constrains their effectiveness, resulting in difficulties retrieving, comprehending, and applying content. Such barriers increase confusion among users and reliance on non-validated sources, undermining safe medicine use and reducing treatment adherence. Despite this, few digital solutions have been empirically tested to overcome latter barriers. Gravitate Health (GH), a European health application, addresses this gap through the G-Lens, a digital interface that highlights ePLs based on users' medical information, to support personalized choices, sustained adherence, and patient engagement.

Purpose This study investigated (1) how Italian patients with chronic conditions and over the counter (OTC) medicine consumers engage with ePLs, and (2) how they evaluate and accept the G-Lens concept.

Method A quantitative survey (206 patients, 305 OTC consumers) explored sociodemographic, some dimensions of health literacy: HLQ (Osborne et al., 2013), eHLQ (Kayser et al., 2018), and patterns of ePL use. Within the survey, a narrative-based video demonstrator introduced two personas navigating the G-Lens, enabling participants to appraise the tool in realistic scenarios.

Results Most respondents reported consulting ePLs (Patients 85.4%, OTC 90.5%), yet substantial proportions experienced difficulties in retrieving (Patients 42%, OTC 49.6%) and comprehending (Patients 39.8%, OTC 42%) information. These findings reveal literacy-sensitive barriers to effective engagement. By contrast, the G-Lens concept was positively received: over half intended to use it when starting new medication (Patients 54.4%, OTC 45.6%), and more than 65% (Patients 65.5%, OTC 65.9%) would recommend it to others, reflecting perceived value and trust.

Conclusions While ePLs remain essential, they are insufficient to meet psychological and practical user needs. Human-centered, literacy-aware solutions such as the G-Lens hold promise for academia, clinical practice, and society by reframing medicine information as an empowering resource that strengthens comprehension, autonomy, and quality of life.

Division 8: Health Psychology Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 89

POSITIONS ON FUTURE HEALTH CRISIS MANAGEMENT AND INTENTIONS TO FOLLOW GOVERNMENTAL RECOMMENDATIONS: A CLUSTER STUDY AMONG BRUSSELS RESIDENTS

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Introduction: In an age of poly-crisis, pandemics and other crises are expected to be more frequent, deadly, and costly. To improve the preparedness of governments and citizens to deal with future crises, it is important to identify challenges in crisis management. This study aimed to determine profiles of how people relate to challenges in crisis management and the characteristics associated with these profiles.
Method: A quantitative survey was conducted in a sample of the Brussels adult population (n=429). Multiple correspondence analysis and hierarchical classification were performed to identify clusters of people based on crisis management.
Results: Three clusters were identified related to reactions to a future health crisis. A first cluster grouped people who showed a high level of confidence in politicians and scientists who had decision-making power. They followed the advice of politicians and scientists who had to find a consensus. Citizens must be prepared by means of disaster plans and health education. According to them, the level for managing the crisis had to be national or European. A second cluster included people who were undecided or nuanced. They preferred not to express an opinion on how to deal with a crisis and on how to prepare citizens. A third cluster grouped citizens who opposed to following the protective measures imposed by the government, distrusting the authorities, media and scientists, and valuing individual freedom. The main actors in crisis management were citizens themselves, who must be prepared and be part of the decision-making process. For them, the appropriate level for crisis management was the local level.
Conclusions: To address future crises, it is important to diversify and tailor the response to the crisis to groups within society. A monitoring tool to consider these differences should be introduced and supported.

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 768

DO TAILORED INFOGRAPHICS INCREASE FLU SHOT INTENTIONS AMONG HESITANT INDIVIDUALS?

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Objectives: To reduce vaccination hesitancy, it is important to know what type of interventions are effective. Interventions to lower vaccine hesitancy often have positive effects among people who hold a favorable attitude towards vaccination and more mixed effects among people who are hesitant about vaccination. One possible explanation is that typical interventions are generic and not tailored to the specific reason why a person is hesitant towards vaccination. The attitude-roots model proposes that interventions are more successful when tailored to the specific underlying cause or reason for a person's opposition. In this study, we tested this proposition by assessing whether a tailored information intervention is effective in increasing flu shot intentions. Methods: Participants (N = 1,021) rated 66 vaccination statements, reported their flu shot intentions at two time points, and were presented with either a tailored infographic, a generic infographic, or no infographic. Results: Flu shot intentions increased significantly after participants were presented with a tailored infographic, but this increase was not significantly greater than the increase observed among participants who were presented with the generic infographic or no infographic. Explorative analysis showed that tailoring might be more effective for some motivations (e.g., unwarranted beliefs) and not effective for others (e.g., religion). Conclusions: Overall, our findings showed mixed support for the effectiveness of a tailored infographics to increase flu shot intentions. This suggests that more research is needed to determine if and how tailored information interventions are a viable strategy to reduce vaccination hesitancy.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1930

PRESENT EVIDENCE IN THE MORNING, TELL STORIES IN THE EVENING: NARRATIVE AND NON-NARRATIVE MESSAGES EFFECTS DIFFER FROM THE EGO-DEPLETION PERSPECTIVE

Zheng H.*

Wuhan University ~ Wuhan ~ China

Introduction: In recent years, influenza has become a major problem threatening the health and economy of people worldwide, making vaccination promotion an important issue. Message format has played an important role in promoting vaccination willingness. While prior studies have explored the effectiveness, extensively exploring conditions for applicability and moderating factors based on external aspects, they have given limited attention to the audience's internal state during message processing. Ego depletion, a common internal state, is known to influence message processing and communication effectiveness.

Purpose: The present study aimed to investigate the interaction between ego-depletion and message format in vaccination willingness, as well as its underlying mechanisms. In addition, natural time as a proxy for ego-depletion seeks to enhance the external validity.

Method: Two web-based experiments using 2 (ego-depletion: high vs. low) × 2 (message format: narrative vs. non-narrative) factorial designs were conducted (N=473), which manipulated ego depletion through both a lab-based Stroop task and a natural time-of-day proxy.

Results: Study 1 experimentally manipulated ego depletion level (high vs. low). Results showed that under high depletion, the narrative message significantly enhanced vaccination willingness compared to the non-narrative messages, whereas this advantage was absent under low depletion. Study 2 examined ego depletion in a naturalistic setting. Results showed that in the evening (when depletion is typically higher), the narrative message significantly enhanced vaccination willingness compared to the non-narrative messages, whereas this advantage was absent in the evening (when depletion is typically higher). Message processing fluency mediated interaction effect: the mediating role of fluency was significant under high ego depletion but not under low ego depletion.

Conclusions: This research demonstrates the role of dynamic cognitive states in narrative and non-narrative persuasion. Furthermore, it offers a practical strategy for message timing, suggesting that narrative messages may be prioritized for communication in the evening.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1667

HOW TO MITIGATE THE PSYCHOLOGICAL REACTANCE OF THE EXTENDED PARALLEL PROCESS MODEL: THE INTERACTION BETWEEN DEATH REFLECTION AND MESSAGE ORIENTATION

Zheng H.*

Wuhan university ~ Wuhan ~ China

Introduction: Smoking cessation is critical in reducing global mortality caused by tobacco use. Fear appeal messages based on the Extended Parallel Process Model (EPPM) have played an important role in promoting smoking cessation, but their effectiveness is limited by psychological reactance and a ceiling effect from relying on internal message optimization.

Purpose: The present study aimed to investigate how death reflection enhances the effectiveness of fear appeal messages by mitigating psychological reactance, and its interaction with self-oriented vs. other-oriented message framing.

Method: A web-based experiment using a 2 (death reflection: absent vs. present) × 2 (message orientation: self-oriented vs. other-oriented) factorial design was conducted (N=300).

Results: First, death reflection significantly increased smoking cessation intentions through a serial mediation of enhanced posttraumatic growth and reduced psychological reactance, compared to fear appeal messages without death reflection component. Second, death reflection interacted with message framing, specifically, in the death reflection group, the intention was significantly higher in other-oriented condition than self-oriented condition. In the control group, the intention for both self-oriented and other-oriented conditions did not have significant differences, and psychological reactance mediated the interaction effect. Third, other-oriented messages were more effective than self-oriented messages.

Conclusions: These findings explore new pathways of research to contribute to EPPM by integrating external psychological mechanisms and providing practical strategies for optimizing anti-smoking messages.

08 - Division 8: Health Psychology

Poster Session 6 - Division 8

Thursday 23 July 2026 from 08:15 to 09:45

(X- Poster 3)

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1693

INFORMATION AND GUIDANCE FOR PARENTS THROUGH A MOBILE APPLICATION ON THE DEVELOPMENT AND CARE OF PREMATURE BABIES

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Mackenzie Presbyterian University ~ São Paulo ~ Brazil

Introduction: Prematurity is a global health problem, with high rates of infant morbidity and mortality. Parents take on numerous responsibilities with the birth of a premature child, requiring specialized care and supportive therapies to stimulate development. The risks associated with premature birth bring emotional challenges and insecurities about how to stimulate the child. Developing strategies based on accessible educational technologies to support families can minimize stressful situations.
Objective: To develop and evaluate the usability of an educational mobile application aimed at parents of premature babies, aiming to provide information and guidance on developmental and health care.
Method: The study, conducted in São Paulo, Brazil and approved by the Ethics Committee, consisted of three phases: a) interviewing 24 parents to identify the type of information needed to assist with baby care and their expectations regarding the content provided; b) application development, usability assessment using the Systems Usability Scale (SUS), and content validity; c) use of the app by a group of 20 people, including professionals and parents.
Results: The satisfaction survey revealed that 90% of parents responded that the app helped them stimulate their children, reassuring them, and clarifying their doubts. When asked about the language, ease of navigation, clarity, and usefulness of the information, 100% of evaluators responded satisfactorily. Usability and the content validity index (CVI) received excellent ratings from specialists (SUS = 85.4 and CVI = 0.9) and parents (SUS = 82.5).
Conclusions: The use of technology in healthcare represents a significant advance, especially in mobile technologies. The developed app proved to be an effective educational tool, capable of guiding parents on their children's development and health, facilitating safe home care and addressing the challenges of prematurity.

Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1844

CONDITIONS FOR CHANGE: A SYSTEMATIC REVIEW ON WHAT SUPPORTS OR HINDERS SCHOOL CHANGE

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Introduction
School change is a complex, multi-level process involving intentional and sustained transformations within educational institutions. Literature emphasizes that effective transformation requires not only structural reforms but also deep shifts in cultural, relational, and organizational practices. However, many studies focus on isolated factors, limiting our understanding of broader dynamics. For example, while research often explores the impact of transformative leadership, it tends to overlook how this interacts with other critical dimensions—such as teacher professional development and school organizational culture. This fragmented approach hinders a comprehensive understanding of what enables or obstructs effective school change. A more integrated framework is needed to capture the complexity and interdependence of the elements involved.

Purpose
This study presents a systematic literature review aimed at identifying and analyzing key personal, interpersonal and organizational factors that facilitate or hinder school change processes. It offers a critical and up-to-date overview relevant to both academic research and educational practice.

Method
A systematic review will be conducted on peer-reviewed literature published between 2000 and 2024, using international databases (Scopus, ERIC, Web of Science). Inclusion criteria focused on empirical and theoretical studies explicitly addressing the concept of School Change, in middle and high school settings. Thematic analysis will be used to categorize factors as either facilitating or hindering.

Results
Previous research suggests that facilitating factors include distributed leadership, shared vision, ongoing professional development, and supportive policies. Barriers often involve staff resistance, lack of resources, fragmented initiatives, and misalignment between school-level and policies. The present review adopts a multi-level lens to explore how these factors interact across educational layers, aiming to deepen understanding of school transformation dynamics.

Conclusions
Effective school change requires a systemic, participatory approach that integrates both structural and cultural dimensions. Understanding the factors that influence change processes can support more intentional and sustainable interventions within educational institutions.

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1792

FNIRS ASSESSMENT OF BRAIN ACTIVITY DURING VOLUNTARY ATTENTION TASK IN YOUNG ADULTS WITH ADHD

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Introduction: Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental condition that affects functioning across the lifespan. Functional Near-Infrared Spectroscopy (fNIRS) as non-invasive brain imaging technique that uses light to measure brain activity can be used to investigate neural mechanisms in ADHD. Voluntary attention is frequently impaired in ADHD, making it important to assess bilateral activity in frontoparietal networks to identify potential discrepancies. Purpose: Investigate differences in oxygenated hemoglobin (HbO) concentration, measured with fNIRS, in the left and right frontal and parietal cortices during a voluntary attention task, comparing groups with and without clinical signs of ADHD. Method: Forty-eight right-handed Brazilian young adults (Mean Age = 22.7, SD = 6.77) participated in the study. ADHD symptoms were assessed using the Adult ADHD Self-Report Scale (ASRS-18), that classified participants into Control (n = 18) and Clinical (n = 30) groups using a 21-point cutoff. Participants completed a cue-target paradigm with centrally presented predictive cues under valid and invalid conditions in a block-design. Brain activation was recorded from 26 channels covering bilateral frontal and parietal cortices. Group comparisons were made using the Mann-Whitney test. Results: The Clinical group showed significantly lower HbO activity (Mean = -0.01167) in the right prefrontal cortex (U = 165, p = 0.025, r = -0.39) compared to the Control group (Mean = 0.04045), suggesting reduced recruitment of this region, particularly in the right hemisphere, during voluntary attention. No significant differences were observed in the other monitored regions. Conclusions: The observed pattern of right prefrontal hypoactivity supports previous findings that link ADHD to deficits in inhibitory control, voluntary attention, and executive functions. These results suggest that right frontal activity could serve as a potential neural marker for ADHD, highlighting the value of fNIRS as a reliable tool for investigating and monitoring neurofunctional differences associated with clinical symptoms.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1869

PERCEPTIONS OF HIV/AIDS STIGMA AMONG FUTURE PSYCHOLOGISTS IN PUERTO RICO

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Carlos Albizu University ~ San Juan ~ Puerto Rico

This study aims to measure HIV/AIDS-related stigma and community PrEP-related stigma among graduate psychology students in Puerto Rico. Stigma toward persons living with HIV/AIDS (PLWHA) continues to be a significant barrier to health, well-being, and equitable treatment, particularly in contexts such as Puerto Rico, where prevalence remains among the highest in the Caribbean. As future mental health professionals, psychology students' perceptions may directly influence the quality of care provided to PLWHA.

A non-experimental, cross-sectional design will be employed with a convenience sample of approximately 100 participants recruited through snowball sampling. Data will be collected using three instruments: a sociodemographic questionnaire, the Puerto Rico–developed HIV/AIDS Stigma Scale, and the Community PrEP-Related Stigma Scale, which has been translated into Spanish using the Brislin method to ensure semantic and conceptual equivalence.

If this abstract is accepted, at the time of the conference, descriptive statistics will be provided summarizing sample characteristics and item responses. Reliability analyses will be conducted, followed by bivariate correlations between HIV/AIDS stigma and PrEP stigma. Multivariate regression models will examine whether demographic variables such as gender, sexual orientation, academic level, and prior HIV/AIDS-related training significantly predict stigma levels, while controlling for age and religious affiliation. It is expected that students will report above-neutral levels of stigma, with significant associations between the two scales and predictive contributions of key demographics. Findings will be discussed in terms of their implications for studies of stigma impact and intervention.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1673

VALUING WOMEN'S PERSPECTIVES IN WOMEN'S HEART VALVE DISEASE CARE: A GLOBAL CONSENSUS APPROACH

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Introduction
Women with Heart Valve Disease (HVD) remain under-recognised, under-diagnosed, and under-treated worldwide. Clinical guidelines and care pathways have historically reflected male-centric data, overlooking the biological, reproductive, and social factors influencing women's health.
Purpose
The aim was to build a global consensus by integrating patients voices with multidisciplinary expertise to identify gaps and solutions for improving the healthcare pathway for women with HVD.
Methods
A mixed qualitative approach was applied, combining semi-structured interviews with patients, patient organisations, healthcare professionals and researchers. Insights were further refined during an in-person international roundtable. The recruitment was done by Global Heart Hub and involved 22 experts from 13 countries. Discussions focused on challenges and opportunities to advance awareness, detection, diagnosis, treatment, and follow-up for women with HVD and the findings were synthesised into a consensus report.
Results
Among all participants, 40.9% (n=9) were patients or patient representatives. By integrating their perspective, stakeholders were able to discuss the gaps and develop six targeted actions to promote education, empowerment and engagement across the HVD care pathway in women. A roadmap was grounded in women's lived challenges, and the recommendations were designed to be adaptable to diverse cultural and socioeconomic contexts, ensuring global impact. To facilitate implemention, the key stakeholders for each action were identified, and the recommendations were organized whithin a multilevel framework (micro, meso and macro), aligned with healthcare system design.
Conclusions
This consensus report highlights the importance of women's education, empowerment and engagement, calling for collaborative action to advance person-centred care, reduce inequities, and ensure women with HVD are recognised, represented, and supported throughout their care journey.

08 - Division 8: Health Psychology

Occupational / Work & Organizational Health 2

Thursday 23 July 2026 from 09:00 to 10:30

(E- Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1913

THE WEIGHT OF CARE: A PHENOMENOLOGICAL EXPLORATION OF EMOTIONAL LABOR IN PHILIPPINE HIV ADVOCACY

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The Philippines faces the fastest-growing HIV epidemic in the Asia-Pacific region. As of early 2025, over 139,000 Filipinos have been diagnosed with HIV, with about 57 new cases reported daily. Young people aged 15 to 24 remain disproportionately affected. While public health efforts have focused on prevention and treatment, little is known about the lived experiences of those providing HIV care on the ground. This study explores the emotional labor and advocacy work of 11 participants, including healthcare workers and community advocates, some of whom may be living with HIV. Using Interpretative Phenomenological Analysis and guided by Jean Watson's Theory of Human Caring and Erving Goffman's Stigma Theory, the study identified four themes: the invisibility and burden of emotional labor, institutional gaps requiring care providers to exceed formal roles, experiences of secondary stigma, and advocacy as a transformative space for healing and resistance. Findings emphasize the need for institutional reforms that recognize and support the mental health and emotional labor of care providers. Anti-stigma initiatives should target not only clients but also those who care for them. Finally, the study underscores the value of community-led, lived-experience- based models of care as central to sustaining both the HIV response and the well-being of its frontliners.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2095

BETWEEN RHETORIC AND PRACTICE: EXPLORING THE TENSIONS OF COMMUNITY-BASED CARE IN PRIMARY SETTINGS

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In recent years, “community” has become a central term in healthcare reform discourses, encouraging psychology and health professions to move beyond traditional models toward practices rooted in local, interinstitutional, and interprofessional contexts. However, such references often remain at a normative or ideal level, with limited translation into real professional practices. In Italy, “Community Health Centers” (Case della Comunità) exemplify this tension, sometimes struggling to become genuine spaces of shared care and risking the reduction of “community” to a rhetorical device.This contribution explores the tensions and contradictions experienced by professionals involved in community-oriented care, focusing on the challenges of implementing new models in everyday work contexts. The analysis is based on semi-structured interviews with five pairs of general practitioners and psychologists who participated in Medico&PsicologoInsieme, a project launched in 2014 and promoted by the University of Bergamo. The initiative structurally integrates medical and psychological care within primary healthcare, adopting a community-based approach. Professionals work jointly to respond to citizens’ needs and promote local health activation. Findings highlight the slow and complex construction of a new intervention device—still socially unrecognized—that combines distinct disciplines, identities, and epistemologies. For both doctors and psychologists, this process demanded significant redefinition of roles, boundaries, and reference frameworks. Citizens, in turn, experienced a shift in their role within care, feeling more holistically received and actively engaged. The interviews also point to long-term benefits of this integrated model for both users and professionals.In line with the ICAP framework, this study invites Work and Organizational Psychology to engage with the contradictions of community-based care. Rather than a predefined model, “community” may emerge as a negotiated, fragile, yet generative space of shared meaning and transformation.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2364

UNDER ATTACK, BUT NOT DEFENSELESS: DOMAIN-SPECIFIC SELF-EFFICACY AS A PSYCHOLOGICAL RESOURCE AMONG HEALTHCARE PROFESSIONALS FACING USER MISTREATMENT

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Introduction. Self-efficacy may protect healthcare professionals from the negative effects of user mistreatment. However, its role depends on the specific domain and may weaken under prolonged exposure to aggression. Moreover, little is known about how this resource can be strengthened through targeted interventions.
Purpose. This study examined the role of domain-specific forms of self-efficacy in healthcare professionals' responses to mistreatment from users, aiming to clarify whether these resources can be affected by exposure, buffer the impact of mistreatment, and be strengthened through targeted intervention.
Method. A total of 2,219 healthcare professionals completed an online survey. Latent Profile Analysis identified exposure patterns, and Structural Equation Modeling tested a moderated mediation model linking verbal aggression to job satisfaction via mental distancing, moderated by Regulatory Emotional Self-Efficacy (RESE-NE) and workload. Additionally, 23 professionals participated in a brief experiential training course, with self-efficacy in managing aggression measured before and after the intervention. The program included three interactive modules: (1) de-escalation techniques for high-tension situations, (2) assertive communication and perspective-taking for conflict management, and (3) post-incident stress recovery and relaxation strategies. Each session combined brief lectures, group discussions, and role-plays based on real clinical scenarios.
Results. Professionals in the moderate-to-high mistreatment profile reported lower trauma-related coping self-efficacy than those in the low-exposure group. Mental distancing mediated the link between verbal aggression and job satisfaction, and this indirect effect was weaker among professionals with higher RESE-NE, even under heavy workload. The training increased short-term self-efficacy in managing aggressive users.
Conclusions. User mistreatment at work does not affect all healthcare professionals equally. RESE-NE acts as a psychological shield, mitigating the impact of mistreatment on mental distancing and dissatisfaction, even under high workload conditions. Investing in brief, experiential training represents a crucial step toward building safer, more resilient healthcare environments, as such programs can strengthen professionals' aggression-management self-efficacy.

Division 1: Work and Organizational Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2405

FROM CONCEPTUAL CONFUSION TO CONCRETE ACTION: DEFINING SENSORY OVERLOAD FOR OCCUPATIONAL HEALTH PRACTICE

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Sensory overload is increasingly recognised as a relevant phenomenon in many workplaces. Employees and occupational health professionals use the term to describe daily experiences, yet it lacks a clear and consistent scientific definition. Existing research approaches the concept mainly from clinical or personality perspectives, leading to conceptual ambiguity and confusion with related constructs such as work stress or cognitive overload.

This study aims to define sensory overload at the workplace and clarify how and when it occurs, building on the Job Demands–Resources (JD–R) framework. A scoping review (PRISMA, JBI) of 45 definitions revealed substantial variation across disciplines and highlighted the need for a coherent framework applicable to work settings. To examine the phenomenon in practice, semi-structured interviews were conducted with experts (occupational physicians, job coaches, prevention advisors) and employees from diverse sectors (healthcare, education, administration, laboratories, and telework). Thematic analysis of 101 interviews showed that sensory overload is a recognisable yet subjective experience, differing by type of stimuli (e.g., noise, light, scent), context (e.g., telework vs. open offices), and personal sensitivity. Social stimuli also emerged as a distinct and frequent source of overload.

Combining both studies, we propose a new, unified definition with defining features and identify influencing factors regarding sensory overload at the workplace and highlight research gaps. To further refine our findings, a new group of experts was subsequently engaged to co-develop concrete and practice-oriented recommendations and practical implications. Our results provide researchers and practitioners with a shared language and solid basis for developing tailored interventions, education, and workplace design to better prevent and manage sensory overload.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2451

WHEN MANAGERS STEP IN: HOW MANAGERIAL INTERVENTIONS FOR CUSTOMER MISTREATMENT INFLUENCE SHAPE THIRD PARTY EMPLOYEES' FELT EMPATHY AND INNOVATIVE SERVICE BEHAVIOR

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Customer mistreatment is a pervasive workplace stressor with well-documented negative effects on employee well-being. Emerging research suggests that third-party observers, employees who witness but are not directly involved in such incidents, can also experience emotional and behavioural consequences, such as empathy toward the mistreated coworker and subsequent helping behaviour. However, this literature often overlooks a key practical reality: observers are not the only third party. To mitigate the impact of customer mistreatment, many organizations now mandate managerial intervention. Yet little is known about how such interventions shape observers' interpretations and responses.

Drawing on deontic justice theory and Affective Events Theory (AET), this research examines how two forms of managerial intervention, instrumental support (e.g., addressing the customer conflict) and emotional support (e.g., affirming the employee's experience), influence observers' empathic responses. We argue that these supports serve distinct yet complementary signalling functions: instrumental support highlights the severity of the mistreatment, while emotional support validates the employee's suffering. Together, they enhance empathetic responses among third-party employees, which in turn promote innovative service behaviour: proactive efforts to improve service delivery and prevent future mistreatment. We found empirical support of our hypotheses across an experimental vignette study (Study 1) and a multi-wave field study (Study 2). This research advances the literature on workplace mistreatment by positioning managerial intervention as a key driver of third-party outcomes. It also identifies empathy as a mechanism linking intervention to constructive behaviour aimed at improving service quality, offering practical insights for organizations seeking to foster resilience and service improvement in customer-facing roles.

Division 1: Work and Organizational Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2453

FROM LEADERS TO SELF: THE ROLE OF ATTACHMENT IN THE WORKPLACE AND ITS IMPLICATIONS FOR MENTAL HEALTH AND PERFORMANCE

Lisa E.*

Comenius University Bratislava ~ Bratislava ~ Slovakia

Attachment theory, originally formulated to explain emotional bonds in close relationships, has become a robust framework for understanding interpersonal and self-regulatory processes in work settings. The presentation integrates findings from our four empirical studies investigating how attachment mechanisms operate in organizational contexts, both toward leaders and within the self, across normal and stressful periods. Study 1 demonstrated that perceiving one's leader as an attachment figure mediates the relationship between work engagement and performance outcomes, highlighting leadership's role in providing a secure base at work. Study 2 extended these findings by distinguishing between transformational leadership effects and showing that leader attachment mediates their impact on task and contextual performance differently at the individual and organizational levels. Study 3 proposed a multidimensional model of workplace attachment, arguing for domain- and relationship-specific attachment representations that jointly predict well-being and work functioning. Finally, Study 4 provided experimental evidence that secure attachment priming produces long-term improvements in mental health among adults during stressful work periods. Together, these studies suggest that attachment security, whether derived from leaders or self-activation, enhances engagement and performance while buffering against stress and burnout. The presentation discusses theoretical and practical implications for applied psychology, including interventions that cultivate secure workplace climates and leadership behaviors that function as a psychological secure base. The integrative perspective supports applied psychology's mission to foster sustainable, healthy, and productive work environments by grounding its understanding of human connection in evidence. The presentation is part of the Vega grant 1/0112/24.

08 - Division 8: Health Psychology

Behavioural Change & Preventive Interventions 1

Thursday 23 July 2026 from 09:30 to 11:00

(G-Spadolini)

Division 8: Health Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology Division 12: Sport Psychology SDG 3: Good Health and Well-being

Abstract 4550

INTEGRATED APPROACH TO ENHANCING PSYCHOLOGICAL WELL-BEING AND HEALTH OF STUDENTS IN SPECIAL MEDICAL GROUPS: THE HEALTH MODEL

Doszhanova G.*, Abduldayeva A.

Astana Medical University ~ Astana ~ Kazakhstan

Background: Physical activity and psychological well-being are fundamental to the UN Sustainable Development Goals. In Kazakhstan, 67.6% of youth fail to meet recommended activity levels, and the prevalence of sub-optimal mental well-being rises to 21.8% by age 15. This study addresses the critical intersection of Health Psychology and Educational Psychology by focusing on students in Special Medical Groups (SMG) — individuals with chronic health conditions requiring medically-adapted physical workloads. Current pedagogical approaches often remain formalistic, failing to address the psychological barriers inherent in chronic health limitations.
Objective: This research aims to develop and evaluate the "Health Model", an innovative system designed to transition from conventional physical education to a psychologically-grounded, health-saving environment that fosters long-term health competencies.
Methods: A cross-sectional design was utilized, involving 286 adolescents (aged 15–19) within the SMG category. The methodology operationalized Psychological Assessment and Expertise through validated sociological surveys, retrospective medical record analysis, and a structured pedagogical experiment. Structural-functional modeling was employed to synthesize these multi-dimensional data points into a scalable intervention.
Results: Analysis identified significant systemic barriers: low intrinsic motivation, inadequate psychological support, and a lack of differentiated curricula. The "Health Model" addresses these through four integrated components: diagnostic (psychological profiling), goal-oriented (individualized trajectories), procedural (adapted interventions), and reflexive-evaluative (self-regulation monitoring). The model utilizes interdisciplinary synergy to mitigate the impact of chronic illness on students' self-efficacy and psychological health.
Conclusion: The scientific novelty lies in the shift from biometric-focused metrics to the "Physical Culture of Personality" — an integrative psychological quality promoting resilience. This research contributes to Educational and School Psychology by providing a validated framework for inclusive environments, ensuring that students with health limitations develop the psychological and physical readiness for sustainable professional life.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 2334

NEW DIRECTIONS FOR VAPING PREVENTION: MAIN OUTCOMES FROM A CLUSTER RANDOMISED CONTROLLED TRIAL OF THE OURFUTURES VAPING PROGRAM

Egan L.*[1], Gardner L.[1], Rowe A.[1], Stockings E.[1], Champion K.[1], Hides L.[2], Mcbride N.[3], Steve A.[3], O''Dean S.[1], Sunderland M.[1], Lee Y.Y.[4], Mihalopoulos C.[4], Becky F.[1], Leung J.[2], Mcrobbie H.[5], Stapinski L.[1], Lee N.[3], Thornton L.[1], Birrell L.[1], Teesson M.[1], Newton N.[1]

[1]The University of Sydney ~ Sydney ~ Australia, [2]University of Queensland ~ Brisbane ~ Australia, [3]Curtin University ~ Perth ~ Australia, [4]Monash University ~ Melbourne ~ Australia, [5]University of New South Wales ~ Sydney ~ Australia

Introduction
E-cigarette use (‘vaping’) is prevalent among adolescents, with emerging evidence of adverse physical and mental health effects. Effective behaviour change interventions are urgently needed, and school is an ideal setting for delivery. This study evaluated the efficacy of the digital OurFutures Vaping Program; a universal school-based preventive intervention targeting e-cigarette use.

Method
A cluster randomised controlled trial (RCT) was conducted in 40 secondary schools across three Australian states. Schools were randomised to either receive the OurFutures Vaping Program or Year 7/8 health education as usual. The primary outcome was e-cigarette use at 12-months, measured via self-report surveys. Secondary outcomes were tobacco cigarette use, intentions to use e-cigarettes/tobacco cigarettes, knowledge about e-cigarettes/tobacco cigarettes, motives and attitudes relating to e-cigarettes, self-efficacy to resist peer pressure and refuse e-cigarettes, mental health, quality of life, and resource utilisation. Generalised mixed-effects regression analyses investigated whether the intervention reduced the likelihood of primary and secondary outcomes.

Results
A total of 5,157 Year 7/8 students (Mage=13.3yrs, SD=0.6; 46% female) participated. At baseline, the prevalence of lifetime e-cigarette use was 8.3%, and past 30-day use was 1.97%. Compared to the control group, intervention group participants had lower odds of reporting vaping uptake at both 6-months (OR=0.48, 95%CI=0.24-0.95, p=0.035) and 12-months (OR=0.35, 95%CI=0.18-0.66, p<0.001). Full analysis findings will be presented at ICAP 2026.

Conclusions
This is the first rigorous evaluation of a school-based digital program targeting e-cigarette use among Australian adolescents. The OurFutures Vaping Program has the potential to make a substantial health and economic impact in Australia and worldwide.

Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2368

THE USE OF AUDIT-C IN THE COMMUNITY-BASED STRATEGIES FOR REDUCING UNHEALTHY ALCOHOL USE IN SOUTH AFRICA

Langa M.*

Wits University ~ Johannesburg ~ South Africa

Background:
Globally, unhealthy alcohol use remains a major public health concern, contributing significantly to premature death and disability. The World Health Organization ranks South Africa among the countries with the riskiest patterns of alcohol consumption. Given these trends, there is a growing need for scalable, community-based strategies to prevent and reduce alcohol-related harm.

Methods:
This study explored a two-pronged, community-centred approach that combined screening and early intervention. Using the Alcohol Use Disorders Identification Test–Consumption (AUDIT-C), lay counsellors identified individuals with moderate-risk (scores 5–7) and high-risk (scores 8+) drinking patterns. The intervention incorporated screening, brief advice, and referral pathways to assess their potential in reducing alcohol-related risk.

Results:
Among 54,187 participants screened, 42.97% reported moderate-risk and 22.11% high-risk alcohol consumption. While screening successfully identified individuals at risk, the uptake of further support remained limited. Fewer than 10% of high-risk participants accepted referrals, and men were significantly less likely to engage with treatment options despite higher rates of risky drinking. Participants who accepted brief advice often showed limited motivation to modify their behaviour.

Conclusions:
These findings highlight the challenges of shifting entrenched alcohol-use behaviours in low-resource settings. While community-based screening and brief interventions offer valuable entry points for prevention, sustainable impact requires addressing structural, gendered, and motivational barriers. Strengthening the role of community networks and integrating trauma-informed, culturally grounded interventions could enhance future

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 12: Sport Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2397

EFFECTIVENESS OF DYADIC PHYSICAL ACTIVITY PLANNING FOR WEIGHT LOSS: A LONGITUDINAL RANDOMIZED CONTROLLED TRIAL

Palacz--Poborczyk I.*, Misiakowska J., Banik A., Boberska M., Kulis--Stefanczyk E., Kornafel A., Krzywicka P., Kuzminska J., Paduszynska N., Szczuka Z., Siwa M., Sorsa G., Wietrzykowska D., Zaleskiewicz H., Luszczynska A.

SWPS University ~ Wroclaw ~ Poland

Introduction: Dyadic physical activity planning is an effective strategy for reducing sedentary behaviour and promoting moderate-to-vigorous physical activity. Furthermore, while action planning-based interventions are frequently employed for weight management in overweight and obese populations, the existing evidence regarding their efficacy remains inconsistent.

Purpose: The primary objective of this study was to evaluate the efficacy of dyadic physical activity planning across three distinct conditions (individual, collaborative, and dyadic) as a strategy contributing to weight loss among individuals with overweight or obesity.

Methods: 144 dyads (288 adult participants aged 18-90) with a target person with overweight or obesity person took part in a randomized controlled trial. Eligibility required the target persons to report predominantly sedentary lifestyle, failing to meet the WHO physical activity recommendations, and an intention to increase physical activity. The partner provided support for behavioural change. The control condition was compared with three intervention conditions: individual planning (“I-for-me”), collaborative planning (“We-for-us”), dyadic planning (“We-for-me”). Body weight of target person was measured at four time points: baseline (T0), 2-month (T1), 8-month (T3), and 14-month (T4) follow-up.

Results: Among the target persons significant overall effect of time on body weight (p=0.029) was identified. We also observed a statistically significant Time X Condition interaction, p=0.025, indicating differential effects of the intervention conditions. In particular, the target persons in the individual (“I-for-me”) planning intervention condition achieved weight reduction across 14 months (2.81kg), whereas target persons in the control condition maintained their weight (0.16kg).

Conclusions: The strategy of individual planning (“I-for-me”), successfully bridged the intention-to-behaviour gap, resulting in a small but a relevant weight loss. These findings substantiate the need to incorporate structured social support and action planning components into future behavioural interventions targeting overweight and obesity.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2204

APPLYING SOCIAL PENETRATION THEORY TO IMPROVE SAFETY PERFORMANCE ON MINING INDUSTRY

Quezada L.*

Universidad Adolfo Ibanez ~ Vina del Mar ~ Chile

In world-class mining, safety and control of fatality risks are a primary concern, which has led to a reduction in the number of deaths in mining operations (ICMM, 2015).
To improve safety, the focus is on strengthening proactive safety practices, in which the reporting of conditions and behaviors that meet expected standards plays a central role. In this way, near-misses can be made visible and accident prevention measures can be improved. However, despite the importance of reporting, its occurrence is often low because it is unpopular among workers. Indeed, those who report are often perceived as traitors to their teammates, making it difficult to implement.
The theory of social penetration (Altman & Taylor, 1973) establishes that when people manage to establish deeper interpersonal relationships, their attraction to others increases, as well as their ability to exchange information and are more willing to do things for others. By applying this theory to a 240-minute group program to promote safety and increase reportability, the impact of the measure on standard safety indicators such as the LTIF and the reportability of substandard safety behaviors and conditions, as well as on pretrial arrests, is evaluated.
The results show a sustained decrease in the LTIF indicator in the months following the program, as well as an increase in proactive safety indicators measured by reportability and arrests.
These results suggest that the intentional promotion of deeper, more intimate, and respectful interpersonal relationships is associated with improved safety performance, which in turn generates a higher quality of work life and, consequently, improvements in productivity and corporate reputation.

08 - Division 8: Health Psychology

Poster Session 7 - Division 8

Thursday 23 July 2026 from 09:50 to 11:20

(X- Poster 3)

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2328

RESOLUTION OF A PARENT`S DISEASE: ATTACHMENT AND WELL-BEING IN OFFSPRING OF PARENTS DIAGNOSED WITH PARKINSON'S DISEASE

Goldberg A.*

Tel-Hai Academic College ~ Kiryat-Shmona ~ Israel

BACKGROUND: Parkinson's Disease (PD) is one of the most common chronic, progressive neurodegenerative diseases, with well-developed research focusing on the caregiver-spouse showing low well-being along with predeath grief and feelings of loss among caregivers. However, offspring of a parent diagnosed with PD may also suffer predeath grief and loss even if they are not their parent`s main caregiver. Yet, this research is not well developed.
OBJECTIVE: The objective of the current study was to examine offspring's coming to terms with their parent's PD and the well-being of the offspring, within the conceptual framework of attachment theory.
METHODS: Seventy-one Israeli adult children of parents with PD participated in the study and completed self-report questionnaires assessing their resolution of their parent`s PD, attachment, well-being, and the severity of the PD symptoms.
RESULTS: Results showed that attachment anxiety negatively associated with higher resolution of the parent's disease, beyond the effect of the PD symptoms' severity. In addition, resolution of the parent's disease was positively associated with the offspring`s well-being.
CONCLUSIONS: Resolution of a parent`s PD is highly challenging for offspring with attachment anxiety. Therefore, targeting these individuals within the offspring of parents diagnosed with PD may assist them with coping during this challenging period. This may be especially impactful, as research shows that those offspring who resolve their parent`s PD also have higher well-being.

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2290

THE CONFIDENCE TO BE FUNNY: VALIDATING A HUMOR BEHAVIOR SELF-EFFICACY SCALE FOR WELL-BEING

Korotkov D.*

St. Thomas University ~ Fredericton ~ Canada

Introduction:
Humor functions as a flexible psychosocial resource that influences emotion regulation, stress recovery, social cohesion, and connectedness (Dunbar et al., 2021). Through laughter and play, individuals may broaden their thought–action repertoires and build lasting interpersonal resources (Fredrickson, 2004). The capacity to use humor adaptively depends on self-efficacy beliefs about one's ability to generate humor across contexts, an underexplored mechanism linking personality, coping, and well-being (Bandura, 1997).
Purpose:
This study assessed the validity of the Production of Humorous Behavior Self-Efficacy Scale (PHUBSS-1), conceptualizing humor behavior self-efficacy as a positive, self-regulatory strength reflecting the social-cognitive underpinnings of humorous behavior.
Method:
A sample of 183 adults completed the PHUBSS-1 along with measures of humor styles, self-regulation, fun, cheerfulness, past humor use, Big Five personality traits, life satisfaction, affect, and physical symptoms. Correlational and hierarchical principal components analyses were used to test the scale's structure and theoretical positioning.
Results:
An initial PCA identified four humor behavior self-efficacy components—performative humor, verbal wit, written/pictorial humor, and nonverbal/expressive humor, partially corresponding to nonverbal, verbal, written, and visual communication modalities. Hierarchical PCA revealed an integrative structure within a general humor behavior self-efficacy factor. When the personality, humor, well-being, and social-cognitive variables were analyzed together, the PHUBSS-1 loaded primarily with the humor-related constructs, while diverging from the hedonic and personality variables, suggesting humor behavior self-efficacy represents a distinct, socially grounded strength.
Conclusions:
The findings support humor behavior self-efficacy as a measurable construct that bridges personality, coping, and positive functioning. Although its cross-sectional design limits causal inference, the PHUBSS-1 contributes to an emerging applied psychology research literature by operationalizing humor as a health-related self-efficacy belief. As a practical tool, it can inform societal applications aimed at promoting sustainable well-being, long-term social harmony, stress resilience, and adaptive communication across individual and collective settings (e.g., Bandura, 2000).

Division 8: Health Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 13: Climate Action SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 2174

CULTIVATING ACCEPTANCE OF CULTURED MEAT: THE ROLE OF PERSUASIVE COMMUNICATION

Pasquariello R.*[1], Serpe D.[1], Capasso M.[2], Caso D.[1]

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Introduction. Cultured meat—produced by proliferating animal cells in vitro within bioreactors—represents an emerging frontier in food technology. Its potential benefits include substantial reductions in greenhouse gas emissions, water use, and land exploitation, while sterile, controlled production environments may lower the risk of bacterial or viral contamination. Despite these advantages, public debate remains intense, particularly in Italy, where commercial production is currently prohibited due to regulatory, safety, and ethical concerns.

Purpose. This study examined whether persuasive messages emphasizing consumer-oriented benefits or moral obligations toward the environment influence attitudes and moral norms, thereby shaping the intention to consume cultured meat.

Method. In July 2024, 729 Italian adults (50.5% men; M = 46.31 years, SD = 14.45, range = 19–81) completed baseline measures of psychological and sociodemographic variables (T0). In September 2024 (T1), 565 participants (52.7% men; M = 46.28 years, SD = 14.29) were randomly assigned to one of four conditions: (1) message highlighting positive attitudes toward cultured meat, (2) message stressing moral duty to protect the environment, (3) combined message, or (4) control group.

Results. ANOVA revealed a significant intervention effect on consumption intention. Bonferroni post-hoc comparisons showed that the attitude-focused message significantly increased intention compared with both the combined and control conditions. No other significant differences emerged among the remaining groups.

Conclusions. Findings indicate that communication strategies emphasizing direct consumer benefits—such as food safety and the controlled nature of production—are more effective in fostering openness to cultured meat than appeals to moral obligation or combined messaging. Although cultured meat is not yet authorized in Italy, these insights can guide stakeholders in designing evidence-based campaigns that highlight tangible, consumer-relevant advantages, potentially enhancing acceptance of this innovative food technology once regulatory conditions allow.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being

Abstract 2155

A PSYCHOSOCIAL APPROACH FOR PROMOTING COLORECTAL CANCER SCREENING IN ITALY: TARGETED VS TAILORED INTERVENTION PROTOCOL

Caso D.[1], Donizzetti A.R.[1], Curcio C.[1], Pasquariello R.*[1], Capasso M.[2], Bianchi M.[3]

[1]University of Naples Federico II ~ Naples ~ Italy, [2]Università internazionale di Roma ~ Roma ~ Italy, [3]Charité – Universitätsmedizin Berlin ~ Berlin ~ Germany

Background: Despite public health initiatives, colorectal cancer screening (CRCS) adherence remains suboptimal in South-Italy. This study presents the protocol for T1 and T2 of an intervention designed to enhance CRCS participation through tailored and targeted communication. The intervention builds on baseline (T0) data, which identified psychosocial subgroups within the eligible population to enable message personalization.
Methods: A sample of participants eligible for CRCS in South-Italy with irregular past participation was engaged in a three-wave survey. T0 data (N=1089, aged 50-74) were analyzed using Reduced k-means clustering on psychosocial predictors of adherence (attitude, subjective norms, perceived behavioral control, action planning, coping planning, anticipated regret, self-identity) for classifying participants into three stable sub-groups. The intervention (T1) involves a randomized controlled trial (RCT) comparing tailored messaging, targeted messaging, and usual care. In the targeted condition, participants receive a persuasive message based on their cluster. The tailored condition combines cluster membership with individual motivation-based customization. Outcomes include intention post-intervention and behavior at six-month follow-up (T2).
Findings: Preliminary cluster analyses identified three profiles: (1) average levels on most predictors but low action planning, (2) high scores across all predictors, and (3) generally low scores with attitude lowest. These findings inform the intervention structure to maximize message relevance and impact.
Discussion: This study proposes a psychosocial approach to employing targeted and tailored persuasive messages for CRCS promotion. The proposed approach could be adapted to promote other health behaviors. The innovative intervention strategy may reduce health disparities by optimizing engagement strategies in healthcare programs.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 2208

MENTAL AND PHYSICAL HEALTH: DETERMINANTS OF FEAR DURING THE COVID-19 PANDEMIC

Reséndiz Rodríguez A.*, Armenta_hurtarte C., Dominguez A., Cruz Del Castillo C.

Universidad Iberoamericana CDMX ~ CDMX ~ Mexico

This study investigates the determinants influencing fear related to COVID-19 and assesses the mediating roles of trust in hospitals, access to healthcare, and government capacity. Using secondary data from the 2020 Latinobarómetro, a sample of 6,816 participants was analyzed through structural equation modeling.

Sociodemographic predictors included sex, age, indigenous language use, discrimination, inequality, and religious practice. Findings indicate that female sex and older age correlate with higher levels of COVID-19 fear, while indigenous language speakers report lower fear levels. Discrimination and social inequality show complex relationships, generally increasing fear experiences.

Trust in hospitals emerged as a significant protective factor, reducing fear, whereas greater access to healthcare was unexpectedly associated with increased fear. Government capacity did not significantly mediate fear responses. Religious practice influenced mediating variables but had no direct effect on fear.

These results align with existing literature on the impact of gender and age on mental health during pandemics and underscore the importance of institutional trust in mitigating anxiety. The study also highlights the nuanced effects of health access and social inequalities on psychological responses.

Practical implications include the need for gender-sensitive mental health interventions, targeted support for older adults, and strategies to enhance public trust in health institutions. Addressing discrimination and delivering culturally adapted communication—particularly for indigenous communities—are essential for effective health promotion.

Limitations relate to the cross-sectional design, which restricts causal interpretations, and the reliance on self-reported data.

Overall, this research provides a multifaceted model explaining fear of COVID-19 through sociodemographic and institutional factors, offering actionable insights for public health policy and mental health services in crisis contexts.

Division 8: Health Psychology Division 9: Economic Psychology Division 12: Sport Psychology SDG 3: Good Health and Well-being

Abstract 2370

INTERRELATIONS BETWEEN SELF-REGULATION, PHYSICAL ENVIRONMENT PERCEPTIONS, AND PHYSICAL ACTIVITY IN METROPOLITAN, RURAL AND URBAN CONTEXTS

Wietrzykowska D.*, Zaleskiewicz H., Banik A., Szczuka Z., Krzywicka P., Misiakowska J., Kuzminska J., Paduszynska N., Siwa M., Sorsa G., Luszczynska A.

SWPS University ~ Wroclaw ~ Poland

1. Research aims and objectives
The study investigates how self-regulation indicators (awareness of standards, self-regulatory effort, and self-monitoring) and perceived physical environment (at home, in the local neighbourhood, and availability of health promotion programs) operate together in explaining moderate-to-vigorous physical activity (MVPA). It is also examined whether these associations are moderated by an 'objective' physical environmental indicator, comparing towns/rural areas with fewer MVPA facilities with a large city with more MVPA facilities.

2. Theoretical background
In line with socio-ecological models, perceptions of the environment influence self-regulatory processes, which in turn may predict MVPA. A reciprocal relationship is also possible: lower self-regulation may bias individuals towards perceiving the environment as less MVPA-promoting and, via this path, predict lower MVPA.

3. Method
593 adolescents, adults, and older adults (aged 11-86 years; M = 33.79, SD = 16.78; 65.1% women) provided their data twice, spanning 8 months between T1 and T2. Two-group mediation models were tested with path analyses.

4. Results
The associations representing mediating effects, encompassing perceived neighbourhood environment → awareness of standards → MVPA, were significant and positive in the city (with more PA facilities), but no mediation effects were found among the subsample from towns/rural areas (with fewer PA facilities).

5. Conclusions
Different perceived environmental characteristics and self-regulatory action control facets may directly and indirectly predict MVPA, depending on whether individuals live in towns/rural areas versus in a larger city.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1974

THE ASSOCIATION BETWEEN SOCIAL MEDIA USE AND BODY IMAGE ACCEPTANCE AMONG YOUTH: COGNITIVE FLEXIBILITY AS A MODERATOR

Wu Y.Z.*, Wang Y.L.

Ming Chuan University ~ Taoyuan City ~ Taiwan

The present study aimed to examine the association between social media use and body image acceptance, and to test the role of cognitive flexibility as a moderator. Previous research has shown that adolescents often experience heightened body image anxiety due to extensive social media use, highlighting the need to clarify protective and risk factors in this context.

Participants were youth aged 18–25 including 4 males and 21 females,who completed the Social Media Use Scale (SMUS), the Body Image Acceptance and Action Questionnaire (BI-AAQ), and the Cognitive Flexibility Inventory (CFI). Correlation analyses and multiple regression analyses were conducted to assess the relationships among variables.

Results indicated that social media use was positively associated with body image acceptance. In contrast, the total score of cognitive flexibility and its subscales were negatively related to body image acceptance, with the Control subscale serving as a significant predictor ($p < .05$), whereas the Alternatives subscale was not significant. Furthermore, the interaction between cognitive flexibility and social media use did not have a significant moderating effect on body image acceptance.

Overall, these findings suggest that both social media use and individual psychological traits are related to body image acceptance, but cognitive flexibility does not moderate this relationship. This study provides insights into the factors influencing body image among youth and offers empirical implications for mental health promotion and clinical interventions.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2293

MAPPING THE DETERMINANTS OF THE ALTERNATIVE PROTEIN INTAKE ACROSS 13 EUROPEAN COUNTRIES: THE FOOD SYSTEM STAKEHOLDERS' PERSPECTIVE

Zaleskiewicz H.*, Siwa M., Szczuka Z., Kulis--Stefanczyk E., Banik A., Kornafel A., Misiakowska J., Paduszynska N., Krzywicka P., Wietrzykowska D., Kuzminska J., Palacz--Poborczyk I., Boberska M., Sorsa G., Luszczynska A.

SWPS University ~ Wroclaw ~ Poland

Introduction
Across Europe, animal-based proteins remain dominant but environmentally unsustainable dietary choice. Replacing them with alternative protein foods—including plant-based, insect-based, or microbial sources—could substantially reduce environmental impacts. Consumers' dietary behaviors, shaped by individual, social, and environmental factors, can influence other stakeholders in food system and drive systemic transformations toward sustainability.

Purpose
This study applied system mapping approach to explore the determinants perceived by the food system stakeholders as key determinants of an inclusion of alternative proteins in daily diets of European consumers. The aim was to identify key leverage points—determinants most interconnected with others within the system, and respective cross-European similarities and differences.

Methods
Seventeen participatory system mapping workshops were conducted across 13 European countries, involving N = 166 food system stakeholders (e.g., food producers, policymakers, nutritionists, and consumers). Using group model building methods, participants collaboratively developed 17 system maps illustrating determinants of inclusion of alternative proteins into a daily diet. Centrality indices were computed to identify key leverage points, and feedback loops were analyzed to explore system dynamics and cross-country patterns.

Results
Common leverage points identified across six to eight national maps included consumer education and knowledge about alternative protein food, social norms and encouragement, and the influence of advertising and social media. Additional leverage points, present in at least three system maps, involved health perceptions, curiosity or neophobia, national food culture, and views on ultra-processing, sustainability, and animal welfare. Stakeholders emphasized consumers' beliefs and behaviors as central to shaping food system change.

Conclusions
This study provides new insights into complex, interconnected determinants shaping European food systems and the inclusion of alternative protein foods into daily diets of European consumers. Identifying leverage points and feedback loops offers guidance for policymakers and other stakeholders aiming to design interventions that accelerate transition toward more sustainable, protein-diverse diets.

Division 15: Students and Early Career Psychologists Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1896

REDEFINING WELL-BEING: INSIGHTS FROM MAINLAND CHINA

Mao Y.*, St Jean N.

Northwestern University ~ Chicago ~ United States of America

Introduction: Most research on subjective well-being (SWB) has been shaped by Western frameworks such as PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment), which emphasize autonomy, achievement, and hedonic pleasure. In contrast, Chinese perspectives draw on Confucian and Taoist traditions, prioritizing harmony, family connectedness, and security. To ensure constructs are valid across contexts, surveying local populations to self-identify well-being values is essential.

Purpose: This study examines how PERMA constructs resonate compared to Confucian values among adults in mainland China. Findings aim to open a cross-cultural dialogue and provide an evidence base of contemporary Chinese perspectives on well-being.

Methods: A survey was conducted with 105 Chinese adults who rated nine well-being constructs—five from PERMA and four from Confucian philosophy (sense of security, family love, aesthetic appreciation, rational happiness)—on a 1–5 Likert scale.

Results: The PERMA model was rated slightly lower on average than the Confucian model, but this difference was not statistically significant (Wilcoxon test, $p = 0.1953$). Friedman's test, however, revealed significant variation across the nine constructs ($\chi^2 = 108.98$, $df = 8$, $p < 2.2e\text{-}16$). Positive emotions, family love, and sense of security received the highest median ratings, while accomplishment and other achievement-oriented constructs were rated lower. These patterns suggest that modern Chinese participants draw on both Western positive psychology concepts and traditional Chinese values, effectively "picking and mixing" to define their own well-being.

Conclusion: These findings show that well-being in China cannot be captured by Western frameworks alone. While PERMA constructs remain relevant, Confucian values such as family love and security carry equal or greater weight. This blend underscores the need for culturally grounded models of well-being. By integrating both universal and culturally specific dimensions, psychologists can develop more accurate assessments that reflect local realities and reduce cultural blind spots in global research.

08 - Division 8: Health Psychology

Clinical Health Psychology & Healthcare Systems 2

Thursday 23 July 2026 from 10:00 to 11:30

(L-Lorenese)

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1270

FROM DATA TO DIALOGUE: USING PSYCHOLOGICAL INSIGHTS TO SHAPE COMMUNICATION TRAININGS

Schmid--Küpke N.K.*[1], Wulkotte E.[1], Schmitz J.[2], Takla A.[1]

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Introduction: Communication between Health Care Workers (HCWs) and patients is critical in vaccination decisions, particularly for the underutilized Human Papillomavirus (HPV) vaccination. Evidence-based training can enhance communication, especially when tailored to HCWs' and patients' needs.
Purpose: This study aimed to identify these needs using a taxonomy of anti-vaccination arguments - the attitude roots (Fasce et al., 2023) - alongside other psychological constructs.
Methods: In 2023, we conducted two representative nationwide telephone surveys with parents of children aged 9-14 (n=1508) and HCWs in paediatric practices (n=503) in Germany. The surveys assessed vaccination/recommendation behaviour, psychological determinants, HPV-related knowledge, and communication behaviours. Additionally, ten anti-vaccination statements representing the most relevant attitude roots regarding HPV vaccination were included. We used t-tests/ANOVA for group differences and linear regression models to analyze associations between attitude roots and HPV vaccination attitudes. A follow-up parent survey is planned for 2026 to assess possible changes at population-level.
Findings: Parents were more willing to vaccinate daughters than sons (t=-4.70, p=<.001), and perceived HPV vaccination as more important for girls (t=-5.76, p<.001). HCWs showed a similar pattern, expressing more positive attitudes toward vaccinating girls (t=4.54, p≤ .001). Among parents, the most prevalent attitude roots were unwarranted beliefs, distrust, and fears/phobia. Distorted risk perception showed the strongest association with parental vaccination attitudes (ß=-0.30, t=-9.90, p<.001). The attitude roots HCW found most difficult to address were unwarranted beliefs and fears/phobia. Both groups demonstrated notable knowledge gaps and uncertainties regarding HPV and the vaccination.
Conclusion: Survey results informed two training interventions conducted in 2024 in Germany. These emphasized, among others aspects, that HPV vaccination is equally important for all children and that parental fears must be addressed. The identified attitude roots will also be used to assess training impact, providing insights into how a demand-driven approach can improve HCWs' ability to counter anti-vaccination arguments.

Division 8: Health Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 626

OPTIMISING MEN'S SURGICAL TREATMENT DECISION MAKING IN BENIGN PROSTATIC HYPERPLASIA

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Introduction: Benign Prostatic Hyperplasia (BPH) affects approximately 25% of men in their 50's rising to over 50% of men in their 80's. The impact of BPH is physical, social, and psychological. Men with similar clinical presentations face a variety of treatment options with varying degrees of risk and projected outcomes. Although symptomology and clinical presentation is well understood, there is a lack of knowledge and consideration of how patient values and priorities influence treatment choices and shared decision making (SDM) alongside variation in clinical consultation processes.

Purpose: The aim of the project is to develop an intervention for use in clinical practice to improve patient experience and support treatment decision-making for BPH

Method: Drawing on the Person-based approach, the project has used a mixed-methods approach. Qualitative interviews, a systematic review, a multi-site observational study and stakeholder workshops have been undertaken.

Results: Findings show that existing interventions lack the focus on patient needs and values required for patient-centred care, with behavioural theory and behaviour change techniques not explicitly referenced. Patients, pre- and post-operatively, indicate that social and psychological factors are more impactful in terms of both driving individuals to seek treatment, and viewing surgical outcomes as "good". Observations of clinical practice demonstrate SDM occurs inconsistently both within and across hospital sites with clinicians focusing on clinical symptoms and lacking acknowledgement of patient preferences and priorities. Patient and stakeholder contributions demonstrate the value of collaborative approaches to improve intervention design.

Conclusions: Our findings indicate areas for improvement in patient experience and treatment decision-making for BPH. By adopting a theory and evidence-informed collaborative approach our goal is that the subsequent intervention will provide a simple, but effective, means to improve patient and clinician SDM and help optimise patient treatment experience.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 1485

PSYCHOLOGICAL EMERGENCY SERVICE: A PSYCHOLOGICAL CARE PRACTICE WITHIN BRAZIL'S PUBLIC HEALTH SYSTEM

Rocha T.*

Uscs ~ São Paulo ~ Brazil

This study presents an experience of a psychological emergency service implemented in a public health facility in São Paulo, Brazil, highlighting its innovative nature by operating outside university training clinics, where such practice is more common. Unlike traditional psychotherapy, this service offers immediate care and qualified listening in situations of psychic urgency, without requiring prior appointments or formal referrals. Grounded in a qualitative approach and Analytical Psychology, the service has been offered for over a decade, shaped by the specificities of the territory, population served, and the attending psychologist. Users accessed care spontaneously and were seen on a walk-in basis, following order of arrival the same day. The experience demonstrated that this emergency service has established itself as a viable and humanized mental health care strategy within the public health system (SUS), promoting relief from psychic suffering, expanded self-awareness, and better understanding of relational dynamics, thus fostering reflective processes and recognition of personal desires. Secondary effects include reduced waiting lists, alleviation of anxiety among family members and professionals, and reflective engagement by other psychologists in the network, who revisited their clinical practices. The service differs from traditional models by not adhering to fixed, chronological time (Kronos), instead privileging significant, relational time (Kairós). It has proven effective in addressing grief, symbolic losses, relational crises, and internal conflicts, constituting a symbolic space of refuge and understanding of lived experiences. In conclusion, the psychological emergency service, by providing immediate and humanized care at the moment of demand, consolidates itself as a relevant alternative for mental health care in public health.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1383

PREVENTIVE CARE FOR CAREGIVERS: EVALUATION OF A LOW-THRESHOLD SUPPORT PROGRAM

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Introduction: Veterinarians are exposed to considerable psychosocial stressors, including high workload, emotionally demanding client interactions, and ethically challenging decisions. These stressors are reflected in above-average rates of psychological strain, depressive symptoms, and suicidal ideation compared to the general population. Stigma, lack of time, and limited awareness of psychological services represent additional barriers to help-seeking.
Purpose: This study evaluates the effectiveness and acceptance of a structured, low-threshold counselling program for Austrian veterinarians. The program was designed to provide psychosocial relief, reduce mental health burden, and strengthen resilience in a profession at high risk for stress-related illnesses.
Method: Between February 2022 and May 2025, 90 veterinarians participated in a total of 591 counselling sessions at the Psychological Outpatient Clinic of Sigmund Freud University. Data were collected using standardized questionnaires (WHOQOL-BREF, SCL-90-R) at two measurement points, supplemented by qualitative interviews.
Results: The main topics in counselling included stress management (38%), boundary setting (35%), crisis management (18%), and affect regulation (9%). Quantitative analyses showed significant improvements in bio-psycho-social health ($t(19)=–2.23, p=.025, d=-.67$), as measured by WHOQoL-BREF, alongside reductions in multiple symptom domains like somatization ($t(12)=2.00, p=.034, d=0.56$), compulsivity ($t(12)=1.97, p=.036, d=0.55$) and overall psychological distress ($t(12)=2.14, p=.027, d=0.59$ (SCL-90-R). Qualitative findings highlighted reduced stigma and increased openness toward psychological support. Notably, 17% of participants continued counselling beyond the provided contingent, indicating sustained perceived benefit.
Conclusions: The program demonstrates that targeted counselling is an effective intervention to reduce psychological burden and improve well-being among veterinarians. Its low-threshold design addresses key barriers such as stigma and time constraints. Future efforts should focus on broadening access, particularly for underrepresented groups such as male veterinarians and those in western regions of Austria. The results underscore the necessity of embedding structured psychosocial support within the veterinary profession to promote long-term mental health and sustainable work engagement.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2356

CO-CREATING A MODEL OF TRAUMA-INFORMED CARE FOR A MATERNITY SETTING

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Introduction
Trauma-informed care (TIC) developed from decades of research demonstrating the global prevalence and long-term adverse health effects of psychological trauma. TIC's organisational approach to reducing the impact of existing traumas and preventing new traumas has the potential to support service-users and providers alike. However, TIC is a largely developing approach that requires clear and adaptable methods to support organisations in designing TIC specific to their organisational and cultural context.

Purpose
The current presentation is based on a collaboration between academic researchers and mental health providers in a maternity hospital in Dublin, Ireland. The project highlights the potential for diverse psychology professionals to work with communities in co-creating TIC specific to their needs. The proposed presentation will detail the project's plan, implementation, and initial results with the aim of offering a pathway and a message of hope to psychology professionals aiming to embed TIC within their organisations.

Method
Grounded in participatory methodologies, the research team developed advisory groups with institutional leaders and representatives from organisations who support the identities and experiences of hospital service-users and providers. Engagement with both groups is central to supporting the accessibility and realism of the project's methods and results. The project combines diverse methods including a systematic review of organisational policies, service-user and provider surveys, and focus group discussions.

Results
A systems approach is applied to consider the multiple, interacting factors that support or hinder TIC within the hospital. Initial project progress and findings will be presented including policy review and survey results.

Conclusion
Psychology researchers and practitioners are uniquely placed to lead the emerging work of TIC. With expertise in trauma, systems thinking, and reflective practice, psychology professionals bring valuable insight into applying this framework. Through utilising co-creation methods, psychology professionals can work with communities to co-create trauma-informed organisations.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 1445

STRENGTHENING HEALTHCARE WORKERS' VACCINATION COMMUNICATION IN GERMANY: DEVELOPING, IMPLEMENTING AND EVALUATING TWO DEMAND-DRIVEN TRAINING INTERVENTIONS

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Introduction: Factual knowledge is essential for vaccination counselling. In addition, evidence shows that Motivational Interviewing (MI) –a psychology-based communication style– is more effective than traditional counselling in improving vaccination attitudes, and improves parents' vaccination intention and their children's vaccination coverage.

Purpose: This study evaluates two needs-oriented and psychology-informed trainings on (1) HPV knowledge and (2) MI conversation techniques to support healthcare workers (HCWs) in addressing HPV vaccine hesitancy among parents.

Method: We quasi-randomly assigned 36 pediatric practices in Germany to either traditional HPV information training (n=15), MI-training (n=11), or no training (n=10). Both trainings were informed by two representative German-wide surveys. Trainings were conducted in spring/summer 2024. Pediatricians and medical assistants were trained separately. We evaluated both trainings using questionnaires completed before, immediately after, and three months post-training. Primary outcome measures were HCWs' knowledge on HPV and MI, self-efficacy in vaccination conversations and perceived difficulties in addressing statements against HPV vaccination. Group differences were tested using ANOVA models (alpha=.05), and follow-up planned contrasts.

Results: Data were collected from n=301 participants across the 36 practices. Trainees showed a greater increase (before vs. after training) in knowledge regarding HPV (HPV-trainees) and MI (MI-trainees) than participants of the control group ($p<.001$). Increase in self-efficacy three months after the training was significantly higher in both trainee-groups compared to the control group ($p<.001$). Training effects on addressing anti-vaccination attitude roots varied by statement, training, and time: HPV-trainees reported less difficulty immediately post-training, MI-trainees after three months, while neither training group differed from the control group ($p>.05$).

Conclusion: First results suggest that both trainings can strengthen HCWs' vaccination communication in Germany, and that combining factual knowledge training with an MI communication style may be even more effective. A potential increase in practice-level vaccination rates will be further evaluated, contributing to an overall-assessment of the intervention.

08 - Division 8: Health Psychology

Chronic Disease and Well-Being 2

Thursday 23 July 2026 from 10:30 to 11:30

(E- Spadolini)

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 2618

THE ROLE OF ANGER AND EMOTIONAL REGULATION IN THE MANAGEMENT OF CHRONIC PAIN: RESULTS FROM PAIN DRAWING TESTS

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Background and Purpose: Difficulties in emotional expression can contribute to somatisation and reduced quality of life in chronic pain. This pilot study aimed to explore the relationship between the bodily representations of pain and emotions, and to examine how the characteristics and difficulties of emotional expression are reflected visually.

Methods: Total of 32 patients (70% female; 30% male with mean age of 51.3 years (23-77 years; SD = 16.4) diagnosed with chronic headache (n = 20) and chronic musculoskeletal pain (n = 12) followed-up at a Chronic pain and Headache Outpatient Care, Department of Neurology, Szeged, Hungary completed psychological self-report questionnaires (Toronto Alexithymia Scale, Spielberger State-Trait Anxiety Inventory, Beck Depression Inventory) and drawing-based tests (Pain Drawing Test, Bodily Maps of Emotions, Pictorial Representation of Illness and Self Measure Drawing Test). Both qualitative and quantitative statistical analyses were applied.

Results: Qualitative results suggest that the visual representation of ‘pain’ shows greatest similarity to the representation of the emotion ‘anger’. ‘Anger’ was also represented most often as an out-of-body experience compared to other emotions (n = 20; 60.6% of patients). Depicting emotions in the head region showed a significant but weak correlation with the ‘pragmatic thinking’ dimension of alexithymia ($r = 0.35$; $p = 0.046$). Based on the results of one-way ANOVA analysis, chronic headache patients represented ‘happiness’ ($p = 0.02$), ‘sadness’ ($p = 0.04$), ‘fear’ ($p = 0.01$) and ‘anger’ ($p = 0.05$) in larger areas within the Bodily Maps of Emotions compared to chronic musculoskeletal pain patients.

Conclusion: Our findings highlight the connection between pain and anger, as well as its potential importance in pain management. The role of emotional regulation and anger can be further explained within the Anger-Brain-Nociplastic Pain Model, with implications for multimodal pain treatment.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1552

THE “NON-DIAGNOSIS” DIAGNOSIS: EXPERIENCES AND NEEDS OF PATIENTS WITH CHRONIC GRAFT-VERSUS-HOST DISEASE AND THEIR CAREGIVERS

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Introduction:
Allogeneic stem cell transplantation is a key therapeutic option for hematologic diseases such as leukemia and lymphoma. However, chronic Graft-versus-Host Disease (cGVHD) affects up to 50% of transplant recipients, significantly impacting their quality of life. Despite its clinical relevance, the psychological and social dimensions of cGVHD remain underexplored.
Purpose:
This study aimed to investigate the lived experience of individuals affected by cGVHD and their caregivers, focusing on the psychological, relational, and existential implications of living with a complex and chronic condition.
Method:
We conducted six in-depth interviews with cGVHD patients (4 males, ranging from 25 to 60 years) and one online focus group their six caregivers. The research followed the Interpretative Phenomenological Analysis framework, using semi-structured interviews to explore illness narratives, coping strategies, and unmet needs. The session with caregivers was conducted online.
Results:
Living with chronic Graft-versus-Host Disease entails identity ambiguity and an elusive diagnostic moment, experienced as a persistent emotional strain. Fragmented care pathways force patients into exhausting mediation roles, amplifying anxiety and practical as well as financial burdens. Daily management revolves around invisible rituals that sustain a precarious balance between illness and normality, while time perception and professional identity are profoundly disrupted. Caregivers, though central to care, remain unsupported and often invisible in their suffering. Meaningful relationships with healthcare professionals and peers emerge as crucial resources to reduce isolation and promote psychological resilience.
Conclusions:
This study highlights the need for integrated psychosocial care within the management of cGVHD. Health psychologists can support both patients and caregivers through interventions aimed at emotional regulation, identity reconstruction, and engagement. Promoting continuity of care, peer support networks, and caregiver inclusion are crucial to enhancing resilience, autonomy, and overall well-being in chronic illness contexts.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1786

ILLNESS PERCEPTIONS AND SELF-MANAGEMENT IN TYPE 2 DIABETES: HOW COGNITIVE AND EMOTIONAL PROCESSES SHAPE BEHAVIOUR

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Introduction: Managing type 2 diabetes is essential for preventing complications and maintaining quality of life, but sticking to a management plan is often difficult. The Common-Sense Model (CSM) of illness representations provides a helpful framework for understanding how people's thoughts and feelings influence their health behaviours.
Purpose: This study aimed to explore how illness perceptions influence self-management behaviours in adults with type 2 diabetes.
Methods: Semi-structured interviews were conducted with 17 adults who have type 2 diabetes. Nine participants managed their condition well, while eight struggled with self-management. The researchers analysed the data thematically.
Results: Among participants who effectively managed their diabetes, key areas of the CSM included identity integration, perceived control, and coherence. The combination of a strong sense of identity, a clear understanding, and structured control created a support system for ongoing self-management and emotional regulation. Acceptance was essential in linking cognitive understanding with action, allowing insights into consequences and causes to become consistent self-management practices. On the other hand, those with less effective management were very aware of the timeline and consequences of their condition but showed low identity integration and coherence. Their emotions often felt overwhelming and demotivating, which led to inadequate processing. This lack of processing disrupted their control behaviours and coherence. It was concluded that awareness of the chronic nature and consequences of the condition was not enough for continuous self-management.
Conclusion: Programmes and interventions that focus on identity integration, enhanced control and improved coherence through learning about bodily responses, establishing routines, and encouraging emotional acceptance may facilitate self-management. Focusing on these areas could assist individuals who find it hard to turn their knowledge of the chronic nature and consequences of diabetes into ongoing behavioural control.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1630

FROM STIGMA TO STRENGTH: HOW PEER SUPPORT TRANSFORMS PSYCHOLOGICAL WELLBEING AMONG PEOPLE LIVING WITH HIV IN INDONESIA AND DENMARK

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University of Copenhagen ~ Copenhagen ~ Denmark

People living with HIV (PLWH) continue to face psychological burdens linked to stigma, disrupted identity, and emotional isolation. Peer-led support groups have emerged as community-based strategies to address these challenges, yet their mental health benefits remain under-explored within psychological research. This study offers a cross-cultural qualitative comparison of how peer support groups function as informal therapeutic spaces for PLWH in Indonesia and Denmark, highlighting shared psychological benefits and culturally distinct coping strategies. The study aimed to explore how peer-led support groups reduce HIV-related stigma and enhance psychological quality of life in two culturally different contexts. Framed within health psychology and social development perspectives, it examined how peer networks facilitate emotional support, self-advocacy, and cultural adaptation of HIV care beyond clinical settings. We conducted 40 in-depth, semi-structured interviews with PLWH (20 in each country) who had participated in peer support groups for at least six months. Participants were purposively selected to reflect diversity in gender, age, and treatment experience. Thematic analysis was applied using a psychological lens, focusing on emotional expression, meaning-making, and interpersonal processes. Three core psychological functions of peer support groups were identified: emotional relief and regulation, identity reconstruction, and empowerment. Participants described groups as safe spaces to express emotions, reframe their HIV identity from shame to resilience, and build confidence in managing care. Cultural differences shaped these processes: Indonesian participants emphasized collective identity and spirituality, while Danish participants highlighted autonomy and self-affirmation. Across both settings, peer support enhanced motivation, psychological clarity, and sustained care engagement. Peer-led support groups offer low-cost, culturally adaptable, and psychologically meaningful interventions. Their integration into HIV care systems may help close mental health gaps, reduce stigma, and improve quality of life for PLWH globally.

08 - Division 8: Health Psychology

Behavioural Change & Preventive Interventions 2

Thursday 23 July 2026 from 11:00 to 12:00

(G-Spadolini)

Division 8: Health Psychology Division 5: Education and School Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1995

IMPLEMENTING THE HEALTH PROMOTING SCHOOL APPROACH: A LATENT ANALYSIS FROM THE LOMBARDY REGION, ITALY

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Introduction
School is a fundamental setting for the growth and development of students and school staff, influencing their health and lifestyles. At the international level, the World Health Organization (WHO) promotes the “Health-Promoting School” (HPS) approach. A HPS adopts a whole-school approach, comprising all aspects of the life of a school. The literature highlights the importance of the quality of the implementation of the HPS approach for its effectiveness. Adopting the HPS approach implies several changes and activities, which are challenging for schools. Furthermore, schools can implement the HPS approach according to their context-specific values, needs, resources, and characteristics. Therefore, identifying different ways in which schools can implement the model as it is recommended by international guidelines and local needs is vital to further research with respect to the effectiveness of the HPS approach.

Purpose
In the Lombardy Region (Italy), the HPS approach is well-established and 14 provincial and sub-provincial HPS Networks operate, totaling over 500 schools. The purpose of the study is to identify different implementation typologies within the HPS Networks of Lombardy.

Method
A latent analysis (LCA/LPA) will be performed based on a series of health promotion practices listed in a regional document. These will be used to create indicators based on the HPS characteristics and components. A survey investigating the implementation status of these practices was administered to schools from April to September 2025. The survey was sent by the School Regional Office, and participation was promoted by the leading schools, the school provincial offices’ staff, and the local healthcare units’ staff.

Results
A total of 405 schools responded to the survey, yielding a high response rate from the schools within the Networks (79%). The results of the analysis will provide insights on the status of HPS within Lombardy.

Division 8: Health Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1310

EFFECTS OF HEALTH AND ENVIRONMENTAL MESSAGES IN THE CONTEXT OF INCREASING WHOLE GRAIN CONSUMPTION: A RANDOMISED CONTROLLED TRIAL

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Multiple ecological crises present significant health threats to humans and require behaviour change that offers co-benefits for both human health and environmental sustainability. A behaviour offering these co-benefits is the consumption of whole grain products, which has significant health benefits and relieves the food industry's strain on the environment. Providing information on benefits of a behaviour has shown to be effective in promoting behaviour change in both the health and environmental context, but research on the mechanisms and effectiveness is inconclusive. Specifically, it is unclear whether framing the information (health vs. environmental benefits) differs in its effectiveness and whether this depends on individual cognitive or affective differences. To gain a better understanding of the effectiveness of information framing and its underlying mechanisms in the context of increasing whole grain consumption, we conducted a randomised controlled trial with a convenience sample of 123 individuals. Two intervention groups received an information framing (health or environmental benefits), an active control group received neutral facts on whole grain products. In a three-week Ecological Momentary Assessment study, we assessed daily intention and behaviour as well as risk perception and motivational orientation, both separately for health and environment. After a one-week baseline phase, participants received daily messages (health benefits vs. environmental benefits vs. neutral facts). The analyses showed that across all groups, participants increased their intended and actual whole grain consumption, indicating an effect of information but not framing. Potentially, any information increased the salience of whole-grain consumption and thus intentions and consumption. Interestingly, health motivational orientation significantly moderated the effect of messages on intention in the control group, with higher individual health motivational orientation at baseline being related to higher intention, but not consumption, at the later measurement points. No other significant moderations were found. Implications for further research and intervention designs will be discussed.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1609

A FEASIBILITY STUDY ON A STOP SMOKING IN SCHOOLS TRIAL: THE CASE FOR THE PHILIPPINES

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The A Stop Smoking in Schools Training (ASSIST) is a peer-led, school-based adolescent smoking prevention intervention proven to be effective not only in preventing smoking but also in promoting well-being and leadership skills among students. It uses the diffusion of innovation theory to address issues about smoking uptake in 13- to 14-year-olds. As this program has initially been tested in the United Kingdom, a study was conducted by the University of Glasgow (UK), De La Salle University (Philippines), and Gadjah Mada University (Indonesia) to test its feasibility in culturally different middle-income countries. This paper presents the results of a feasibility study conducted in the Philippines. The feasibility study examined whether ASSIST can be adapted in culturally different low- and middle-income countries and the extent to which it will be feasible. This presentation focuses on the process evaluation of ASSIST, examining the issues related to the acceptability of the intervention, from the consent process to the various data collection phases, and the training program

Division 8: Health Psychology Division 7: Applied Gerontology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1435

BEHAVIOURAL INTERVENTIONS FOR THE PREVENTION AND MANAGEMENT OF CARDIOVASCULAR DISEASE AND DIABETES MELLITUS: A SYSTEMATIC REVIEW OF REVIEWS

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University of Limerick ~ Limerick ~ Ireland

Cardiovascular disease (CVD) and type 2 diabetes mellitus (T2DM) are leading causes of global morbidity and mortality, with prevalence projected to rise substantially by 2050. Behavioural risk factors, including poor diet, physical inactivity, tobacco use, and harmful alcohol consumption, are major contributors. A range of behavioural interventions, including digital health strategies, have shown potential in improving outcomes, but evidence remains fragmented.

This review synthesised findings from previous systematic reviews on the effectiveness of behavioural interventions for adults with, or at risk of, CVD and T2DM. A systematic search of PubMed, PsycINFO, Cochrane Library, Embase, CINAHL, Scopus, and Web of Science identified reviews published between 2000 and 2025. Eligible studies evaluated interventions focused on diet, physical activity, medication adherence, or multi-component lifestyle change in adults with CVD, T2DM, or those at risk. From 3,334 records, 161 papers progressed to full-text review, with 74 still under review.

Studies meeting the inclusion criteria are being reviewed narratively, with findings organised by intervention type and health outcomes. Evidence indicates that lifestyle interventions effectively reduce T2DM incidence and improve CVD risk factors, including glycaemic control, blood pressure, and lipid profiles. Digital and mobile health tools enhance medication adherence and support sustained behaviour change. However, heterogeneity in study design, duration, and measured outcomes limits comparability, and few reviews address long-term sustainability.

These findings underscore the importance of multi-component, digitally enabled behavioural strategies to reduce the burden of CVD and T2DM. Insights will directly inform the development of the SHIELD mobile application, which leverages an AI-powered chatbot to deliver personalised behavioural interventions for prevention and self-management at scale.

This research is supported by the Horizon Europe–funded SHIELD project, co-funded by the Swiss State Secretariat for Education, Research and Innovation (SERI; Grant Nº 101156751).

08 - Division 8: Health Psychology

Stress, Anxiety & Adaptation 1

Thursday 23 July 2026 from 11:00 to 12:30

(S-Monumentale)

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 430

STRESS, SPACE, AND SPECIALIZATION: RESILIENCE STRATEGIES IN NUCLEAR MEDICINE PRACTICE

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Nuclear medicine professionals face exceptional workplace demands characterized by high-stakes precision requirements, prolonged work in confined spaces, and the need to maintain specialized technical expertise. These unique stressors—cognitive load from precision tasks, physical workspace constraints, and constant upskilling pressures—create significant challenges for practitioners' well-being and patient safety. The field's distinctive nature, involving complex radiation safety protocols and advanced imaging/therapeutic procedures, compounds these pressures beyond typical healthcare stressors. This review synthesizes evidence on resilience-building approaches tailored for nuclear medicine practice, drawing from occupational health, human factors engineering, and radiology literature. We analyze three key intervention domains: cognitive-behavioral strategies for precision-related stress, ergonomic adaptations for confined workspaces, and support systems for technical skill maintenance. Findings reveal that effective resilience requires integrated individual, team, and institutional approaches, with notable gaps in practical implementation within nuclear medicine workflows.We propose a multi-level resilience framework addressing: (1) individual techniques for decision fatigue management, (2) workspace innovations like modular equipment redesign, and (3) institutional policies including structured microbreaks and peer support systems. The framework aligns with Sustainable Development Goals by enhancing worker well-being (SDG-3), promoting decent work conditions (SDG-8), and advancing medical technology (SDG-9).
Critical research priorities include developing nuclear medicine-specific resilience metrics and evaluating workspace intervention cost-effectiveness. This review bridges theory and practice, offering actionable insights for healthcare leaders and practitioners to address the field's unique challenges while maintaining high-quality patient care.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 575

SELF-COMPASSION AND ACHIEVEMENT PURSUIT IN PILOTS: BURNOUT AS A PSYCHOLOGICAL BRIDGE

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'Self-compassion' defined as being kind to oneself during challenging situations act as a direct driver of achievement motivation. This statement oversimplifies the relationship but may not be the case in high-stakes, performance-driven environments. One such environment is being a pilot in the aviation industry. Pilots typically face unique demands which include intensive training schedules, high cognitive load, strict performance standards, and constant evaluation. All these activities impact their sustained motivation, performance consistency and can elevate burnout risk. To explore these dynamics, we pooled a sample of n=157 trainee pilots from different training phases through stratified random sampling. Participants completed validated questionnaires measuring self-compassion, burnout, and achievement motivation. We tested the hypothesized research model and intervening mechanisms through Structural Equation Modeling approach. The results present little evidence that self-compassion directly increases achievement motivation. Instead, we obtained an indirect effect highlighting that pilots who scored higher in self-compassion tended to report lower levels of burnout whereas those with less burnout showed stronger motivation to achieve. This indicates that self-compassion acts mainly as a protective shield and reduces the harmful effects of exhaustion and cynicism, which in turn, redefines their motivation. Our results challenge overly optimistic assertions that self-compassion alone powers achievement and contrarily suggests that self-compassion safeguards psychological resources by lowering strain rather than directly energizing goal-pursuit. We recommend that this idea may be incorporated in their training and development programs as it may enhance their capabilities in reducing burnout, workload and overall stress-management.

Division 5: Education and School Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 4: Quality Education SDG 13: Climate Action SDG 1: No Poverty

Abstract 711

SUFFICIENT SLEEP AND PHYSICAL ACTIVITY CAN RELIEVE THE EFFECTS OF LONG-TERM EXPOSURE TO PARTICULATE MATTER ON DEPRESSIVE SYMPTOMS

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[1]Central China Normal University ~ Wuhan ~ China, [2]Peking University ~ Beijing ~ China

Background: Although long-term exposures to air pollutants have been linked to mental disorders, existing studies remain limited and inconsistent. We investigated the relationship between exposure to particulate matter (PM) and depressive symptoms, as well as the potential role of sleep duration and physical activity. Method: Using the surveillance data (2019 to 2022) of common diseases and risk factors among 312,390 students aged 10–25 years, logistic regression, generalized liner model (GLM) and restricted cubic spline (RCS) were employed to investigate the relationship between long-term exposure to PM and depressive symptoms. Result: Significant associations were found between PM1 (OR = 1.21, 95 % CI: 1.12–1.32), PM2.5 (OR = 1.24, 95 % CI: 1.19–1.38), and PM10 (OR = 1.87, 95 % CI: 1.69–2.07) and increased risks of depressive symptoms. Sleep duration and physical activity relieved these associations. The odds ratios (ORs) of PM1, PM2.5, and PM10 on depressive symptoms were lower in group with sufficient sleep (1.02 vs. 1.49, 1.20 vs. 1.80, 2.15 vs. 2.23), lower in group with high level MVPA (1.13 vs. 1.48, 1.14 vs. 1.58, 1.85 vs. 2.38), and lower in group with high level outdoor activity (1.19 vs. 1.55, 1.23 vs. 1.63, 1.83 vs. 2.72). Conclusion: Sufficient sleep duration and outdoor activity may mitigate the decline in mental health among adults in developing countries caused by long-term exposure to PM. This contribution enhanced our understanding of the mechanisms linking air pollution to mental health.

Division 4: Environmental Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 798

ENVIRONMENTAL SENSITIVITY PREDICTS BURNOUT IN HEALTHCARE STUDENTS AND THE ROLE OF COPING STRATEGIES

Boyle E., Connery T., O''Reilly A., Setti A.*

School of Applied Psychology ~ Cork ~ Ireland

Background: Healthcare students (HCS) experience high rates of burnout, negatively impacting their well-being. Sensory processing sensitivity (SPS), a trait that reflects differential susceptibility to positive and negative environments, has been associated with negative psychological outcomes in healthcare professionals and university students and well as poorer wellbeing in the general population and higher disposition to mental health issues. However, SPS has not been explored in HCS.

Purpose: This study examined the association between SPS and burnout among HCS and tested whether time in nature, social support, and meaning-centred coping moderated this relationship, with the goal of informing interventions for high-SPS HCS. The study adopted a survey design and two open questions for context.

Methods: 345 participants completed an online survey that included measures of SPS, burnout, meaning-centred coping, social support, and time in nature and two open-ended questions regarding their coping strategies for stress. Quantitative data were analysed using hierarchical multiple regression and moderation analyses. Qualitative data were analysed using thematic analysis.

Results: SPS and neuroticism predicted burnout, while higher mean centred coping predicted lower burnout. Time in nature did not predict lower burnout. Neither social support nor meaning-centred coping moderated the association between SPS and burnout. The thematic analysis generated four themes: Navigating Stress through Action; Maintaining Well-Being and Balance; Finding Strength in Connections; and Barriers to Effective Coping and elucidated barriers and enablers to coping depending on the level of sensitivity.

Conclusion: SPS is associated with burnout in HCS, highlighting the importance of recognising SPS as a contributing factor to burnout. While social support, meaning-centred coping, and time in nature did not moderate the association between SPS and burnout, the qualitative data demonstrated that HCS employ diverse coping strategies, such as exercise, planning, and cognitive reframing, which future research should examine in relation to students' burnout and sensitivity levels.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 904

LONG-TERM PHYSIOLOGICAL STRESS IS RELATED TO REDUCED PERCEIVED STRESS AS MEASURED BY OURA RING BIOMETRIC DATA AND ECOLOGICAL MOMENTARY ASSESSMENT

Gardner F.*, Moore Z.

Touro University ~ New York City ~ United States of America

Stress is a multidimensional construct encompassing physiological responses such as changes in heart rate, heart rate variability, body temperature, and motion; and psychological experiences, including perceived tension and coping abilities. Physiological aspects of stress can be objectively quantified via wearable technology such as the Oura ring, which assesses several variables of bodily stress. Perceived stress, measured through self-reports such as the Perceived Stress Scale (PSS-10), is an individual's subjective appraisal of life as stressful, uncontrollable, or unpredictable. Although physiological and perceived stress significantly impact psychological health and well-being, their relationship and interaction warrant further exploration. Understanding how individuals interpret their physiological stress responses and evaluate their coping capacity helps inform interventions that address discrepancies between physiological stress indicators and subjective experiences. This study evaluated physiological stress and perceived stress to identify potential discrepancies and explore practice implications. Twenty graduate and 16 undergraduate students from two universities in the Unites States wore an Oura ring for 40 days to gather biometric data and to assess bidirectionality of participants' physiological and emotional arousal. Participants completed the PSS-10 through a smartphone application utilized for Ecological Momentary Assessment and Experience Sampling Methodology data collection. A linear mixed model analysis revealed the average time in physiological stress was significantly negatively correlated with perceived stress (r=-.28, p=.03), indicating that individuals with higher average stress exposure over 40 days reported lower perceived stress. Individual differences accounted for more variation in PSS-10 than within-person changes over time (r=-.28, p=.03); thus, individuals who typically experience more physiological stress report lower perceived stress. Findings reveal that physiological stress and psychological perceptions may be capturing different aspects of the stress experience. Future research should investigate a potential stress adaptation effect, such that chronically stressed individuals may develop coping mechanisms or adjust stress perception.

Abstract 4271

IDENTIFYING THE CRITICAL PERIOD OF ACADEMIC BURNOUT: A COMPUTATIONAL SIMULATION APPROACH BASED ON LARGE-SCALE ASSESSMENT DATA

Tang X.*

Tallinn University & University of Helsinki

Understanding student motivation has long been a central concern in educational research. While prior studies have extensively examined levels and correlates of motivation, far less is known about the timing at which students transition into a state of complete motivational disengagement. In present study, based on Cox proportional hazards modeling and using large-scale data from the Programme for International Student Assessment (PISA), we develop a computational simulation model to infer individual- and group-level distributions of academic burnout onset across study weeks. Results demonstrate systematic variation in the timing of academic burnout onset as a function of weekly study time, with longer study hours associated with an earlier increase in burnout risk. To facilitate practical application, we further implement an interactive ShinyApp that allows users to estimate academic burnout onset periods at the individual, classroom, and school levels. This study contributes a novel methodological framework for temporally locating motivational breakdown and offers a scalable tool for translating large-scale assessment data into actionable educational insights.

08 - Division 8: Health Psychology

Poster Session 8 - Division 8

Thursday 23 July 2026 from 11:25 to 12:55

(X- Poster 3)

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2456

NO REST, NO DAYS OFF": A MULTIROLE PERSPECTIVE ON CAREGIVER BURDEN IN PARENTS OF CHILDREN WITH CHRONIC HEALTH CONDITIONS

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Trinity College Dublin ~ Dublin ~ Ireland

Introduction: Caregiver burden has emerged as an important area of research within the health sciences, as it seeks to understand how the responsibilities associated with providing care can become overwhelming for the individual in this role. Recent studies have also begun to explore how individuals balance caregiving with other significant life roles, such as employment, to better understand how managing multiple responsibilities affects their well-being. Despite these developments, relatively little is known about how individuals navigate and balance multiple roles simultaneously, a reality that is particularly salient for parents caring for a child with a chronic health condition. Parental informal caregivers are unique in that they exist at the intersection of several roles, including those of parent, caregiver, employee, and spouse. Purpose: Grounded in over 100 perspectives of parental caregivers all over the world, this research aims to further contextualize the lived experience of this population in order to improve our understanding of caregiver burden and improve existing interventions. Method: This research employed mixed methodology, using a combination of validated quantitative measures assessing parental quality of life, work-life satisfaction, and spousal support, which was supported by open-ended questions in which the individual could expand on their experience. Results: Results illuminated the relationship between the various roles and responsibilities parental caregivers must navigate simultaneously and provide context for where additional areas of support would be beneficial. This research has implications for developments in both formal and social support.

Division 8: Health Psychology Division 5: Education and School Psychology Division 16: Counseling Psychology Division 12: Sport Psychology SDG 3: Good Health and Well-being

Abstract 4562

INTEGRATIVE PHYSICAL EDUCATION AS A BIOPSYCHOSOCIAL MECHANISM FOR MITIGATING ANXIETY AND DEPRESSION IN STUDENTS WITH CHRONIC HEALTH CONDITIONS

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Background: Students assigned to Special Medical Groups (SMG) due to their health status are at high risk of psychological maladaptation. The synergy of chronic somatic conditions and intense academic pressure creates a fertile ground for emotional burnout and social deprivation. Preliminary screening of this cohort revealed anxiety levels exceeding normative thresholds, with 26.3% of respondents exhibiting moderate depressive symptoms.
Objective: This study aims to evaluate the effectiveness of an innovative integrative model of physical education in optimizing the psycho-emotional status and enhancing the adaptive potential of students with health limitations.
Methods: A 12-week experimental program based on the biopsychosocial approach was implemented. The model integrated regulated physical activity with psychological techniques, including mindfulness breathing, progressive muscle relaxation, body-oriented practices, and visualization. Assessment was conducted using the Spielberger-Hanin State-Trait Anxiety Inventory (STAI) and the Beck Depression Inventory (BDI) (n=186).
Results: Post-intervention data demonstrated a statistically significant ($p < 0.001$) reduction across all psychological markers. State anxiety decreased by 14.5%, and trait anxiety fell by 10.2%, indicating improved emotional regulation and self-efficacy. Notably, depressive symptoms saw a 22.4% reduction. Participants reported a decrease in apathy, improved sleep quality, and a shift from avoidant coping mechanisms to active social engagement. Gender-based analysis revealed that female students showed more pronounced improvements in emotional stability, while male students demonstrated superior physiological recovery.
Conclusions: The integrative physical education model serves as an effective tool for psychological intervention within the educational process. The program facilitates the development of an internal locus of control and fosters a supportive environment, transforming physical education from a general curriculum subject into a robust resource for psychophysical rehabilitation and academic adaptation.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2504

EFFECT OF ATTITUDE AND STIGMA TOWARDS HELP SEEKING ON MENTAL HEALTH ISSUES: A CROSS-CULTURAL STUDY OF MIGRANT DOMESTIC WORKERS IN ASIA

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Background: Migrant domestic workers (MDWs) face multiple challenges, including language barriers, cultural adaptation, exploitation risks, and social isolation that can impact their mental health. These experiences shape their attitudes toward help-seeking and self-stigma regarding mental health services. Understanding these factors across different cultural contexts is crucial for developing culturally sensitive interventions.
Aim and Hypothesis: This study investigated the relationships between self-stigma of seeking help (SS), attitudes toward seeking professional psychological help (AT), and perceived devaluation and discrimination (PDD) among MDWs across four Asian countries. We hypothesized that AT would negatively predict PDD, while SS would positively predict PDD, and that these relationships would differ significantly across cultural contexts.
Methods: A total of 277 MDWs (89.2% male, 10.8% female; mean age 36.6 years) from Indonesia, Malaysia, India, and Vietnam completed measures including the ATSPPH-SF, SSOSH, and RPDD scales. Data were analyzed using correlational analysis, multiple regression, ANOVA with post hoc Tukey tests, and Random Forest Regression machine learning models. Harman's one-factor test confirmed no significant common method bias (31.7%).
Results: Multiple regression revealed that AT negatively predicted PDD ($\beta = -0.074$, $p = 0.028$), while SS demonstrated a strong positive effect ($\beta = 0.845$, $p < 0.001$). The Random Forest model confirmed robust predictability (Training $R^2 = 0.87$; Test $R^2 = 0.84$). ANOVA results showed significant cross-cultural differences in AT ($\omega^2 = 0.051$), SS ($\omega^2 = 0.463$), and PDD ($\omega^2 = 0.406$), with the largest differences observed between Indonesia-Malaysia and Indonesia-Vietnam pairs.
Conclusion: Self-stigma emerged as the strongest predictor of perceived discrimination among MDWs, substantially outweighing attitudes toward help-seeking. Significant cross-cultural variations highlight the necessity for culturally tailored interventions. Findings emphasize the importance of reducing self-stigma and promoting mental health service utilization through culturally sensitive approaches that acknowledge country-specific contextual factors affecting MDWs' mental health help-seeking behaviors.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2722

SLEEP STATE MISPERCEPTION: A LARGE-SCALE ANALYSIS OF THE DISCREPANCY BETWEEN SUBJECTIVE AND OBJECTIVE SLEEP PARAMETERS

Kim H.J.*

Ajou University School of Medicine ~ Suwon ~ Korea, Republic of

• Introduction: Patients with sleep disorders often report sleep difficulties that contradict physiological data. This phenomenon, known as "sleep state misperception" or "paradoxical insomnia," reflects significant cognitive distortion regarding one's own sleep health and can exacerbate sleep-related anxiety.
• Methods: We conducted a retrospective analysis of 2,133 patients who underwent diagnostic PSG at the Sleep Center of the Department of Otorhinolaryngology (2019–2023). Subjective sleep parameters were collected via a post-sleep questionnaire administered the morning after the PSG. We compared subjective reports with objective data across key variables: Total Sleep Time (TST), Sleep Onset Latency (SOL), and the frequency of apnea/hypopnea events.
• Results: The analysis revealed significant discrepancies between perception and reality. Patients consistently demonstrated a negative bias regarding sleep continuity; they perceived their sleep duration as significantly shorter and sleep onset as taking longer compared to objective recordings. In contrast, a profound lack of awareness (anosognosia) was observed regarding sleep breathing disorders. While objective data indicated frequent apnea/hypopnea events (mean approx. 100/night), patients' subjective reports showed minimal awareness of these disruptions.
• Conclusions: Patients tend to "catastrophize" insomnia symptoms while remaining unaware of physical disruptions like sleep apnea. These findings suggest that sleep disorders involve not only physiological mechanisms but also significant cognitive distortions. Consequently, providing objective feedback based on PSG data is essential to correct patients' misperceptions and improve therapeutic outcomes.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 12: Sport Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2688

WITHIN- AND ACROSS-PERSONS ASSOCIATIONS BETWEEN POSITIVE EMOTIONS AND SEDENTARY BEHAVIOR IN DYADS ADOPTING AN ACTIVE LIFESTYLE.

Misiakowska J.*, Banik A., Kulis--Stefanczyk E., Szczuka Z., Siwa M., Wietrzykowska D., Zaleskiewicz H., Kornafel A., Krzywicka P., Paduszynska N., Kuzminska J., Palacz--Poborczyk I., Sorsa G., Luszczynska A.

SWPS University ~ Wroclaw ~ Poland

Introduction:
Both physical activity (PA) and sedentary behavior (SB) may evoke positive emotions. Previous research has mostly examined these emotions within respective individuals (e.g., SB enjoyment predicting SB of the same person), and SB was considered to be predicted by SB-specific emotions.
Purpose:
This study investigated within-person and across-person associations between positive emotions (PA enjoyment and SB enjoyment) and sedentary time.
Method:
Data were merged from two longitudinal studies including 544 dyads (1,089 participants) aged 9–90 years. In each dyad, one person (the target) reported: (a) spending most waking hours sitting and/or not meeting WHO physical activity recommendations at baseline, and (b) aimed to reduce sedentary time. The other person (the partner) supported respective behavioral change. Enjoyment of PA and SB was measured using the Groningen Enjoyment Questionnaire. Sedentary time was objectively assessed via accelerometers at baseline (T1) and at 8-month follow-up (T2). Regression analyses controlled for baseline sedentary time.
Results:
Several within- and across-dyad associations emerged. Among target persons, higher PA enjoyment (T1) predicted lower sedentary time (T2). Greater SB enjoyment (T1) was related to higher sedentary time at T1 for both dyad members. Across-person effects were also found: partners' SB enjoyment (T1) was associated with higher sedentary time in target persons at T1, suggesting shared behavioral tendencies. Conversely, partners' PA enjoyment (T1) predicted lower sedentary time among target persons at T2, indicating a potential protective interpersonal effect.
Conclusions:
The findings emphasize the dual role of enjoyment—PA enjoyment helps reduce sedentary time, while SB enjoyment maintains inactivity. Interpersonal influences underline the importance of dyadic interventions that enhance PA enjoyment in both members to facilitate long-term reductions in sedentary behavior.

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2683

MMPI-2 AND MMSE-2 ASSESSMENT OF BREAST PATHOLOGY

Munteanu C.*

Prof. Dr. Agrippa Ionescu" Clinical Emergency Hospital ~ Bucharest ~ Romania

Introduction
Emotional disturbances in response to breast pathology (MP) can affect a person's physical health and psychological well-being. Previous research has shown that a large proportion of people with PM experience multiple concurrent psychological symptoms during the care trajectory, such as stress, anxiety, depression and cognitive impairment. The current study expands on existing research and aims to assess psychological resource levels and cognitive impairment by using coping indicators of the Minnesota Multiphasic Personality Inventory®-2 (MMPI®-2) and the tasks of the Mini-Mental State Examination, 2nd Edition™ (MMSE-2®).
Method
The clinical sample consisted of 12 women with a mean age of 43.75 years (SD = 6.77 years; range: 33-52 years). The normative MMPI-2 (n = 1115) and MMSE-2 (n = 677) samples of the female population of Romania were analyzed for comparison of means.
The psychological instruments used included the MMPI-2 and the extended version of the MMSE-2. Cut-off scores for clinically significant increases were set at different T-score levels according to the MMPI-2 scales analyzed: Demoralization (RCd), Anxiety (A), Ego Strength (Es) and mean scores on clinical scales 1-4 and 6-9. MMSE-2 reported impaired cognitive areas.
Results
MMPI-2 scores showed moderate-intensity psychological symptoms (mean of scales 1-4 and 6-9, T = 67) and moderate-severe unhappiness, demoralization (RCd, T = 69). Mid-level scores on the A (T = 41) and Es (T = 53) scales suggested a favorable prognosis for psychotherapy, with a good adaptive psychological response to the disease condition.
The most commonly impaired cognitive function was attention, followed by short-term memory and impaired verbal learning ability.
Conclusions
The results were consistent with the study purpose. The study provides support for future research on larger PM samples.

Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2438

MULTILEVEL DETERMINANTS OF PARENTAL ENGAGEMENT IN PAEDIATRIC SCREENING PROGRAMMES: A SYSTEMATIC REVIEW

Werner A.*, Graffigna G., Savarese M.R.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Introduction:
Paediatric screening programmes are essential for the early detection of physical diseases that may appear during childhood or later in life, improving children's health outcomes. However, while clinical benefits are often indisputable, from a psychological perspective prevention is not always an easy choice, as it can cause anxiety and stress in parents who must make health decisions for their children. Understanding the psychological and social factors that influence these decisions is crucial to developing effective strategies to increase participation in screening programmes.
Purpose:
This systematic review aims to synthesise evidence on barriers, facilitators, and decision-making processes that influence parental adherence to preventive paediatric screening programmes for various physical health conditions.
Method:
The review is pre-registered in PROSPERO (CRD420251058370). A systematic search was conducted in PubMed, PsycInfo, Scopus, and the Science Citation Index, with no time limits, including studies in English and Italian. Quantitative, qualitative, and mixed-methods studies on caregiver participation in preventive paediatric screening for physical conditions (e.g., type 1 diabetes, congenital hypothyroidism, hearing loss, metabolic disorders) were included. Screening and data extraction are ongoing, and preliminary analyses are based on studies meeting inclusion criteria to date.
Preliminary results:
Three macro-categories of factors emerged.
Cognitive and informational: understanding the preventive purpose and benefits of screening motivates participation, though uncertainty about non-symptomatic positivity creates ambivalence and demand for clearer communication.
Emotional-relational: anxiety and responsibility may cause hesitation, but trust in professionals and relational support promote engagement.
Contextual and organisational: simplicity, free access, and active invitation increase participation, which is generally high. Overall, parents show strong preventive motivation but ambivalent feelings balancing reassurance and fear of early knowledge.
Conclusions:
Adherence to paediatric screening is generally good but shaped by emotional ambivalence. Recognising these dynamics can guide communication and psychoeducational strategies to promote informed and supported parental participation.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 2712

SELF-CRITICAL RUMINATION AND SLEEP QUALITY IN UNIVERSITY STUDENTS: THE MEDIATING ROLE OF POSITIVE AND NEGATIVE AFFECT

Wu L.*, Zhu L.

Shaanxi Normal Univeristy ~ Xi'an ~ China

Introduction: Impaired sleep quality is prevalent among university students. While rumination disrupts sleep, the daily mechanisms of Self-Critical Rumination (SCR) and its interaction with affective states remain underexplored. Purpose: This study utilized a diary method to investigate the mediating mechanisms of Positive Affect (PA) and Negative Affect (NA) in the relationship between pre-sleep SCR and sleep quality at both within- and between-person levels. Method: A sample of 177 Chinese university students (Mage = 20.56) completed baseline surveys and daily questionnaires for 14 consecutive days (N = 2,478 observations). Multilevel modeling with Bayesian estimation was conducted. Results: At the within-person level, elevated daily pre-sleep SCR predicted poorer sleep quality, heightened NA, and diminished PA. Both daily affective states significantly influenced sleep, suggesting SCR impairs sleep by concurrently downregulating PA and upregulating NA. In contrast, between-person findings diverged, revealing that although trait SCR directly predicted worse sleep, it unexpectedly associated with higher trait PA. This elevated PA exerted a positive indirect effect, buffering SCR's overall detrimental impact. Notably, while daily NA disrupted sleep, trait NA showed no such association, underscoring that sleep regulation mechanisms differ fundamentally across timeframes. Conclusions: Our findings demonstrate that the mechanisms linking SCR to sleep differ significantly between intra-individual and inter-individual levels. While daily SCR harms sleep through immediate affective dysregulation, trait-level dynamics involve a compensatory mechanism where PA serves as a protective buffer. Interventions should therefore distinguish between managing daily emotional fluctuations and addressing habitual traits to effectively improve youth sleep health.

08 - Division 8: Health Psychology

STRESS MITIGATION AT THE MACRO, MESO, AND MICRO LEVELS

Thursday 23 July 2026 from 11:30 to 13:00

(L-Lorenese)

Efrat Neter (Ruppin Academic Center ~ Haifa ~ Israel), Chair and Discussant

The proposed symposium, "Stress Mitigation at the Macro, Meso, and Micro Levels", offers a timely and multidisciplinary exploration of stress as a pervasive health challenge across societal layers. Each presentation introduces a novel lens—from evolutionary theory to immunological biomarkers—highlighting innovative approaches to understanding and addressing stress.
The symposium begins with a foundational perspective on chronic stress as a mismatch between human evolution and modern environments (#1, Orbán), setting the stage for applied solutions: from policy-level interventions in health crises (#2, Roussel & Van den Broucke) and migration (#3, Rajan, Eugene & Coen), to developmental health in early childhood (#4, Kolopaking & Dockrell), and frontline resilience in wartime healthcare (#5, Blum and Kushnir). Together, these contributions and the discussion (#6, Neter) form a cohesive narrative that bridges theory, policy, and practice, offering actionable insights for researchers, clinicians, and policymakers alike.
The titles of the proposed abstracts are:
1. Evolutionary Mismatch and Modern Maladaptation: An Evolutionary Health Psychology Perspective on Chronic Stress and Disease. From Fiji.
2. Building New Imaginaries in Health Crisis Management: Psychology to the Rescue of Health Policies. From Belgium.
3. Im/migration: Global health crisis & politics. From the US and UK
4. Integrating Whole-Child and One-Health Perspectives in Early Development: A Health Psychology Lens. From Indonesia and UK.
5. Wartime Workability and pro-inflammatory cytokines in a group of hospital healthcare professionals. From Israel.
6. Discussion. Neter (proposer, from Israel).

Abstract 3884

BUILDING NEW IMAGINARIES IN HEALTH CRISIS MANAGEMENT: PSYCHOLOGY TO THE RESCUE OF HEALTH POLICIES

Roussel S.*, Van Den Broucke S.

Université Catholique de Louvain ~ Louvain ~ Belgium

Introduction.
The number of health crises is increasing, making it imperative to draw lessons from past pandemics. These insights can help strengthen the resilience of societies and individuals, to deal with similar stressful events in the future. Building on the experience with the SARS-CoV-2 pandemic in the Brussels-Capital Region of Belgium, the prospective participatory research, PANDORIX, envisioned developing crisis exit scenarios for future crises.
Methodology.
An exploratory mixed-method approach was used. First, semi-structured interviews were held with citizens including ‘specific’ groups, organisations, and experts, to explore their representations of the management of the Covid-19 pandemic as well as their representations of potential future crisis management. Next, a quantitative questionnaire study with cluster analysis was performed to investigate citizens' preferences for the crisis management strategies derived from the qualitative study.
Results.
While most participants agreed that humans were responsible for the factors causing pandemics, opinions diverged regarding how crises should be governed, particularly the participation of citizens in the decision-making process for health policies. The study highlighted crisis management preferences associated with behavioural intentions to follow governmental recommendations. Beyond data collection, citizens were involved at various key moments of the study, such as validating scenarios, improving the questionnaire and coauthoring an article. Participants reported that their involvement in a supportive research environment, the exploration of various representations in a non-judgemental atmosphere, helped them to cope with the current situation and to restore their confidence.
Conclusions.
This study underscores the complexity of managing a health crisis and illustrates the fact that there is no single universal solution to deal with such crises, even in a limited territory. Addressing a crisis required an open dialogue considering different scenarios, setting a timeframe that allows for trust to be built. PANDORIX also advocates the implementation of research that reflects the values it promotes.

Abstract 3885

IM/MIGRATION: GLOBAL HEALTH CRISIS & POLITICS

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[1]The Conscious Life Psychological Services in USA ~ Beverly Hills ~ United States of America, [2]Stellenbosch University ~ Cape Town ~ South Africa

According to The Office of the United Nations High Commissioner for Refugees (UNHCR), an estimated 117.3 million people were forcibly displaced worldwide in 2023. This number roughly breaks down into 68.3 million internally displaced persons; 31.6 million refugees under the UNHCR mandate; 6.9 million asylum seekers; 6 million refugees under the mandate of the United Nations Relief and Works Agency for Palestine Refugees in the Near East; and 5.8 million of others in need of international protection. Shifts in migration patterns, change in climate, social inequities compounded by health disparities, and overall environments marked by poverty and violence greatly impact the health of immigrants. Im/migrants tend to face a range of mental health and physical challenges. They are at heightened risk of isolation discrimination, exclusion, exploitation, trafficking, detention and deportation.

Globally, we are living in a time of great division and turmoil with regard to the plight of immigrants and refugees. Politics of fear and xenophobia bring great distortion to our communities, and make even the most basic acts of humanity more of an exception than the norm. Regardless of an immigrant's particular path into the host county, all of this as well as fear for personal safety, loss of control over their circumstances, and uncertainty about the future can contribute to anxiety, depression, post-traumatic stress disorder (PTSD), and other mental health symptoms—often persisting long after their arrival. This presentation will illuminate ways clinicians and advocates can work to provide care that focuses on cultural adaptation, trauma-informed care, and accessibility.

Abstract 3886

INTEGRATING WHOLE-CHILD AND ONE-HEALTH PERSPECTIVES IN EARLY DEVELOPMENT: A HEALTH PSYCHOLOGY LENS

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Introduction
The Whole-Child and One-Health perspectives open new angles for understanding how children's development is shaped by the interaction of biological, nutritional, and psychosocial systems. Within the UKRI–GCRF Action Against Stunting Hub (AASH), psychologists collaborate with nutritionists, health scientists, and educators to explore how maternal well-being, caregiving, and learning environments influence early growth and learning in India, Indonesia, and Senegal. This interdisciplinary work advances SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education) by promoting a holistic view of early development.
Purpose
This study investigates how maternal mental health, home and preschool learning environments, and early stimulation interact with biological and nutritional risks to shape children's cognitive, language, and motor outcomes.
Method
The AASH is a longitudinal, multisector study that follows mothers from pregnancy through their children's first two years, integrating biological, nutritional, and psychosocial data. Using a Whole-Child framework, data across the three countries were harmonised to link child growth, maternal well-being, home stimulation, and learning contexts. Psychologists contributed to construct mapping, tool adaptation (Bayley-4, IDELA, HOME, MELE), and integration of caregiver and educational indicators. Indonesia, presented as a case example, included 633 mother–child pairs and illustrates how maternal mental health, food environment, and caregiver stimulation relate to child cognition, language, and motor development.
Results and Implications
Across countries, children of mothers with better mental health and richer learning environments achieved higher developmental scores. In Indonesia, preschool participation enhanced school readiness, especially in socio-emotional, motor, and executive-function domains.
Conclusion
Expanding the One-Health framework to include the child's developmental ecosystem highlights how biological and psychosocial risks combine to create a "double disadvantage" for stunted children. By strengthening maternal mental health, caregiver–child engagement, and access to quality early education, Health Psychology can play a vital role in advancing equitable, Whole-Child development

Abstract 3887

WARTIME WORKABILITY, STRESS AND PRO-INFLAMMATORY CYTOKINES IN A GROUP OF HOSPITAL HEALTHCARE PROFESSIONALS

Blum A.*, Kushnir T.

Ariel University ~ Ariel ~ Israel

Background:
Existing literature has demonstrated a connection between exposure to natural disasters and specific collective traumatic events such as wars, and mental health. Healthcare professionals in hospitals working in intense conclict zones are exposed to threats to their life while coping with the burden of responsibility to patients' health. These circumstances may affect their psychological wellbeing as well as their workability, i.e. their capacity to meet the physical, functional and mental demands of their job. There have been no investigations of wartime threats and workability among healthcare professionals in hospitals, nor on the associated biologic mechanisms in this group of employees.
Method:
Healthy healthcare professionals (n=90) who worked in a hospital located in Israel were assessed for perceived workability, perceived stress, life satisfaction and the concentrations of the pro-inflammatory cytokines interleukin-1 (IL-1), interleukin-6 (IL-6), and tumor necrosis factor alpha (TNF-α).
Results:
We found significant inverse correlations between workability and pro-inflammatory cytokines IL-1 IL-6. Workability was significantly and positively associated with life satisfaction (.375, $p<.05$) and negatively with perceived stress (-.447, $p<.01$). Surprisingly, almost 70% of the healthcare professionals had a high score of workability i.e. they believed they could successfully handle the stressful demands under the pervasive danger to provide medical care and empathic compassion to patients. It could be that maintaining high levels of perceived workability is a marker of psychological and physical resilience in times of intense war threats.
Discussion:
This is the first study that examined workability and the biological profiles of hospital-healthcare professionals who worked under constant threat of missile attacks during wartime.

08 - Division 8: Health Psychology

HARNESSING BEHAVIORAL INSIGHTS FOR MORE IMPACTFUL HEALTH INTERVENTIONS ACROSS POPULATIONS

Thursday 23 July 2026 from 11:30 to 13:00

(E- Spadolini)

Konstadina Griva (Nanyang Technological University of Sing), Chair and Presenter

Behavioral insights are essential in disease prevention and health promotion. The dynamic process of adapting to and managing chronic diseases or health risks is influenced by illness characteristics, life stages, and social relationships. This symposium highlights innovative research on adaptation to chronic conditions and health risks, showcasing diverse methodologies, from observational studies of dyads to experimental and randomized controlled trials (RCTs) of various interventions (digital, blended, group) across populations. The first presentation employs advanced network analysis to examine dynamic relationships between outcomes in cardiovascular patients and their spouses. Using data from two prospective dyadic studies, it identifies key intervention targets, such as control perceptions, by mapping outcome clusters and network parameters. The second presentation evaluates the GET intervention, an RCT for young males with cancer. Rooted in self-regulation theory, the study shows benefits for clinical and emotional adjustment outcomes, combining patient-reported data with clinical biomarkers. The third presentation discusses a blended mHealth intervention to prevent non-communicable diseases (NCDs) in at-risk young adults. This Sequential, Multiple Assignment, Randomized Controlled Trial (SMART) uses step-up care and re-randomization for non-responders, focusing on mental health, diet, physical activity, and sleep among 650 participants. Another presentation explores the role of mindfulness in preventive health behaviors, highlighting experimental evidence on its effectiveness for sleep health and health screening acceptance, an innovative yet underused public health approach. Finally, the last presentation evaluates an RCT pairing functional electrical stimulation (FES) with behavioral strategies for stroke rehabilitation. It emphasizes how behavioral techniques can enhance the acceptability and use of rehabilitative devices, facilitating home-based recovery and bridging the gap between intervention and routine care. This symposium offers a comprehensive exploration of behavioral health research, featuring novel methods and practical applications across diverse populations and conditions.

Abstract 4369

MAPPING DYADIC ADAPTATION TO CARDIOVASCULAR DISEASE: A NETWORK ANALYSIS OF ILLNESS PERCEPTIONS AND WELL-BEING IN PATIENTS AND PARTNERS

Karademas E.*

University Of Crete ~ Crete ~ Greece

Adaptation to a chronic illness is a complex dyadic process for couples, as illness impacts both partners and involves shared management efforts. This study presents findings from two prospective studies that utilized network analysis to explore this intricate process. Network analysis is a powerful methodological approach for examining the complex relationships between interconnected variables. It visualizes these relationships, providing valuable insights into the dynamic links among multiple factors. Both studies focused on illness perceptions and well-being in patients with cardiovascular disease and their spouses. Study 1 investigated the relationships among three illness cognitions —illness acceptance, helplessness, and benefit-finding— and symptoms of anxiety and depression in 75 couples (69 male patients; mean patient age = 60.03 years, SD = 9.44; mean spouse age = 56 years, SD = 8.92). Study 2 explored the interconnections between three illness representations —personal control, treatment control, and illness consequences— and physical and psychological well-being in 104 couples (79 male patients; mean patient age = 64.36 years, SD = 11.75; mean spouse age = 60.04 years, SD = 13.94). The results revealed distinct clusters: patient and partner illness perceptions grouped together, while patient and partner well-being formed a separate cluster. These clusters were interconnected by patient depressive symptoms in Study 1 and by spouse emotional well-being and patient personal control in Study 2. Furthermore, illness perceptions in both patients and partners were linked to well-being through a rich network of indirect connections. The variables most critical to these connections related to perceived control over illness and its impact. Overall, the findings provide a comprehensive understanding of dyadic adaptation to illness, highlighting key factors and processes —such as emotional responses to illness, perceived illness impact, and sense of control— that can inform interventions aiming at improving adaptation for patients and their partners.

Abstract 4370

A BIOBEHAVIORAL INTERVENTION MODEL TO ADDRESS ADVERSE OUTCOMES IN YOUNG ADULT MEN AFTER CANCER

Hoyt M.*

University of California Irvine ~ Irvine ~ United States of America

Cancer diagnosis and treatment can disrupt the pursuit of life goals that are hallmarks of young adulthood and enhance risk for immediate and longer-term physical and psychological adverse outcomes. Goal navigation skills, including the ability to clarify values and identify new and existing goals, might play a role in regulation of stress-sensitive biobehavioral factors, including inflammatory processes that are often associated with a host of physical and psychological symptoms. We developed Goal-focused Emotion-regulation Therapy (GET) to improve distress symptoms, emotion regulation, and goal navigation skills. GET is designed to improve distress symptoms, emotion regulation, and goal navigation skills, which would be expected to improve regulation of stress-sensitive biomarkers. This talk will present a series of studies to develop and establish the feasibility of GET in young adult men with testicular cancer, with a focus on a randomized trial evaluating the impact of GET on psychological, biological, and clinical outcomes relative to a time-matched control group. In this study, young adult men with testicular cancer who had undergone chemotherapy within the last two years were randomized to GET or individual supportive therapy (ISP) delivered over 8 weeks. Assessments were taken at baseline, post-intervention, and again 3-months later. This included stress and immune biomarker measurement. Then, results from a follow-up open trial with young adult Hispanic men with testicular will be presented with a focus on impact on psychological adjustment, inflammatory biomarkers, and epigenetic markers of self-regulation. Finally, future directions and current work, including studies of GET in other populations will be discussed. Despite the substantial adverse psychological impact of testicular cancer, few interventions have sought to improve psychosocial functioning and stress-related biomarkers in young adult survivors. GET, an intervention designed to promote goal-related and emotion-focused self-regulation, has potential to mitigate stress-related processes and inflammation in this young adult survivor group.

Abstract 4371

THE LVL UP TRIAL: A SEQUENTIAL, MULTIPLE ASSIGNMENT, RANDOMIZED CONTROLLED TRIAL TO ASSESS THE EFFECTIVENESS OF A BLENDED MOBILE LIFESTYLE INTERVENTION

Griva K.*

Lee Kong Chian School of Medicine Nanyang Technological University ~ Singapore ~ Singapore

Background: Blended mobile health (mHealth) interventions – combining self-guided and human support components – could play a major role in preventing non-communicable diseases (NCDs) and common mental disorders (CMDs). This sequential, multiple assignment, randomised trial aimed to (i) evaluate the effectiveness and cost-effectiveness of LvL UP, an mHealth lifestyle intervention for the prevention of NCDs and CMDs, and (ii) establish the optimal blended approach in LvL UP for effective personalised lifestyle support and scalability.

Methods: LvL UP is a 6-month mHealth holistic intervention targeting physical activity, diet, and emotional regulation. A total of 640 adults at risk of developing NCDs were randomly allocated to LvL UP' or 'comparison'. At 4 weeks, non-responders were e re-randomised into (i) continuing with the initial intervention (LvL UP) or (ii) additional motivational interviewing (MI) coaching sessions). Assessments were taken at baseline and 6-and 12-months post intervention. These included The primary outcome is mental well-being (primary outcome) and anthropometric measurements, resting blood pressure, blood metabolic profile, health status, and health behaviours (physical activity, diet) (secondary outcomes).

The analyses will follow the intention-to-treat principle. Several process indicators (e.g., engagement) will also be assessed. The findings will have strong implications for the further development of psychosocial adaptive interventions to support mental and physical health outcomes in at risk interventions.

In addition to evaluating the effectiveness of LvL UP, the proposed study design will contribute to increasing evidence on how to introduce human support in mHealth interventions to maximise their effectiveness while remaining scalable

Abstract 4373

INTEGRATING BEHAVIORAL MEDICINE WITH PHYSIOTHERAPY TO IMPROVE TREATMENT ADHERENCE AND PERFORMANCE: A RANDOMIZED CONTROLLED TRIAL FOR PHYSICAL REHABILITATION OF STROKE PATIENTS

She R.*

The Hong Kong Polytechnic University ~ Hong Kong ~ China

Background: Stroke often leads to motor function impairment, necessitating long-term rehabilitation. Functional electrical stimulation (FES) is a promising treatment for foot drop and can be effectively utilized in home settings with wearable devices. This study evaluated the feasibility and acceptability of a home-based FES intervention, both alone and integrated with a behavioral implementation intention (II) intervention, in enhancing physical function among stroke patients, compared to a control group.
Method: Stroke patients, within 5 years post-stroke and with impaired ankle voluntary movement, were randomly assigned to one of three groups: (1) home-based FES training with walking for at least 1 hour per day for 2 months; (2) FES combined with II, which involved forming specific if-then action and coping plans for daily FES training, developed through focus groups and reinforced with two follow-up phone calls; (3) a control group receiving upper limb exercise training. Recruitment, randomization, and retention rates were documented. Secondary outcomes, including walking speed, balance, and adherence, were measured at baseline, and 0, 2, and 4 months post intervention. Qualitative interviews were conducted at the end of the trial.
Results: The study successfully recruited and retained 16 participants within two months, with no major issues in intervention delivery and no baseline differences across groups. Generalized estimating equations will be used to assess the preliminary efficacy of the interventions.
Conclusions: The feasibility of this three-arm trial was preliminarily supported, and the results will inform the design of a larger trial. Both the combined intervention group and the home-based FES intervention alone group are expected to demonstrate superior physical function outcomes compared to the control group.

Trial registration: UMIN no. UMIN000056247

08 - Division 8: Health Psychology

Stress, Anxiety & Adaptation 2

Thursday 23 July 2026 from 12:00 to 13:00

(G-Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 957

GENDER DIFFERENCE IN BIDIRECTIONAL RELATIONSHIP BETWEEN MATERNAL AND ADOLESCENT ANXIETY: A CROSS-LAGGED PANEL NETWORK ANALYSIS

Liu M.*

Beijing Normal University ~ Beijing ~ China

Maternal and adolescent anxiety are known to be interrelated, yet little is known about how specific symptoms influence each other over time. This study adopted a symptom-level approach to explore the dynamic, bidirectional relationship of anxiety between mothers and adolescents, focusing on gender differences. A total of 924 Chinese adolescents (58.4% girls; Mage = 15.08 years, SD = 1.83) and their mothers (Mage = 42.23 years, SD = 4.49) were participated in a two-wave longitudinal study with a six-month interval. At both time points, participants completed the questionnaires assessing for anxiety. Cross-lagged panel network (CLPN) analysis was conducted to examine the directional links between maternal and adolescent anxiety symptoms. The analysis revealed that M7 (feeling afraid) was found to negatively predict adolescent symptoms such as C1 (nervousness) and C2 (uncontrollable worry). C2 (uncontrollable worry) negatively, while C5 (restlessness) positively, predicted M4 (trouble relaxing). Additionally, C2 (uncontrollable worry) is more likely to predict subsequent symptoms while C3 (excessive worry) is more frequently activated by other symptoms. Additionally, girls exhibited different bidirectional associations with their mothers compared to boys. Worry-related symptoms in adolescents appear particularly central and may serve as effective targets for family-focused intervention.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1148

REVEALING THE LONGITUDINAL PATHWAY FROM COPING STYLES TO SLEEP QUALITY IN HIGH SCHOOL STUDENTS: THE PERSPECTIVE FROM SLEEP COMPETING ACTIVITIES

Zhang B.*

School of Psychology, Shaanxi Normal University ~ Xi'an ~ China

This study examined the longitudinal relationship between coping styles and sleep quality, as well as the underlying mechanism from the perspective of sleep-competing activities among high school students. We used three-wave longitudinal data collected over one academic semester (representing a complete learning cycle) from a sample of 515 Chinese adolescents aged 14 to 18. Cross-lagged panel model (CLPM) revealed that baseline negative coping style (T1) was associated with subsequent changes in sleep quality (T3), and positive coping style (T1) was associated with better sleep quality (T1) subsequently. Longitudinal mediation analysis revealed that sleep competing activities at T2 mediated the relationship between negative coping style at T1 and sleep quality at T3, as well as the relationship between positive coping style at T1 and sleep quality at T3. These findings may have implications for developing targeted interventions to improve adolescent sleep quality, particularly through coping skills training and sleep hygiene education.

Division 8: Health Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1200

EXPLORING THE PATHWAYS FROM STRESS TO POSITIVE PSYCHOLOGICAL FUNCTION THROUGH NATURAL EXPOSURE: A LONGITUDINAL MEDIATION APPROACH

Ding X.*, Liu J., Gan Y.

Peking University ~ Beijing ~ China

Introduction: Adolescence is a key stage of physical and psychological development, during which academic, social, and identity-related pressures significantly affect mental health. Understanding how stress can foster positive growth is vital for promoting well-being. Attention restoration theory indicates that natural environments reduce mental fatigue and enhance positive emotions, yet the mediating role of nature exposure in the stress-growth pathway remains underexplored longitudinally.

Purpose: This study examines whether adolescents' perceived stress fosters positive psychological functions (e.g., engagement, optimism, and perseverance) through the mediating role of natural exposure, revealing a potential "stress-nature-mental growth" pathway.

Method: A three-wave longitudinal study was conducted at three time points from April 2024 to September 2025 with 2663 adolescents in China. Participants completed the Perceived Stress Scale, Nature Exposure Scale, and Chinese EPOCH Measure of Adolescent Well-being. Longitudinal mediation analysis tested nature exposure (T2) as a mediator between perceived stress (T1) and positive psychological function (T3).

Results: The mean age was 14.32 years (SD=1.31), and 53.4% were male and 46.6% female. Longitudinal mediation analysis showed that perceived stress (T1) negatively predicted positive psychological function (T3) (β=-0.35, P<0.0001) and nature exposure (T2) (β=-0.04, P=0.0001). Nature exposure (T2) positively predicted positive psychological function (T3) (β=0.46, P<0.0001). Moreover, nature exposure (T2) significantly mediated the association between perceived stress (T1) and positive psychological function (T3), with an indirect coefficient of -0.0174 and a 95% confidence interval of [-0.0321, -0.0060].

Conclusions: Findings highlight that adolescents adapt to stress by engaging with natural environments, which fosters positive psychological function. Natural exposure mediated stress into growth, underscoring the need for educators and parents to promote nature immersion as a strategy for stress management and mental health.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation
SDG 3: Good Health and Well-being

Abstract 1857

THE JOURNEY AFTER DONATION: ASSOCIATING FACTORS OF PSYCHOLOGICAL HEALTH IN LIVING ORGAN DONORS

Bayram--Gülaçtı H.*[1], Bulut B.P.[1], Hazar D.[1], Dogan B.[1], Bostanci E.B.[2]

[1]Ankara Haci Bayram Veli University ~ Ankara ~ Turkey, [2]Ankara Bilkent City Hospital, Clinic of Gastroenterology Surgery ~ Ankara ~ Turkey

There has been a rise in the number of living organ transplants in Türkiye. However, the majority of studies on living organ donation mainly focus on recipients. Research has linked various structural, individual, and environmental factors to psychological health of living organ donors. However, the lack of consensus and limited number of studies regarding the psychological health of donors after transplantation highlight the importance of this study. The current study aimed to examine how demographic, relational, and protective factors predict stress, anxiety, and depression levels of living donors after organ transplant surgery after controlling for pre-surgery psychological health. A total of 51 (n= 18 kidney, n= 33 liver) adult donors (M= 36.5, SD= 11.5) completed the questionnaires of stress, anxiety, and depression pre-surgery and post-surgery. Demographic variables, relational, protective (social support, secure attachment, resilience), and risk factors (sensory processing sensitivity, neuroticism) were taken as predictors and data for those variables were collected in the pre-surgery period. Three hierarchical regression analyses were conducted for each psychological outcome (depression, anxiety, and stress). After controlling for control variables, the regression models provided significant results for all outcomes[$F(9, 82)= 2.367$, $p= .020$, $F(9, 82)= 3.907$, $p< .00$, $F(9, 82)= 4.262$, $p< .00$, respectively]. Sensory processing sensitivity in pre-surgery was positively associated with post-surgery anxiety ($\beta = .254$, $p = .028$). In addition, pre-surgery depression was associated with the post-surgery depression ($\beta = .352$, $p = .025$); pre-surgery stress was associated with the post-surgery stress ($\beta = .250$, $p < .001$). Other variables in pre-surgery did not predict post-surgery anxiety, depression, and stress. The findings indicated that high sensitivity as an individual difference is a significant factor for the psychological health of donors. Intervention programs targeting this characteristic during surgery preparation period may be crucial for donors' psychological health after surgery.

08 - Division 8: Health Psychology

Martin Hagger, University of California, Merced, USA

Thursday 23 July 2026 from 13:00 to 13:30

(E- Spadolini)

Abstract 4640

Revisiting the Role of Dispositions and Traits as Determinants of Health Behavior: Proposal of a Mechanistic Model Based on Social Cognition Theories

Hagger M.*

08 - Division 8: Health Psychology

ASPECTS OF LIVING A GOOD LIFE IN EAST ASIA

Thursday 23 July 2026 from 14:00 to 15:30

(E- Spadolini)

Hoon-Seok Choi (Sungkyunkwan University ~ Seoul ~ Korea,), Chair and Presenter
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant

In this symposium, we discuss various issues related to individual well-being in East Asia. Choi argues that a simple dichotomy between individualism and collectivism does not adequately capture the dynamic changes in highly industrialized Asian countries, where people must negotiate their experiences between traditional collectivistic values and the Western notion of independence. Along these lines, Choi proposes that a combination of collectivistic values and independent self-views promotes individuals' functioning in the social world, thereby positively affecting their mental and physical health in Korea. Ohtaka examines the link between place attachment and well-being in Japan and introduces empirical data showing that enhancing the natural environment in urban areas and improving convenience in rural areas may increase people's place attachment, promote their well-being, trust in society, and active community participation. Hashimoto examines how online communication—especially the rise of social media—shapes our everyday moral life and sense of well-being. He introduces a study with Japanese participants, showing that individuals' praise-seeking motives predict their willingness to engage in online shaming, but this effect is moderated by whether the situational norm supports or discourages shaming. From these, he discusses how online spaces affect how people "live a good life" by simultaneously satisfying and threatening the psychological needs of belonging and moral standing. Cho argues that cultural contexts shape how individuals engage cognitive resources across the lifespan. She introduces cross-cultural behavioral and neuroimaging data indicating that the interplay of age and culture in memory depends on cognitive load and processing demands rather than reflecting fixed differences between cultural groups. She argues that for aging societies such as Korea and Japan, this finding highlights the importance of examining when and how culture shapes cognition across adulthood.

Abstract 3877

THE COMBINED ROLE OF COLLECTIVISTIC VALUES AND INDEPENDENT SELF-VIEWS IN CONSTRUCTING A HEALTHY LIFE

Choi H.*

Sungkyunkwan University ~ Seoul ~ Korea, Republic of

We are all social animals, and thus, a well-lived life cannot be separated from the cultural context in which individuals define and accomplish a good life. Reflecting this, attempts have been made to understand the link between culture and flourishing (broadly defined). Much of this work relied on individualism-collectivism (I-C) as an analytic tool. It produced descriptive knowledge on how I-C is associated with various indices of flourishing across nations. Though informative, this sort of comparative study suffers from inconsistent findings, suggesting that asking whether one form of culture is better than the other may be too simplistic and even dangerous. Indeed, an emerging conclusion from previous research on the culture-flourishing link is that, in an extreme form, neither individualism nor collectivism is desirable. More importantly, a simple dichotomy between I-C does not adequately capture the dynamic changes in highly industrialized Asian countries where people must negotiate their experiences between the traditional collectivistic values and the Western notion of independence. Building on a synergy model of I-C (Choi, 2016; Choi, Seo, Cho, & Bechtoldt, 2017), we propose that a combination of collectivistic values and independent self-views promotes individuals' functioning in the social world, thereby having a positive impact on their mental and physical health. We present data from organizational surveys involving Korean employees and specify the underlying psychological mechanisms of the proposed combinatorial effect. We also present our analyses of the World Values Survey (Wave 6, 2010-2014), which tested our predictions across clusters of individualistic and collectivistic countries. We discuss the implications of our findings in promoting conditions for individual and collective flourishing. We also discuss directions for future research in health psychology and other related fields.

Abstract 3878

DIFFERENCES IN FACTORS CONTRIBUTING TO PLACE ATTACHMENT BASED ON POPULATION DENSITY IN JAPAN

Ohtaka M.*

Toyo University ~ Tokyo ~ Japan

Place attachment refers to 'the bonding that occurs between individuals and their meaningful environments', and its association with community participation and well-being has been clearly demonstrated. It has two aspects: social (e.g. social capital) and physical (e.g. nature and convenience). A previous study shows that the social aspect contributes more robustly to place attachment than does the physical aspect. Furthermore, although previous studies suggest that factors contributing to place attachment differ between urban and rural areas, this has not yet been empirically demonstrated. This study, therefore, examined whether these factors vary with population density, conducting a secondary analysis of large-scale survey data in Japan. It analysed 1,394 Japanese adults (764 men; 630 women), who answered all items and responded correctly to the satisficing items. Average participant age was 43.47 years (range 18–75, SD = 10.62). Participants were divided into four groups considering the population density of their municipality of residence. Structural equation modelling was used to conduct a simultaneous multigroup analysis for each group (CFI =.97, RMSEA =.02). Moreover, an ANOVA was conducted with four groups based on population density as the independent variable. The results indicated that areas with higher population density exhibited stronger place attachment and greater convenience but had less nature and social capital. Based on the ANOVA results, the findings from the multigroup analysis suggest that social capital substantially contributes to place attachment, regardless of whether an area is rich in it. However, nature contributes to place attachment in high-density areas where nature is not rich, whereas convenience contributes to place attachment in low-density areas where convenience is lacking. Therefore, enhancing the natural environment in urban areas and improving convenience in rural areas may increase people's place attachment, promote their well-being, trust in society, and active community participation.

Abstract 3879

LIVING WELL IN THE DIGITAL AGE: THE SOCIAL-PSYCHOLOGICAL DYNAMICS OF ONLINE COMMUNICATION AND SHAMING

Hashimoto T.*

Toyo University ~ Tokyo ~ Japan

This talk examines how online communication—especially the rise of social media—shapes our everyday moral life and sense of well-being. Digital platforms have become indispensable spaces for social interaction, self-expression, and moral discourse. While these technologies enable connection and collective action, they also generate new psychological and social challenges. As an empirical illustration, I will introduce recent research on online shaming, in which individuals publicly condemn moral transgressions via social media. In a study based on Japanese participants, we found that individuals' praise-seeking motives predict their willingness to engage in online shaming, but this effect was moderated by whether the situational norm supported or discouraged shaming. The findings highlight the powerful roles of both the individual motives and the social context in guiding online moral behaviors. By situating these results within the broader cultural frameworks of East Asia, characterized by strong interdependence and sensitivity to social evaluation, I will discuss how online spaces affect how people "live a good life" by simultaneously satisfying and threatening psychological needs of belonging and moral standing.

Abstract 3880

AGING, CULTURE, AND MEMORY: TASK-DEPENDENT INTERACTIONS AND COGNITIVE RESOURCES IN LATER LIFE

Cho I.*

Sungkyunkwan University ~ Seoul ~ Korea, Republic of

Most research on cognitive aging has emphasized universal mechanisms of decline, but cultural contexts shape how individuals engage cognitive resources across the lifespan. In this talk, some recent theoretical and empirical works that highlight the important joint effects of age and culture on cognition, with these effects depending on task demands and the availability of cognitive resources will be reviewed. A lifespan perspective suggests that culture-specific cognitive tendencies may be expressed when resources are sufficient but diminish when tasks place high demands on processing. Supporting this view, cross-cultural behavioral and neuroimaging findings reveal that cultural differences in memory performance are maintained for less cognitive-demanding memory retrieval but are reduced for relatively greater cognitive-demanding memory retrieval. These results indicate that the interplay of age and culture in memory depends on cognitive load and processing demands rather than reflecting fixed differences between cultural groups. For aging societies such as Korea and Japan, this perspective highlights the importance of examining when and how culture shapes cognition across adulthood. Although direct implications for well-being or intervention remain to be tested, understanding these conditional patterns can guide future work on sustaining meaningful cognitive engagement in diverse older populations.

08 - Division 8: Health Psychology

Transdiagnostic Psychological Processes & Mechanisms

Thursday 23 July 2026 from 14:00 to 15:30

(G-Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 602

PERSONALITY TRAITS AND CO-DEPENDENCE: VARIABLE CORRELATIONS ACROSS SEVERITY LEVELS

Ershova R.*[1], Sokolova A.[2]

[1]People friendship University of Russia named after Patrice Lumumba ~ Moscow ~ Russian Federation, [2]CBT-terapist, private practice ~ Volgograd ~ Russian Federation

The study of co-dependence in relation with the personality traits is important due to its negative impact on mental and health, and well-being. The objective of the present study was to examine the relationships between co-dependence and personality traits at different levels of co-dependence severity.
The Multi-factor Co-dependency Scale (Ershova & Sokolova) and the Big Five Questionnaire (Caprara et al., 2007) were utilised. 279 respondents between 19 and 39 years (68 males, M= 21.7 years; 211 females, M= 24.3 years) completed the online forms under anonymous conditions.
The findings indicated a non-linear correlation between variables of co-dependence and personality traits: the strongest association at moderate levels of codependence. The cognitive and regulatory factors of co-dependence are most closely associated with personality traits. Correlation between the BFQ-2 subscale 'Impulse Control' and 'Emotional Control' with codependence confirmed the hypotheses concerning the emotional sphere of co-dependents: their propensity to suppress, and disregard emotions.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 4542

THE COSTS AND CONSEQUENCES OF BEING A MAXIMIZER

Hertel M.*[1], Cheek N.[2], Shiner R.[3], Wolff H.[1]

[1]University of Cologne ~ Cologne ~ Germany, [2]University of Maryland ~ College Park ~ United States of America, [3]Colgate University ~ New York ~ United States of America

Over the past two decades, research on interindividual differences in decision-making has often focused on the distinction between maximizers, who (over)invest effort to find the best possible option, and satisficers, who select an option they consider good enough (Cheek & Schwartz, 2016). Although these constructs have been applied to various contexts such as consumer behavior, relationships, or job searches, there has been little consensus on their conceptualization and measurement, leading to inconsistencies in assessment and outcomes (Cheek & Schwartz, 2016; Misuraca et al., 2018). To address this issue, we positioned maximizing within a nomological network of personality and decision-making constructs and developed a new scale using exploratory and confirmatory factor analyses. Using a daily diary study, we examined the costs associated with maximizing in daily life and its effects on mental health, including depression, anankastia, and anxiety.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 2358

SPONTANEOUS SELF-AFFIRMATION IN RELATION TO BODY SATISFACTION AND NEGATIVE EATING ATTITUDES

Okta Z.N., Ceylan C., Kaynak Malatyali M.*

Çanakkale Onsekiz Mart University ~ Çanakkale ~ Turkey

Spontaneous self-affirmation refers to the natural tendency to reflect on one's strengths, values, or social relationships when encountering everyday psychological threats. Previous research has identified spontaneous self-affirmation as a personal resource linked to adaptive outcomes, including enhanced well-being. The present study aimed to extend this literature by examining whether spontaneous self-affirmation is associated with positive body perceptions and eating attitudes among university students. Specifically, it investigated the associations among spontaneous self-affirmation, body satisfaction, and negative eating attitudes, as well as the mediating role of body satisfaction in the relationship between spontaneous self-affirmation and negative eating attitudes. Participants were 285 university students (185 women, 100 men). They completed self-report measures assessing spontaneous self-affirmation, body satisfaction, and negative eating attitudes. Results revealed that spontaneous self-affirmation was associated with increased body satisfaction, whereas body satisfaction was related to decreased negative eating attitudes. Moreover, mediation analysis indicated that body satisfaction mediated the association between spontaneous self-affirmation and negative eating attitudes. Specifically, higher levels of spontaneous self-affirmation were associated with greater body satisfaction, which, in turn, was linked to fewer negative eating attitudes. In conclusion, these findings highlight the potential of spontaneous self-affirmation as a psychological resource related to more positive body perceptions and healthier eating attitudes among young adults.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 2: Zero Hunger

Abstract 999

THE BRIDGE OF DYSREGULATION: HOW EMOTION REGULATION DIFFICULTIES CONNECT SOMATIC SYMPTOMS WITH ANXIETY AND DEPRESSION

Wu X.*, Liu J., Huang H., Gan Y.

Peking University ~ Beijing ~ China

Introduction: The frequent comorbidity of somatic symptoms, anxiety, and depression in adolescence is well-documented, yet underlying mechanisms remain under-investigated. Emotion regulation difficulties (ERD; comprising awareness, clarity, non-acceptance, goals, impulse, and strategies) are hypothesized to be a critical transdiagnostic process linking these symptoms.
Purpose: Guided by the theory of constructed emotion, this three-wave longitudinal study examined bidirectional relationships between somatic symptoms, anxiety, depression, and ERD in Chinese adolescents. We tested the mediating role of ERD, explored potential gender differences, and investigated the dynamic contributions of specific ERD domains.
Method: A sample of 1,687 adolescents (M_age = 14.46, SD = 1.34; 51.2% female) completed surveys at three time points. We employed a random intercept cross-lagged panel model (RI-CLPM) to disentangle within-person dynamics from stable between-person differences, followed by longitudinal mediation analyses. Cross-Lagged Panel Network Analysis (CLNA) was then used to identify temporal dynamics among ERD domains.
Results: RI-CLPM showed distinct pathways: somatic symptoms predicted ERD, which in turn predicted anxiety, indicating indirect-only effects. Depression demonstrated reciprocal links with both ERD and somatic symptoms, with ERD mediating these associations. Gender differences emerged in the stable, trait-level associations for depression: these constructs were largely independent in males but showed significant covariance in females. CLNA revealed that certain domains, notably clarity and strategies, were contemporaneously tied to both symptoms, with clarity prospectively predicting anxiety.
Conclusions: Emotion regulation difficulties function as a crucial mechanistic bridge between somatic and internalizing symptoms in adolescents, although its architecture differs for anxiety and depression. These findings underscore ERD as a key transdiagnostic target for interventions, and suggesting that targeting emotional clarity may be particularly effective in preventing the maintenance of anxiety among adolescents with somatic symptoms.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2610

DO INDIVIDUALS WITH HIGH ALEXITHYMIA TRULY EXPERIENCE STRONG EMOTIONS IN THEIR DREAMS?

Yoshioka Y.*

Kwansei Gakuin University ~ Nisinomiya ~ Japan

Alexithymia, characterized by difficulty identifying and describing feelings (DIF, DDF) and an externally oriented thinking style, has been linked to intensified negative emotions in dreams. However, it remains unclear whether individuals with high alexithymia truly experience stronger dream emotions, or whether this reflects a bias in emotional recognition after awakening. To address this question, 282 Japanese adults completed the 20-item Toronto Alexithymia Scale (TAS-20) and the Mannheim Dream Questionnaire (MADRE), and rated eight emotions (four positive, four negative) experienced in their most recent dream. Correlational and regression analyses showed that the Difficulty Identifying Feelings (DIF) subscale consistently predicted stronger overall dream emotion, a more negative tone, and greater nightmare frequency and distress. No significant associations were observed between alexithymia and positive emotions. To further verify whether these intense reports reflected actual experience, a supplementary analysis compared subjective and objective ratings based on the same dream texts (N = 278). The two ratings were moderately to highly correlated (r = .59–.82), yet subjective scores were systematically higher than objective ones. Moreover, higher DIF predicted larger discrepancies between subjective and objective ratings of negative emotions ($\beta = .20$, $p < .05$). These findings suggest that individuals with high alexithymia, particularly those with high DIF, may not necessarily experience stronger emotions during dreaming, but rather overestimate their emotional intensity due to difficulties in identifying and labeling affective states. Together, the results highlight how emotional awareness influences dream experience and underscore the importance of combining subjective and objective approaches to understanding emotion in dreams.

08 - Division 8: Health Psychology

THE FUTURE OF HEALTH PSYCHOLOGY: STRENGTHS, LIMITS, CHALLENGES AND DIRECTIONS

Thursday 23 July 2026 from 15:30 to 17:00

(G-Spadolini)

Veronica Velasco (Milano-Bicocca University ~ Milan ~ Ital), Chair and Discussant

Health psychology has numerous areas of application and requires consideration of the complexity of individuals, groups, organizations, and communities. Moreover, the continuous changes in our society and social contexts demand constant adaptation and progress.
The symposium aims to discuss the strengths, limitations, challenges, and future directions of health psychology. It will involve several international scientific societies related to health psychology and its applications, with the goal of comparing different perspectives and approaches.
The symposium will feature:
- The International Union for Health Promotion and Education (IUHPE), an intersectoral society focused on health promotion, individuals and communities empowerment and health equity;
- The European Network for Positive Psychology (ENPP), a European non-profit organization committed to sharing knowledge and research on positive psychology and improving wellbeing;
- The Practical Health Psychology (PHP), a blog affiliated with the European Health Psychology Society dedicated to sharing the latest health psychology research and how to apply it in real-world practice. Its mission is to translate high-quality health psychology research into clear, actionable insights for healthcare professionals, public health workers, and intervention designers;
- The International Association of Applied Psychology – Division Health Psychology (IAAP 8) aimed at connecting health psychologists around the world. It is currently the second largest division of IAAP, our members come from all parts of the world.

The discussion will help identify future directions for both researches and practitioners. It will also provide an opportunity to integrate diverse perspectives within health psychology and foster connections among international societies in this field.

Abstract 3761

THE PLACE OF BEHAVIOUR AND PSYCHOLOGY IN HEALTH PROMOTION

Van Den Broucke S.*

Université catholique de Louvain ~ Louvain-la-Neuve ~ Belgium

Health promotion has an ambivalent relationship with behaviour and behaviour change. While the emergence of health promotion and its place within public health is rooted in the recognition of lifestyle factors as leading causes of chronic illnesses and injuries, health promotion has distanced itself from a narrow focus on individual behaviour change, by empowering people and communities to address the environmental, social and political factors that determine health. This 'paradigm shift' laid a basis for the criticism that actions aimed at changing individual health lifestyles are ineffective, as they do not sufficiently account for the interdependencies of behaviours, and unethical, as they blame individuals for being unsuccessful in adopting healthy lifestyles largely shaped by the social and physical context.

However, health promotion should not abandon the concept of behaviour change. While health and illness are indeed linked to broader social and environmental determinants such as education, SES, gender or ethnic background, these moderate the exposure to conditions with immediate effects, including behaviour. Abandoning behaviour would also mean a loss of the potential to apply new developments and insights from behavioural research, such as compensatory beliefs, goal achievement or nudging into public health practice. Applying behaviour change theory allows investigating the interactions between structural and policy changes, community empowerment, behaviour, and health. Although behaviour change principles are mostly used in 'downstream' interventions aimed at influencing the behaviour of the population, they can also be used to achieve structural change through 'midstream' or 'upstream' interventions.

In this presentation, we will argue why behaviour remains an important concept for health promotion, and how health psychology and 'behavioural insight' can help to further develop the theory and practice of health promotion by exploring new theoretical developments, applying and testing state-of-the art knowledge, and integrating these to address the complexity of health and behaviour change.

Abstract 3762

THE FUTURE OF HEALTH PSYCHOLOGY: STRENGTHS, LIMITS, CHALLENGES AND DIRECTIONS - HOW CAN POSITIVE PSYCHOLOGY CONTRIBUTE?

Martin--Krumm C.*

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The uncertainty of the international context and the difficulties encountered by populations in different countries are giving rise to new health issues and psychological distress. The conflict in Ukraine, the COVID pandemic, and more broadly the context in which populations live on a daily basis are likely to make the most vulnerable even more exposed to the expression of various disorders. Among the consequences observed are a 63% increase in suicide attempts among 11-14 year olds and a 42% increase among 15-19 year olds, as well as a 37% increase in November 2024 in the number of psychiatric consultations among children under 18. Anxiety and mood disorders, as well as suicidal thoughts, are on the rise. These are just examples of the situation in France. Other populations are also heavily impacted, including certain professions and age groups, with differences between men and women. Of the approximately 85,000 people hospitalised at least once in connection with self-harm in 2022, 64% are women. How can we understand these observations? Above all, how can we address these different issues? A three-stage approach seems essential: first, prevention; second, treatment; and finally, evaluation of the effectiveness of the measures put in place.

Certain approaches in the field of positive psychology can contribute significantly to this timeframe, both through a strengths-based approach and a 'positive psychotherapy' approach. However, rather than viewing it as a 'revolution', it should be seen as part of a process of integration into the existing system. This potential contribution of positive psychology will be discussed during this symposium.

Abstract 3763

TRANSLATING EVIDENCE INTO PRACTICE: THE ROLE OF PRACTICAL HEALTH PSYCHOLOGY IN BRIDGING RESEARCH AND REAL-WORLD APPLICATION IN HEALTHCARE PRACTICE

Kwasnicka D.*

University of Melbourne ~ Melbourne, Victoria ~ Australia

Despite the rapid advancement of health psychology research, a persistent gap remains between scientific evidence and its application in everyday health practice. The Practical Health Psychology (PHP) blog, affiliated with the European Health Psychology Society, was created to address this translational challenge. It aims to make cutting-edge health psychology research accessible, actionable, and relevant for practitioners, policymakers, public health professionals, and intervention designers across the world.

This presentation will introduce the PHP initiative, its international scope, and its editorial approach to knowledge translation. By distilling peer-reviewed research into concise, practice-oriented blog posts written by leading health psychology researchers, PHP enhances the uptake of psychological science in applied settings. The blog is available in 30 languages and disseminated across 45 countries by a network of 65 National Editors, reflecting its commitment to equity, accessibility, and global dissemination.

A recent evaluation demonstrated that PHP is accessed by over 200,000 readers worldwide, highlighting the need for practical and applied resources that are contextually relevant and available in local languages. We also published a free eBook, which has been downloaded over 180,000 times across various language options, further demonstrating the demand for high-quality resources for healthcare professionals.

We will discuss how PHP contributes to the broader goals of health psychology, empowering individuals, informing interventions, and supporting evidence-based health promotion. Challenges in bridging research and practice will also be explored, along with strategies to foster collaboration between researchers and practitioners. Finally, the role of platforms like PHP in the future of health psychology will be considered, particularly in terms of strengthening international networks and increasing the societal impact of psychological science.

Abstract 3764

THE FUTURE OF HEALTH PSYCHOLOGY IN TOMORROW'S HEALTH-TECH LANDSCAPE

Gan Y.*

Peking University ~ Beijing ~ China

As president of the IAAP's Health Psychology Division, I will emphasize the importance of a theory-driven, algorithmically embedded, and culturally attuned pathway to well-being. Interdisciplinary collaboration and robust ethical frameworks are essential to guide the responsible integration of health technologies. We will also examine diverse international approaches to clinical validation and cultural adaptation of technology-driven solutions—our paradigm reaffirms these priorities.

Health psychology fundamentally operates along two axes: assessment and intervention. Modern technology now enhances both dimensions simultaneously. For assessment, we employ multimodal measures to capture biomarkers such as heart rate variability, sleep-related micro-movements, and gait rhythms at scale. This generates a continuous stream of objective physiological data, going beyond subjective self-reporting. On the intervention front, mobile health platforms and LLM-powered chatbots deliver micro-cognitive reappraisals and facilitate socio-emotional dialogues. Crucially, data from both domains integrate seamlessly within a unified system. Our approach emphasizes truly personalized intervention matching. By incorporating individual genetic profiles, biomarker baselines, and personal history—thus forming a rich multidimensional user profile—the system identifies and delivers the most appropriate type, timing, intensity, and content of support for each individual. These tools have been effectively deployed to provide just-in-time support for conditions such as loneliness among older adults and for smoking cessation. All these technology-assisted products must be mutually energized with expert knowledge and undergo multiple rounds of iteration to achieve optimal effectiveness.

Ethically, we must confront challenges related to data privacy, algorithmic bias, and the potential dehumanization of care. Moreover, while technology promises greater accessibility, it also risks exacerbating the digital divide. Through cross-society dialogue, this roundtable aims to identify shared priorities, articulate key challenges, and outline a collaborative roadmap for psychology's future in a technology-enabled world—one that harnesses innovation while safeguarding human dignity and scientific integrity.

08 - Division 8: Health Psychology

Sociocultural Determinants & Equity in Health 2

Thursday 23 July 2026 from 15:30 to 17:30

(E- Spadolini)

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 251

UNIVERSAL KNOWLEDGE, UNEQUAL VOICE: INTERNATIONALLY EDUCATED HEALTHCARE PROFESSIONALS, VACCINE HESITANCY, AND STRUCTURAL CONSTRAINTS

Hakem Zadeh F.*[1], Neiterman E.[2]

[1]York University ~ Toronto ~ Canada, [2]University of Waterloo ~ Waterloo ~ Canada

Introduction: The recent pandemic has highlighted the need to fast-track the integration of Internationally Educated Healthcare Professionals (IEHPs) into local healthcare systems. Therefore, it is necessary to advance our understanding of how psychological and contextual determinants (i.e. identity, migration history, discrimination, and professional norms) impact IEHPs' health beliefs and behavioural dispositions.

Purpose: This study critically examines how IEHPs navigate vaccine-related decisions, considering their intersecting identities in the context of transitioning between different healthcare systems. It also investigates the role IEHPs perceive themselves as having in shaping the vaccination decisions of others, particularly where patient-provider concordance in culture, language, or migration history enhances their potential influence.

Method: The study draws on 22 qualitative interviews with IEHPs across a range of ethnic, gender, and professional backgrounds currently practicing in Canada. Transcripts were coded using NVivo 2012, following a multi-level intersectional approach. Efforts were made to remain sensitive to power dynamics within healthcare systems and social hierarchies.

Results: Generally, participants expressed pro-vaccine attitudes. Some participants expressed dissatisfaction with the study's questions, arguing that medical knowledge is universal and IEHPs' positions on vaccinations would align with those of individuals trained in Canada. While IEHPs acknowledged the influence of intersecting identities (i.e. sex/gender, race/ethnicity, religion, profession, migration history) on vaccine attitudes, they suggested that IEHPs might be reluctant to voice their vaccine hesitancy due to economic necessity and employment precarity. They believed they could play a crucial role in promoting future public health initiatives among communities with whom they shared language, culture, and migration background.

Conclusions: This study challenges the dominant deficit-based framing of IEHPs and highlights their unique capacity to contribute to culturally aligned health promotion interventions. However, the influence of structural marginalization and employment precarity on IEHPs' professional autonomy and voice is a potential constraint that requires further investigation.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1492

MEN'S CONDOM USE RESISTANCE: THE ROLES OF ADVERSARIAL HETEROSEXUAL BELIEFS, EMOTION REGULATION DIFFICULTIES, AND SEXUAL MOTIVES

Davis K.*[1], Chen W.[2], Bahrami R.[1], Juwadi K.[1], Hammett J.[1]

[1]Arizona State University ~ Phoenix ~ United States of America, [2]University of Wisconsin ~ Madison ~ United States of America

Introduction: Research demonstrates that most young men report having resisted condom use with their female partners. Condom use resistance (CUR) is associated with stronger negative beliefs about women, greater emotion dysregulation, and specific sexual motives. To date, however, no research has examined how these associations may operate at the event level.
Purpose: The purpose of the present study was to assess the role of adversarial heterosexual beliefs (AHB), emotion modulation difficulties, and sexual motives in young men's CUR engagement through an examination of event-level data.
Method: Men aged 21-30 living in the southwestern United States (N = 420) were screened for eligibility, then attended an in-person baseline survey session. They then completed 32 days of online daily surveys assessing their sexual behaviors including CUR, emotion modulation difficulties, and sexual motives.
Results: A total of 1317 daily diaries from the 291 participants (Mage = 25.15, SDage = 2.75) who engaged in vaginal sex over the 32 days were included in a multilevel logistic regression analysis. Results showed that higher AHB (b = 0.74, p < .01) and daily sex motives for power (b = 0.35, p = < .01) were associated with greater daily CUR likelihood. Daily difficulties in emotion modulation increased daily CUR likelihood among men with higher AHB (b = 0.31, p = .02). Daily sex to cope motives increased daily CUR likelihood among men with lower AHB (b = 0.39, p = .02).
Conclusions: Findings indicate that young men's beliefs about women may serve as a key indicator regarding which men may benefit from CUR prevention efforts. Moreover, interventions that target improvements in emotion regulation skills, as well as address reasons for engaging in sexual activity, may also yield CUR reductions. Given CUR's association with sexually transmitted infections and unplanned pregnancies, effective evidence-based CUR interventions are warranted.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 317

ILLNESS PERCEPTION AMONG CANCER PATIENTS IN INDIA: A PHENOMENOLOGICAL STUDY

Kohli N.*

University of Allahabad ~ Prayagraj ~ India

The objective of this phenomenological study was to investigate the perceptions of illness among cancer patients. The sample consisted of 15 individuals (7 males and eight females) ranging in age from 19 to 80 years, who were recruited through a snowball sampling technique. Multiple interview sessions were conducted using an unstructured interview schedule. The analysis yielded five superordinate themes.

Illness cognition encompassed all five dimensions: identity, consequences, treatment control, personal control, timeline, and causes. However, contrary to Leventhal's (1980) timeline concept, which posits that individuals categorize their illness as acute or chronic based on the perceived duration of the illness, patients in our study perceived their cancer as a condition that has shortened their lives. The findings indicated that some participants were unaware of their diagnosis, leading to a vague and confusing identification or labeling of their symptoms.

In addition to treatment and personal control, participants expressed perceptions of divine control, believing that their recovery rested in the hands of a Supreme Being. A significant consequence of cancer, as revealed in the findings, was the stigma associated with breast and oral cancers, resulting in social discrimination and isolation. Even patients who had completed their treatment remained haunted by the fear of recurrence. The perceptions regarding the causes of cancer, specific to Indian culture, highlighted a belief that the severity of cancer worsened due to the negligence of the treating physician, whom they considered a quack. This underscores the importance of cultural competence in healthcare, shedding light on the diverse beliefs and perceptions of illness.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 5: Gender Equality

Abstract 1337

PSYCHOLOGY, GENDER EQUALITY AND PUBLIC HEALTH IN URUGUAY: SCIENTIFIC KNOWLEDGE IN PUBLIC POLICY DEVELOPMENT

López--Gómez A.*

Universidad de la República ~ Montevideo ~ Uruguay

Introduction: The agenda of health, gender equality, and sexual and reproductive rights constitutes a fundamental pillar for the well-being of contemporary societies. Subjective attitudes, gender norms, and sexual behaviors profoundly impact health and quality of life, making their understanding essential for researchers, decision-makers, and professionals. This global agenda encompasses diverse research topics, methodological approaches, and technical and professional intervention models.
Purpose: This study examines the role of psychology in shaping the public agenda on access to health and gender equality in Uruguay over the past 25 years.
Method: A qualitative study was conducted using semi-structured interviews and focus groups with decision-makers, researchers, health professionals, civil society representatives, and United Nations technical staff. A documentary analysis was conducted as a complementary approach.
Results: Since 1999, the Psychology department at the Uruguayan public university has incorporated a transformative gender approach into its professional training, research and community interventions through the Gender, Sexuality and Reproductive Health Programme at the Institute of Health Psychology. The programme maintains strong regional and international ties with academic institutions and United Nations agencies. The interviewees recognise this academic programme as a key player in policies addressing gender equality, mental health, the prevention of unintended adolescent pregnancy, care for victims of sexual and gender-based violence, and the protection of minors in digital environments.
Conclusions: The consolidation of this academic space at the Universidad de la República has positioned Psychology both professionally and academically within intersectoral and interdisciplinary dialogue on health and well-being policies in Uruguay. This has enabled the provision of quality scientific evidence to inform citizens and the design and evaluation of public policy. This model demonstrates the importance of combining national academic expertise with international frameworks and partnerships to promote gender equality and public health agendas.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 339

SOCIAL DETERMINANTS OF HEALTH RISK PERCEPTION AT A MASS GATHERING EVENT

Tewari S.*

Indian Institute of Management Indore ~ Indore ~ India

Mass gatherings(MGs) are crowded events that attract millions of people to exceed the capacity of routine health and public safety measures. WHO defines MGs as 'events attended by a sufficient number of people to strain the planning and response resources of a community, state or nation. For effective public health management, the role of psycho-social factors in managing the health-related behaviour of attendees needs to be investigated. Previous research suggests that health risk perception plays a crucial role in shaping individuals' responses to hygiene, sanitation and crowd dynamics. These responses shape health-related behaviour in special reference to infectious diseases. This paper explored the general health-related behaviour among the attendees of one of India's largest religious mass gatherings held post-COVID outbreak, the Kumbh Mela 2021. It examined the role of shared identity among attendees and its impact on health-related behaviour through perceived health risk perception within the special context of Kumbh Mela. The study adopted a mixed-methods approach. 30+ on-spot in-depth interviews were conducted with health professionals who were appointed at the Kumbh Mela to understand their experience of dealing with patients. A survey on a sample of 400 attendees was conducted to assess social determinants of health risk perception, such as shared identity, disgust sensitivity, positive experience and perceived health and wellbeing. Thematic analysis of interviews and a multivariate analysis of the survey reflect that shared social identification leads to better-perceived health and well-being through undermining health risk perceptions in mass gatherings. These findings have important implications for understanding how crowd dynamics may aggravate health risk behaviours in mass gatherings. The present research should contribute to efforts to understand the nature and scope of social identity processes in aggravating and mitigating health behaviour in mass gatherings.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1367

DECOLONISING PSYCHOLOGY AND WELLBEING: A RELATIONAL APPROACH TO WORKING WITH FIRST NATIONS YOUTH

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University of Southern Queensland ~ Toowoomba ~ Australia

Decolonising psychology in Australia requires a sustained commitment to reshaping research and practice through genuine partnerships with First Nations peoples. Central to this shift is recognition of Social and Emotional Wellbeing (SEWB) as a holistic, culturally grounded framework reflecting First Nations ways of knowing, being, and doing. This presentation examines how psychologists can centre First Nations voices and SEWB frameworks to deliver youth-focused services that are impactful and sustainable, while highlighting the role of allyship in research and service delivery.

This presentation will outline strategies for embedding First Nations leadership and governance across the research-practice continuum. Specifically, we present the development of a culturally sensitive scoping review protocol and literature search. This approach was informed by Indigenous research principles and grounded in the experiences of a regional community-led initiative: the Whaddup Youth Group of Toowoomba, Queensland, Australia. For over 20 years, Whaddup fostered SEWB among Aboriginal and Torres Strait Islander youth - providing a safe, activity-based space for cultural learning and leadership, community connectedness, and developing cultural identity. Despite its community value, Whaddup closed in its previous form due to systemic and organisational constraints. Its closure represents a profound loss for the community and highlights the ongoing need to understand how SEWB programs impact First Nations youth. Findings from the scoping review will be mapped onto Whaddup's impacts and success factors from the community perspective in this presentation, creating a framework to inform future research and practice.

This presentation builds on foundations laid by leading First Nations scholars and the Australian Indigenous Education and Psychology Project (AIEPP), led by Professor Pat Dudgeon. Together, the Whaddup case study and scoping review highlight the importance of privileging Indigenous methodologies, fostering relational accountability, allyship, and resisting deficit-based narratives. This presentation offers a call to move beyond inclusion toward transformation in psychology research and practice.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1573

PSYCHOSOCIAL DRIVERS OF STRESS-RELATED EATING AND DIETARY PATTERNS: A CROSS-COUNTRY STUDY OF PSYCHOLOGICAL FOOD INVOLVEMENT AND HEALTH ENGAGEMENT IN EUROPE

Usta D.*[2], Acampora M.[1], Costa Pereira A.[2], Savarese M.R.[1], Graffigna G.[2]

[1]Università Cattolica del Sacro Cuore ~ Milano ~ Italy, [2]Università Cattolica del Sacro Cuore ~ Cremona ~ Italy

Background: Psychosocial stress and emotional coping are known to influence dietary behaviors, yet little is known about how these patterns vary across populations or interact with psychological food involvement and health engagement. This study investigates how stress-related eating, food involvement, and health engagement shape dietary behaviors and digestion-related quality of life (DQoL) across five European countries.
Methods: A cross-sectional survey was conducted with 2,324 adults from Denmark, Germany, Italy, Lithuania, and the Netherlands. Measures included Perceived Stress Scale, Salzburg Stress Eating Scale, Altarum Consumer Engagement Scale, Psychological Food Involvement Scale, and Digestion-Associated Quality of Life Questionnaire. Ad hoc items assessed comfort food consumption under stress and its perceived importance. ANOVA, Pearson correlations, and Chi-square tests assessed associations and cross-country differences.
Results: Perceived stress was strongly associated with poorer DQoL ($r=0.510$), while health engagement negatively correlated with stress ($r=-0.115$). Psychological food involvement was positively associated with both health engagement ($r=0.368$) and stress-eating ($r=0.100$). Higher health engagement was more common among women, older adults, and those with higher education. Individuals with greater food involvement were also more likely to value food as a stress-regulation tool. Cross-country comparisons revealed significant psychosocial and behavioral variation. Italians showed the highest engagement and food involvement levels ($p<0.001$) and reported the lowest intake of fast food and sweetened beverages, even under stress. In contrast, Danes reported low engagement and food involvement, and high habitual consumption of sugary snacks and drinks, particularly during stress. Germans and Lithuanians showed more reactive eating patterns, especially for fast food and alcohol. Dutch participants reported high fast-food intake but moderate stress-related eating changes.
Conclusion: The findings reveal psychosocial and cultural variability in stress-eating, health engagement, and food involvement across five European countries. These insights suggest the need for context-sensitive dietary interventions that account for both emotional drivers of eating and national patterns of health orientation.

08 - Division 8: Health Psychology

Clinical Health Psychology Across Care, Risk, and Social Support

Thursday 23 July 2026 from 16:30 to 17:30

(M-Lorenese)

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 260

BEING ALS PATIENT'S FORMAL OR INFORMAL CAREGIVER: PRELIMINARY RESULTS ON HEALTHCARE WORKERS' AND FAMILIAR' PSYCHOLOGICAL WELL-BEING

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Background: Amyotrophic Lateral Sclerosis (ALS) is a rare neurodegenerative disease affecting about 6,000 people in Italy. Caring for ALS patients impacts the quality of life and psychological well-being of both informal and formal caregivers, yet few studies address this. Purpose: This research aims to analyze various aspects of caregiving for ALS patients among informal (family) and formal (healthcare) caregivers, focusing on psychological well-being, burden, and burnout. Methods: Nine formal caregivers (8 women) and 11 informal caregivers (9 women) participated, recruited from a nursing home in Italy. Formal caregivers' average age is 49.29 years (SD=3.86) with 6.58 means of service (SD=5.98); informal caregivers' average age is 48.30 years (SD=13.50), caring for relatives for 3.29 years (SD=2.50). Psychological well-being, burnout in formal caregivers, and burden in informal caregivers were evaluated, alongside testimonies about their experiences. Mixed-method analyses were employed using nonparametric techniques, Emotional Text Mining using T-Lab Software, discourse analysis, and discourse positioning analysis. Results: Both caregiver groups report high psychological well-being (Mfc=85.86; SDfc=9.03; Mifc=83.10; SDifc=11.44). Formal caregivers exhibit low emotional exhaustion (M=16.67; SD=10.087) and depersonalization (M=2.56; SD=2.19), with moderate personal gratification (M=29.11; SD=11.67; M=27.43; SD=11.29). Informal caregivers report a higher burden related to past situations (M=41.89, SD=18.25) when patients lived at home compared to present circumstances (M=29.09, SD=17.89) in which ALS patients reside in nursing home. Generally, formal caregivers discuss ALS patients' and families' challenges and coping strategies, emphasizing the need for more research. Informal caregivers focus on social and emotional support needs, seeing their role as necessity-based. Discussion: Results indicate a strong impact on the well-being of both caregiver groups, highlighting qualitative differences between formal caregivers and informal caregivers. Future analysis should explore these differences further. The findings provide valuable insights for designing interventions addressing the psychological challenges of both family members and healthcare workers in caregiving contexts.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 2114

UNDERSTANDING ANTIBIOTIC CONSUMPTION BEHAVIOURS THROUGH THE COM-B MODEL: EVIDENCE FROM ITALIAN CITIZENS

Acampora M.*[1], Graffigna G.[2]

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Introduction: Psychology plays a pivotal role in understanding and changing health behaviours. In antimicrobial resistance (AMR), inappropriate consumption and non-adherence are key behavioural drivers. To address AMR it therefore is essential to investigate psychological factors that shape antibiotic-related behaviours.
Purpose: This study applies the COM-B model (Capability, Opportunity, Motivation – Behaviour) to explore psychological factors influencing antibiotic-related behaviours among Italian citizens.
Method: A web-based survey was administered to a representative sample (n=500). The questionnaire included ad hoc items and validated scales. After testing the reliability and factorial structure, linear regression models were performed to examine the associations between COM-B components and self-reported behaviours of antibiotic consumption.
Results: The EFA identified two behavioural domains: adherence to treatment and inappropriate consumption. The regression model for adherence was significant ($F(9,487) = 48.63$, $p < .001$, $R2=.47$). Adherence was positively associated with perceived capability ($\beta = .33$, $p < .001$) and knowledge ($\beta = .23$, $p < .001$), and negatively associated with memory, attention and decision processes ($\beta = -.40$, $p < .001$). The model for inappropriate consumption was also significant ($F(9,487) = 28.11$, $p < .001$; $R^2 = .34$). Inappropriate use was positively associated with social pressure ($\beta = .24$, $p < .001$) and misconceptions ($\beta = .32$, $p < .001$) and negatively associated with knowledge ($\beta = -.09$, $p = .038$) and risk perception ($\beta = -.09$, $p = .019$).
Conclusions: Findings show that antibiotic consumption is not only a matter of knowledge but also of cognitive resources, risk appraisal, and social influence. By mapping these determinants, the COM-B model provides actionable insights for designing interventions that go beyond information campaigns, addressing misconceptions, reducing social pressure, and supporting citizens' capacity to adhere to treatment. Such evidence is critical to inform public health strategies aimed at tackling AMR.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 870

MEANING OF LIFE: HEADS OF HOUSEHOLD MOTHERS WORKING IN THE HEALTH CARE SECTOR AT A HOSPITAL NETWORK

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[1]Unisanitas ~ Bogotá ~ Colombia, [2]Subred Centro Oriente Hospital Santa Clara ESE ~ Bogotá ~ Colombia

Objective: Colombia has 23 million women, 50% of them are head of household mothers with vulnerabilities related to work access and an overload of work and family responsibilities. Thus, it is proposed to comprehend the head of the household mothers' meaning of life and self-fulfillment, who currently work in the health care sector at Subred Integrada de Servicios de Salud Centro Oriente (hospital network) of Bogotá, Colombia. Method: The biographical methods were used to obtain the life trajectories of seven participants regarding motherhood, being head of the household mothers, working in the health care sector and meaning of life. There were applied three biographical interviews per participant for a total of 21 interviews. The coding and interpretative analysis were triangulated among the researchers and external experts. Results: The participants acknowledged their motherhood reliant on being head of the household mothers regardless their family's composition. It is also reaffirmed that the motivations, objectives and projections of the participants' meaning of life change according to their vital cycles and courses. As an emerging result, it is found that caring is a continuity in their trajectories. This builds their meaning of life and allows a feeling of self-fulfillment. Conclusions: The findings suggest that the participants' meaning of life is built on caring for others and for themselves in family and work. Furthermore, being a head of household mother is a self-decision and does not make the participants vulnerable as it is perceived by society and Colombian legislation. Finally, working in the healthcare sector is a paradox because its precariousness, but is also an asset to learning and face difficulties in life situations. Thereby, the participants' permanence in a health care work allows for care as a structuring dimension of their meaning of life and self-fulfillment.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2731

ROLE OF CLINICAL HEALTH PSYCHOLOGY IN HEALTHCARE TRANSFORMATION

Ip L.S.L.*

West London NHS Trust ~ London ~ United Kingdom

Background: England's new NHS Ten-Year Plan aims to tackle "wicked" healthcare problems through promoting three major shifts: from hospital to community, from analogue to digital, and from treatment to prevention. Clinical Health Psychology (CHP) plays a critical enabling role across all three shifts. This paper illustrates that role and its impact through the experience of the CHP Service within Ealing Community Partners, West London. Approach: The CHP Service embedded psychologists across physical-health pathways (chronic pain/MSK, diabetes, respiratory, and heart failure). The service model positioned psychologists as: a) Expert clinicians within multidisciplinary teams b) Trainers promoting psychologically informed care c) Facilitators of reflective practice to promote staff wellbeing amidst change d) System leaders driving prevention and quality improvement. Mixed-methods evaluation combined routine outcome measures, service-utilisation data across the care pathway, and qualitative feedback from staff and patients collected through surveys and interviews. Results: Across the four specialty pathways, patients receiving CHP input demonstrated improvement in depression, anxiety, quality of life and specific physical functioning outcomes. Comparing 12months data pre and post first attendance to CHP, there is a 22.2% reduction in A&E attendance, 33.3% reduction in emergency admissions and a 57% reduction in the average length of hospital stay. In addition, staff survey showed positive shift in attitudes and confidence in offering psychologically informed care. Qualitative feedback from patients and staff were positive, highlighting the elements that make care truly integrated such as bio-psycho-social formulation, leveraging psychological expertise in treatment adherence, and to improve communication especially earlier in the care pathway. Implications: Psychology plays a significant role in healthcare transformation beyond individual clinical input. The CHP model in Ealing demonstrates a transferrable framework for integrated services internationally to consider how they might optimize their psychological workforce to achieve the best value.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 594

UNDERSTANDING SUICIDAL BEHAVIOUR IN EMERGING ADULTS: ROLE OF PARENTAL INVOLVEMENT, SOCIAL SUPPORT AND PEER EXPERIENCES

Shashwati S.*

Patna University ~ Patna ~ India

In the recent past the cases of suicide among emerging adults in India have been a major concern. According to National Crime Record Bureau (NCRB), India there have been persistently elevated rate of suicide among emerging adults over the years 2017–2022, with numbers remaining consistently high (7.6% in 2017, 8.2% in 2020, 8% in 2021, and 7.6% in 2022). As per the NCRB data various causes of adult suicide are professional/career problems, sense of isolation, abuse, violence, family problems, mental disorders, addiction to alcohol, financial loss, chronic pain etc. Researchers also reported that mental pain, social challenges and need for love and belonging are some of the prominent reasons for adult suicide. Considering the recent increase in suicide cases among emerging adults in India, the present study was undertaken to explore the role of Parental Involvement, Social Support and Peer Experiences in suicide behaviour and ideation among emerging adults. A total of 50 emerging adults were administered measures of suicidal ideation and behaviour, parental involvement, social support and peer experiences. It was found that parental involvement, especially parent- teacher coordination is a major predictor of suicide ideation among emerging adults. Peer experience of suicide ideation/attempt was also found to be significantly associated with suicide behaviour among emerging adults. It was also observed that social support, especially family support is a factor that works as a protective factors against suicidal thoughts and actions. These findings are important as they indicate that providing parental support through sharing, giving support at times of difficulties and peer support are some of the important factors to consider while developing interventions to support young adults with suicidal tendencies and also in the reduction of factors in their day to day life that leads to suicide ideation/attempts.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 903

UNDERSTANDING SUICIDE RISK: THE CONTRIBUTION OF PSYCHOSOCIAL PREDICTORS IN FOUR COUNTRIES

Núñez C.[1], Muñoz A.*[2]

[1]Universidad de Medellín ~ Medellín ~ Colombia, [2]Corporación Psicológica Iberoamericana de Clínica y Salud - APICSA- Colombia ~ Medellín ~ Colombia

Suicide is a major public health concern and a multidimensional phenomenon whose incidence has been steadily increasing among young populations worldwide. Psychosocial, cognitive, and biological factors play a central role in suicidal behavior. A deeper understanding of these risk and protective factors is essential to generate early alerts and guide the design of preventive interventions. This study aimed to analyze the effect of selected psychosocial and family-related variables on suicide risk in university students, as part of the project Risk factors and psychosocial predictors related to suicidal behavior in university students: a multicenter comparative study. A total of 2392 subjects from four countries (Colombia, Spain, Mexico, and Bolivia) participated in the study. Data were analyzed using multinomial logistic regression to evaluate three psychosocial variables—family history of mental illness, family history of suicide, and self-perceived health status—and one family-related psychological variable: family functioning. Suicide risk was categorized into low, medium, and high levels. Odds ratios (OR) and 95% confidence intervals (CI) were calculated. Family history of suicide emerged as the strongest predictor, increasing the probability of belonging to the high-risk group more than threefold and to the medium-risk group more than tenfold, compared to the low-risk group. In contrast, both positive self-perception of health and higher family functioning were significantly associated with lower probabilities of medium and high suicide risk, highlighting their protective effect. Family history of mental illness did not show a statistically significant association with suicide risk in this model. The findings emphasize the need for preventive strategies that include psychosocial support for relatives of suicide victims and interventions focused on strengthening family dynamics. Promoting positive health perceptions and enhancing family functioning may help reduce suicide risk in young populations. These results contribute valuable evidence for the design of targeted public health and university-based suicide prevention programs.

08 - Division 8: Health Psychology

Stress, Anxiety & Adaptation 3

Thursday 23 July 2026 from 17:00 to 18:00

(G-Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 1952

ATTITUDES TOWARDS DEATH IN NURSING STAFF: THE ROLE OF RESILIENCE

Arribas--García S.*[1], Doval Moreno S.[1], Morales Gil I.[1], Jaureguizar Albonigamayor J.[2], SÁnchez--Gutierrez T.[3], Petkari E.[4]

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Background: Nurses working in high-emotional healthcare settings frequently confront death, requiring not only technical competencies but also adaptive emotional responses. This study examined the relationship between resilience and attitudes towards death among nursing professionals before the COVID-19 pandemic impact.
Methods: This cross-sectional observational study included 743 nursing professionals from Intensive Care, Palliative Care, and Oncology units across seven Spanish public hospitals. Data were collected between June 2018 and April 2019 using the Death Attitude Profile-Revised Scale, Connor-Davidson Resilience Scale, and sociodemographic questionnaires. Statistical analyses included MANOVA, correlation analyses, and mediation analyses.
Results: Neutral-Acceptance was the predominant death attitude (M=5.68, SD=0.90), followed by Death-Avoidance (M=4.54, SD=1.79). Resilience showed significant negative correlations with Fear-of-Death (r=-.20, p<.01) and Death-Avoidance (r=-.13, p<.01), and positive correlation with Neutral-Acceptance (r=.11, p<.01). High-resilience professionals demonstrated significantly lower Fear-of-Death and Death-Avoidance, and higher Neutral-Acceptance than low-medium resilience colleagues. Mediation analyses revealed that resilience completely mediated relationships between professional factors and key death attitudes. Prior death training and professional level significantly influenced attitudes towards death.
Conclusions: Resilience serves as a protective mechanism enabling nurses to develop more adaptive death attitudes. Both resilience-building interventions and specific death education should be prioritized in nursing curricula and ongoing professional development to enhance care quality and protect healthcare workers' psychological well-being.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1996

PSYCHOLOGICAL REFLECTIONS OF ORGAN SURGERY ON LIVING DONORS: PRE-POST TEST EVIDENCE FROM DONOR AND CONTROL GROUPS

Bulut B.P.*[1], Bayram--Gülaçtı H.[1], Akyalçin R.[1], Kadioglu E.[1], Özsoy M.[2], Isiktas Sayilar E.[2]

[1]Ankara Haci Bayram Veli University ~ Ankara ~ Turkey, [2]Etlik City Hospital ~ Ankara ~ Turkey

Organ transplantation, the process of replacing a failing organ with one from a voluntary donor, has primarily focused on recipients, leading to a gap in research concerning donors' psychological well-being. Existing studies suggest living organ donors may experience post-operative stress, depression, and anxiety. This study aimed to address this by the psychological impact of organ donation surgery on donors. We compared the pre- and post-test psychological health of actual donors with a control group of potential transplant volunteers who had not undergone surgery. A 2 (pre-test/post-test) x 2 (control group/actual donor group) mixed-design repeated measures ANOVA was conducted for depression, anxiety, and stress levels, separately. The findings revealed a statistically significant increase in “stress” levels from pre-test (M=.57, SD=.46) to post-test (M=.72, SD=.54) [F(1, 90)=5.586, p=.020]. Moreover, groups differed significantly in pre-test stress scores [F(1, 90)=9.267, p=.003], with the actual donor group (M=.44, SD=.38) indicating significantly lower preoperative stress compared to the control group (M=.75, SD=.51) (t=-3.337, p<.001). For “depression”, pre-test scores showed the actual donor group (M=.38, SD=.33) had significantly lower depression than the control group (M=.64, SD=.49) (t=-2.96, p=.004). A significant time by group interaction effect for depression [F(1, 90)=7.072, p=.009, ηp²=.073] suggested differing depression trajectories between groups over time. “Anxiety” levels significantly increased from pre-test (M=.39, SD=.40) to post-test (M=.61, SD=.54) across all participants [F(1, 90)=12.983, p=.001]. Preoperative anxiety levels were significantly lower in the actual donor group (M=.30, SD=.35) compared to the control group (M=.50, SD=.43) (t=-2.441, p=.017). A significant time by group interaction effect was also observed for anxiety scores [F(1, 90)=10.455, p=.002, ηp²=.104]. Although actual living organ donors exhibit lower psychological symptoms prior to surgery, it is obvious that the surgical process is exhausting for them and that their psychological symptoms increase to a certain extent.

Division 8: Health Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2125

RESPONSE SURFACE ANALYSIS OF STRESS MINDSETS AND WELL-BEING AMONG JAPANESE UNIVERSITY STUDENTS

Tani K.[3], Tsuda A.*[1], Yoneda K.[2], Ishibashi K.[1], Nagano E.[1]

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Background

Japanese cultural psychology often anticipates a “middle way,” implying optimal outcomes when Stress-is-Enhancing (SEM) and Stress-is-Debilitating (SDM) beliefs are balanced. We contrasted this dialectical view with a graded resource account in which outcomes chiefly improve as SEM increases.

Methods

Three cohorts of Japanese university students (N=1,406) completed the SMM-J and measures of stress exposure, appraisal (PSS total, distress, “eustress”), coping (problem-, emotion-, avoidance-focused), and well-being (positivity, positive affect, mental health). CFA (WLSMV) tested factor structure and multigroup invariance. Outcomes were modeled as quadratic functions of cohort-centered SEM and SDM using response surface analysis (RSA), estimating a1–a4 and ΔR^2; cross-cohort shape equivalence was assessed.

Results

CFA supported a correlated two-factor structure with strong invariance; SEM and SDM were inversely related. Bivariate patterns replicated prior work. RSA indicated chiefly linear gradients: higher SEM predicted better adaptation (positive a1 and/or a3), and a concave “middle-is-best” along the LOC (a2<0) did not emerge. LOI curvature (a4) was modest and outcome-dependent: mismatch related to higher perceived distress, whereas some adaptive indices (e.g., positive affect, coping mobilization) increased with mismatch. ΔR^2 effects were small yet non-trivial.

Discussion and Conclusion

The linear SEM advantage accords with evidence that mindsets bias appraisal toward challenge and energize approach-oriented coping, whereas SDM aligns with avoidance and distress. Weak LOC/LOI curvature likely reflects attenuation of higher-order effects by measurement error, mid-range and partly controllable academic stressors that yield quasi-linear functions, and East-Asian dialecticism that tolerates contradiction without privileging a fixed “middle.” Outcome-specific a4 echoes response-surface findings on affect mixtures: ambivalence can elevate distress yet coincide with greater activation or coping mobilization. Overall, results support a graded resource account; SEM appears to operate as an upstream regulator of appraisal and coping across domains.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2130

SECONDARY TRAUMATIC STRESS AND INSOMNIA IN HONG KONG NURSES: PARALLEL MEDIATION BY PSYCHOLOGICAL DISTRESS AND WORK IMPAIRMENT

Yang J.*, Yeung N.

The Chinese University of Hong Kong ~ Hong Kong ~ Hong Kong

Introduction. Frontline nurses who care for trauma-exposed patients face indirect exposure and heightened risk for secondary traumatic stress (STS). STS has been linked to sleep problems and broader functional impairment in Western settings, however, relevant studies in Asian contexts is still limited. Specifically, the mechanisms underlying the STS–sleep relationship remain unclear among Hong Kong nurses.

Purpose. To estimate the strength of the STS–insomnia association in Hong Kong nurses and identify two main mechanisms— emotional distress (psyhological distress) and work functioning (work impairment).

Methods. Hong Kong nurses (N=427) who cared for trauma-exposed patients were recruited to complete an online survey (Dec 2024–Feb 2025). Measures included 20-item Secondary Traumatic Stress Scale(STSS), insomnia (Insomnia Severity Index-3) and two primary mediators—psychological distress and work impairment. Age and gender were included as covaraties.

Results. STS was positively associated with insomnia (β_total = .42, p < .001). Parallel mediation indicated a sizable total indirect effect (β = .30; 95% CI [0.31, 0.58]), carried primarily by psychological distress (β = .23; [0.20, 0.49]) and secondarily by work impairment (β = .07; [0.05, 0.16]). After accounting for mediators and covariates (age, gender), the direct effect remained significant (β_c′ = .12; 95% CI [0.02, 0.34]). The model explained 36% of the variance in insomnia (R^2 = .36). Covariates showed no significant direct associations with insomnia.

Conclusions. Among Hong Kong nurses caring for trauma-exposed patients, the link between STS and insomnia appears to operate primarily through emotional distress, with additional contributions from work functioning. These pathways can guide targeted sleep interventions for healthcare workers experiencing STS. Future work should test and refine this model in longitudinal or intervention studies.

08 - Division 8: Health Psychology

BRIDGING PSYCHOLOGICAL, SOCIAL, AND CULTURAL PERSPECTIVES ON HEALTH AND WELL-BEING: FROM LONELINESS PREVENTION TO BEHAVIORAL SELF-REGULATION

Thursday 23 July 2026 from 17:30 to 19:00

(A - Spadolini)

Rolando Diaz-Loving (National Autonomous University of Mexico), Chair and Discussant

Health and well-being arise from complex interactions among biological, psychological, social, and cultural systems. This symposium brings together researchers from Europe, North America, and Latin America to explore integrative frameworks that reduce health disparities and promote inclusion across populations. Sonia Lippke and colleagues (Hamburg University of Applied Sciences; Constructor University Bremen) present findings on loneliness as a mediator between health, financial sufficiency, and life satisfaction in vulnerable groups, highlighting the intervention "Loneliness Prevention and Connectedness" designed to foster belonging and equality in university settings. Héctor Betancourt and Patricia Flynn (Loma Linda University) apply the Integrative Model of Culture, Psychology, and Health Behavior, demonstrating how cultural beliefs and provider biases influence healthcare access, continuity, and quality in multicultural contexts. Gabrielle Oettingen and Peter Gollwitzer (New York University) discuss motivational self-regulation strategies—mental contrasting, WOOP (Wish–Outcome–Obstacle–Plan), and implementation intentions—that enhance health behavior, emotion regulation, and goal attainment. Chris Stephens (Imperial College London and National Autonomous University of Mexico) and Sofía Rivera Aragón (National Autonomous University of Mexico) introduce The Conductome, a hybrid intelligence approach using machine learning to model multifactorial predictors of lifestyle-related diseases such as obesity. By integrating psychological, demographic, economic, and physiological variables, they demonstrate how artificial and human intelligence can jointly identify causal pathways and guide targeted interventions.

As discussant, Rolando Díaz-Loving (National Autonomous University of Mexico) synthesizes these contributions within a cross-cultural framework, underscoring the need for culturally grounded, evidence-based strategies to bridge global health inequalities and promote inclusive well-being.

Abstract 3806

FROM LONELINESS TO INCLUSION: HOW PSYCHOLOGICAL, SOCIAL, AND CULTURAL PERSPECTIVES CAN BRIDGE HEALTH INEQUALITIES

Lippke S.*[1], Schutzle E.[2], Gaida L.[2], Arias Soriano G.N.[3], Hielscher N.[3], Koenig S.[4]

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Many vulnerable groups, such as students and individuals receiving reduced earning capacity pensions, are at risk of disadvantage due to limited financial resources and poor health: they face reduced equality of opportunity, loneliness, and lower life satisfaction. Previous research has examined the relationships between health impairments, self-reported household income (available financial resources), financial sufficiency (making ends meet), loneliness, and life satisfaction (Lippke et al., 2020). It was found that perceived loneliness and life satisfaction among individuals receiving reduced earning capacity pensions were not directly related to their financial situation. However, greater loneliness was associated with lower perceived financial sufficiency, which in turn was linked to lower life satisfaction. Loneliness plays a mediating role: the poorer the health status, the higher the loneliness, and the lower the life satisfaction.

This finding can currently be replicated with 373 students: health and loneliness are correlated at r = .56, and loneliness and life satisfaction are correlated at r = –.33. Students should receive more support to overcome loneliness and improve equality of opportunity. How such support can be designed and further developed for students is discussed and presented using the pilot project by HAW Hamburg and the Techniker Krankenkasse titled “Loneliness Prevention and Connectedness – Understanding and sustainably reducing loneliness at universities.” Furthermore, the findings are examined through psychological, social, and cultural lenses of equality. This includes reviewing evidence across different cultural backgrounds and exploring how psychological and social interventions can be informed by these insights to effectively address loneliness and improve well-being.

Abstract 3808

BEYOND POSITIVE THINKING: MENTAL CONTRASTING AS A TOOL FOR SELF-REGULATION OF PHYSICAL AND MENTAL HEALTH

Oettingen G.*

New York University ~ New York ~ United States of America

Popular culture encourages us to “think positive,” yet research shows that merely indulging in positive future fantasies can undermine effort and achievement. How, then, can people pursue their desired outcomes without falling into the trap of wishful thinking? Mental contrasting, a self-regulation strategy that juxtaposes desired futures with critical obstacles that may impede them, offers an empirically-grounded answer. By activating nonconscious cognitive and motivational processes, mental contrasting helps individuals commit to feasible goals and disengage from unrealistic ones. Empirical evidence demonstrates its broad effectiveness: Sedentary men who were introduced to mental contrasting exercised more over seven months, students improved their eating habits, and diabetes patients managed daily challenges more effectively. When combined with implementation intentions (“if–then” plans), mental contrasting, now known as MCII or WOOP (Wish, Outcome, Obstacle, Plan), becomes particularly effective for overcoming impulsive barriers to behavior change. Teaching WOOP to chronic back-pain patients increased physical capacity, giving it to spousal caregivers of Alzheimer’s patients reduced stress and depression and introducing it to stroke survivors enhanced exercise adherence and weight loss. Together, these findings show that WOOP is a simple, autonomous, and cost-effective mental strategy that strengthens self-regulation and promotes physical and mental well-being across diverse populations.

Abstract 3809

THE SELF-REGULATION OF THE PURSUIT OF HEALTH GOALS BY PLANNING

Gollwitzer P.*

New York University ~ New York ~ United States of America

This presentation looks at the planning process through the lens of motivation science, and asks the question of what kind of planning can help people to reach their health goals? I will focus on the strategy of making if-then plans (aka forming implementation intentions) and discuss what kinds of related cognitive performance can be enhanced by if-then planning (e.g., attention control, prospective memory, executive functions, and decision making), and whether if-then planning may also benefit health-related emotion control, behavior change, and social interactions. I will also point to moderators such as the features of the goals and if-then plans themselves, as well as sample characteristics. Finally, the underlying processes of if-then planning effects are delineated in the hope of better understanding what kind of if-then plans might work particularly well when it comes to facilitating flexible but tenacious pursuit of health goals.

Abstract 3810

THE CONDUCTOME: PREDICTING HEALTH-RELATED BEHAVIORS USING MACHINE LEARNING

Stephens C.*[1], Rivera--Aragon S.[2]

[1]National Autonomous University of Mexico & Imperial College, London ~ Mexico City ~ Mexico, [2]National Autonomous University of Mexico ~ Mexico City ~ Mexico

Lifestyle-related diseases such as obesity are highly multifactorial/multiclausal. The full set of factors that both predict and explain a particular behavior we term the “Conductome”. Although psychological variables can play an important role in the Conductome, they should be compared and contrasted with other variable types, associated with other disciplines, to evaluate their ability to predict and explain those behaviors that lead to such diseases, as well as aid in the search for interventions to mitigate them. In this talk I will introduce the Conductome and show the necessity of using “Hybrid Intelligence” – an optimal combination of Artificial and Human Intelligence - to construct it. I will use several highly multifactorial data sets that combine information from a set of well-known psychological constructs with demographic, epidemiologic, social, economic and physiological information in order to better understand the etiology of unhealthy behaviors and their consequences, such as obesity, as well as to understand the role and relative importance of psychological factors when compared to other variable types.

08 - Division 8: Health Psychology

Interventions in Health Psychology 1

Thursday 23 July 2026 from 17:30 to 19:00

(C- Spadolini)

Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2426

HYPNOSIS AND ONCOLOGY : MUTATIONS AND CELLULAR INSUBORDINATION

Di Segni F.*[3], Di Pomponio I.[3], La Mesa A.[1], Simongini E.[2]

[1]Lecturer in a Postgraduate School of Psychotherapy. ~ Roma ~ Italy, [2]Doctor ~ Roma ~ Italy, [3]Uninettuno University ~ Roma ~ Italy

The work Hypnosis and Oncological Pathologies explores the potential of clinical hypnosis as an integrated tool within cancer therapy, with a particular focus on its immunomodulatory effects documented in scientific literature. Within the model of integrative oncology—which combines conventional treatments with evidence-based complementary interventions—hypnosis emerges as a method capable of influencing the psychoneuroimmunological mechanisms underlying the body's response to cancer.

Research findings (Zachariae et al., 1991; Ruzyla-Smith et al., 1995; Gruzelier et al., 2002; Spiegel et al., 2007; Banyai & Varga, 2012) demonstrate that hypnotic induction can increase NK cell and T-helper activity, reduce cortisol levels, and enhance the production of immunoglobulin A (IgA), thus promoting a more efficient immune regulation. These effects are mediated by the reduction of psychological stress and the restoration of neuroendocrine balance—key elements in the mind–body connection.

The Ericksonian approach, centered on rapport, indirect communication, and therapeutic tailoring, encourages the patient's active involvement in the healing process, transforming hypnotic suggestion into a physiological stimulus for cellular self-regulation. Hypnotic visualizations—aimed at perceiving immune cells as "allies" in the body's defense—show a significant impact on psychological well-being, sleep quality, pain management, and overall quality of life in cancer patients.

Particular emphasis is placed on the contributions of Eva Bányai, who integrates clinical evidence and personal experience, highlighting the ethical responsibility of professionals to convey positive and conscious suggestions in contexts of vulnerability. Hypnosis, conceived as a dynamic interface between the mind and the immune system, thus emerges as a powerful psychobiological tool capable of enhancing the efficacy of oncological treatments and fostering the patient's integrated resilience.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 4551

RETREAT-BASED INTERVENTIONS AS SUPPORT FOR UKRAINIAN PSYCHOLOGISTS AND PSYCHOTHERAPISTS WORKING UNDER ONGOING WAR-RELATED STRESS

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[1]Sumy State University ~ Sumy ~ Ukraine, [2]Danish Psychotherapists Association ~ Copenhagen ~ Denmark

Introduction
Mental health professionals working in war-affected regions of Ukraine are exposed to sustained secondary traumatic stress, emotional overload, and compassion fatigue. Their psycho-emotional well-being directly affects both the quality of psychological care provided to war-affected populations and professionals' capacity to remain in practice under prolonged crisis conditions. Identifying effective forms of support for these professionals is therefore an urgent priority.
Purpose
This presentation reports findings from a pilot study examining the impact of retreat-based interventions on the psycho-emotional well-being of Ukrainian psychologists and psychotherapists during the ongoing war. The study evaluates retreats as a targeted support format for professionals working under chronic war-related stress and explores the resource components and mechanisms through which such interventions foster psychological resilience and recovery.
Method
A mixed-methods design was applied, combining a sociodemographic questionnaire, standardized measures (WHO-5, CORE-10, BSI, HAAS), and semi-structured interviews. Quantitative data were collected at pre-, post-, and follow-up time points from an experimental (n = 34) and a control group (n = 31). Qualitative data consisted of 14 interviews with retreat participants, conducted in 2025 in Denmark, Poland, and France.
Results
Multivariate analysis using Pillai's Trace demonstrated significant Time × Group interactions for anxiety ($p = .003$), psychological distress ($p = .002$), well-being ($p < .001$), positive emotions ($p < .001$), and negative emotions ($p = .011$). Somatization and interpersonal sensitivity showed no significant interactions. Qualitative findings converged with quantitative results, indicating increased resilience, inner stability, and access to psychological resources. Key resource components included participation with children, an experienced sense of care, contact with nature, and voluntary engagement in group activities.
Conclusions
Retreat-based interventions represent a powerful form of support for psychologists and psychotherapists working under prolonged war-related stress. These findings highlight the need to implement retreats as a regular, preventative strategy in crisis settings globally.

Division 8: Health Psychology

Abstract 4756

Therapeutic photography, Photovoice and Expressive Writing in cardiovascular rare diseases: a pilot study for psychological well-being in Marfan Syndrome

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[1]IRCCS Policlinico San Donato, San Donato Milanese ~ Milano ~ Italy, [2]Università degli Studi di Milano; IRCCS Policlinico San Donato, San Donato Milanese ~ Milano ~ Italy, [3]Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Background: Therapeutic photography (TP), Photovoice (PV) and expressive writing (EW) are creative practices that leverage visual imagery and narrative disclosure, supporting the expression of emotions through low-cost and scalable interventions. These psychologists-guided approaches assist patients' expressive processing of psychological distress, stigma, and disease identity in chronic conditions. Marfan syndrome (MFS), an autosomal-dominant connective tissue disorder with cardiovascular, ocular, and skeletal manifestations, profoundly impacts health-related quality of life (HRQoL).

Purpose: This pilot study evaluates the feasibility of implementing TP, PV and EW in the clinical pathway of MSF patients and their impact on psychological well-being, emphasizing patients' experiences of disease expressivity in multidisciplinary care.

Methods: In a mixed-methods sequential exploratory design, 10 MFS patients (>13 years) from a rare diseases reference center in Milan participated in 11 monthly 120-minute theoretical and practical sessions (in-person/online), facilitated by a psychologist and a nurse, exploring photography-based activities and expressive writing techniques. Psychological well-being was assessed pre/post via Psychological General Well-Being Index questionnaire (PGWBI), while semi-structured interviews and User Experience Questionnaire (EUQ) detected changes in the expression of illness-related emotions and thoughts.

Results: Patients reported transformative experiences: novices discovered TP, PV, EW as novel tools to visually/narratively express disease embodiment, emotions, and identity, overcoming reluctance via guided reflection. Thematic analysis revealed enhanced emotional granularity, sharing of "invisible" burdens, and reframed self-perception. PGWBI improved significantly across domains ($p=0.034$, Cohen's $d=1.08$, large effect; Mann-Whitney U); EUQ indicated high efficiency (mean=-1.25 on satisfaction scale; others neutral).

Conclusion: TP, PV and EW empower MFS patients to articulate and process unique disease experiences, fostering self-care, empowerment and coping. Larger trials in rare diseases are warranted to validate this patient-centered approach for improving HRQoL.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1650

LONELINESS AND HEALTH THROUGH AN INTERSECTIONAL LENS: UNEQUAL BURDENS, SHARED RISKS

Warren A.*

The George Washington University School of Medicine and Health Sciences; Harvard University Extension School ~ District of Columbia; Boston ~ United States of America

Loneliness has emerged as a pressing determinant of health, yet much of the literature treats it as a universal experience, obscuring the ways intersecting identities and social positions shape vulnerability and resilience. An intersectional approach reframes loneliness not only as an individual state but also as the outcome of overlapping systems of disadvantage, offering crucial insights for applied psychology.

This presentation examines the health consequences of loneliness across lines of gender, race, socioeconomic status, disability, age, and sexual orientation. Synthesizing epidemiological, clinical, and qualitative research, it highlights how loneliness operates differently for marginalized groups, including LGBTQ+ youth, racial minorities, migrants, caregivers, and older adults with disabilities. Evidence shows that loneliness magnifies health inequities: adolescents facing stigma report higher loneliness alongside disproportionate depression and suicidality; minorities experience loneliness compounded by discrimination; and older adults with functional impairments face isolation intensified by accessibility barriers.

Intersectional vulnerabilities amplify stress physiology, immune dysfunction, and cardiovascular risk, reinforcing disparities in health outcomes. Recognizing loneliness through this lens reframes it as a systemic equity issue rather than a uniform psychological condition. The presentation argues for the integration of intersectional considerations in health assessments and for interventions that address not only coping strategies but also structural drivers of exclusion. By centering lived experience within broader systems, applied psychology can contribute to reducing loneliness-related health inequities and advancing global commitments to health and justice.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2281

THE NEW PARADIGM SHIFTING EVIDENCE-BASED UNIVERSAL WELLBEING MODEL(UWM): TRANSDISCIPLINARY, HOLISTIC, INCLUSIVE, AND PRACTICE ADVANCING

Stevenson S.*

Freedom Wellbeing Institute & New Zealand Curriculum Design Institute ~ Hamilton ~ New Zealand

Introduction
The Universal Wellbeing Model emerged from a fifteen-year research programme conducted in higher education/therapeutic contexts in New Zealand. Initially the research programme purpose was to improve student programme completions through the implementation of indigenous support models. Data was gathered from students, teacher/researchers, and pastoral care/wellbeing clinician groups to assess the two models selected.
Purpose
Post the two investigations, a Case Study Impact Evaluation was conducted all participants from both investigations. The intended and unintended outcomes of the impact evaluation significantly changed the purpose of the research programme; the purpose became answering these questions i) what is wellbeing ii) how it is influenced iii) how wellbeing can be measured, and iv) how wellbeing can be improved over time.
Method
The wellbeing research programme has employed diverse methods: themed literature and theoretical reviews, quantitative, qualitative, multi-phased mixed, practice-based, grounded theory, appreciative inquiry, and impact evaluation methods. Analytical methods have included: statistical for quantitative data, thematic/discourse for qualitative data, and alignment, testability, and logic for theoretical works.
Results
New complexities, and ethical dilemmas for wellbeing practitioners have emerged for those providing supports to higher education students. The impact evaluation findings located harms related to the models implemented and urged the researchers to develop a new evidence-based, transdisciplinary, inclusive, and authentically holistic theoretical 'universal wellbeing' model. The results of this phase of the research programme are: a new testable definition of Universal Wellbeing, the Universal Wellbeing Model, the Determinants of Universal Wellbeing and subsequently the Universal Wellbeing Evaluation Tool.
Conclusions
Supporting the new innovative territory that has emerged is a theory of change which includes the concept of impenetrability, and transformative learning. The research programme has revealed a new paradigm not focussed on diagnosis and treatment, but on individual empowerment, and the realisation of human potential, flourishing and freedom.

Division 8: Health Psychology

Abstract 4755

Feasibility and Preliminary Effectiveness of a Sleep Regularity and Circadian Alignment Intervention in Female Athletes: A Pilot Study

Walsh E.*[1], Leota J.[2], Mascaro L.[1], Crick Benjamin J.[1], Liddle S.[1], Drummond S.P.A.[1], Facer--Childs Elise R.[1]

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Introduction:
Sleep, circadian rhythms, and mental health are tightly coupled, yet most sleep programs still prioritise generic sleep hygiene over targeting the internal circadian clock. We developed a novel, co-designed intervention that integrates Cognitive Behavioural Therapy for Insomnia with circadian science to promote regular, phase-aligned sleep-wake schedules as a pathway to better mental health.
Purpose:
To examine the feasibility, acceptability, and preliminary effectiveness of this sleep regularity and circadian alignment intervention in female athletes.
Method:
Thirty-one female sub-elite athletes completed a single-arm 3-week baseline and 4-week intervention pilot. Athletes wore a wrist-worn biometric device to monitor objective rest-activity patterns and completed daily journals assessing light exposure, mood, and recovery. Sleep, dim light melatonin onset (DLMO), and mental health outcomes were assessed pre- and post-intervention.
Results:
Recruitment (96.9%) and retention (100%) were excellent, with no adverse events. Coaching attendance was high (93.6%). Despite improvements in alignment to prescribed targets, objective adherence to the combined sleep-onset and wake-time coaching window was achieved on only 22.3% of nights during the intervention; when outside targets, deviations could be substantial (up to ~5 hours). Sleep regularity indices did not change at the group level. Sleep duration (+13 min) and efficiency (+4%) improved, with reductions in wake after sleep onset (-19 min), sleep disturbances, and sleep debt (all $p \leq .01$). Phase angle reduced during the intervention ($p < .001$) indicating better circadian alignment and insomnia severity and pre-sleep arousal decreased ($p \leq .03$). Mental health improvements were observed among athletes who maintained more regular sleep ($p \leq .05$).
Conclusions:
The intervention was feasible, acceptable, and deliverable within a real-world preseason training environment. Sleep and circadian alignment improved, and mental health benefits were most evident among athletes who maintained more regular sleep. These findings support a shift toward precision circadian optimisation rather than generic sleep hygiene.

08 - Division 8: Health Psychology

Stress, Anxiety & Adaptation 4

Thursday 23 July 2026 from 17:30 to 18:45

(E- Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2255

PROMOTING MATERNAL WELL-BEING UNDER PROLONGED AND CUMULATIVE STRESS: THE ROLES OF PERCEIVED CHILDBIRTH RISK, SELF-COMPASSION, AND INTOLERANCE OF UNCERTAINTY

Kestler--Peleg M.*

School of Social Work, Ariel University ~ Ariel ~ Israel

Introduction:
Childbirth under conditions of prolonged and cumulative stress presents a unique psychological challenge. When uncertainty and perceived danger are heightened, mothers' internal coping resources may be strained, increasing vulnerability to reduced psychological well-being. However, the mechanisms linking perceived childbirth risk to postpartum adjustment and mental health remain insufficiently understood.
Purpose:
This study examined how perceived risk during childbirth, self-compassion, and intolerance of uncertainty (IU) interact to predict postpartum psychological well-being among mothers exposed to prolonged and cumulative stress.
Method:
Ninety-six women who gave birth while temporarily displaced under crisis-related conditions completed validated measures of perceived childbirth risk, self-compassion, IU, and current psychological well-being. A moderated mediation model (PROCESS Model 7) was tested, controlling for maternal age, income, and objective obstetric risk.
Results:
Higher perceived childbirth risk was associated with lower self-compassion, which in turn predicted lower psychological well-being. Self-compassion fully mediated the link between perceived risk and well-being. This indirect pathway was significant only among women with high IU levels, indicating that IU intensified the relationship between perceived childbirth risk and psychological well-being. Among women with low or moderate IU, perceived risk was not associated with well-being, suggesting greater resilience.
Conclusions and implications:
Self-compassion emerged as a key internal resource supporting maternal well-being under prolonged stress, while IU functioned as a personality-based vulnerability factor determining when perceived risk translates into distress. Screening for high IU during pregnancy may help identify women at greater risk for postpartum difficulties. Preventive interventions that cultivate self-compassion and tolerance for uncertainty could promote psychological resilience and adaptive adjustment among mothers in adverse environments.

Division 5: Education and School Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2496

BIDIRECTIONAL RELATIONSHIPS BETWEEN INTERNET ADDICTION AND ANXIETY IN CHINESE ADOLESCENTS: A SEX-DISAGGREGATED CROSS-LAGGED NETWORK ANALYSIS

Feng X.*, Lyu M., Ren P.

Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing Normal University ~ Beijing ~ China

Internet addiction (IA) and anxiety frequently co-occur in adolescence, but the characteristics of these associations, particularly the bidirectional symptom-level dynamics and patterns across genders, remain insufficiently explored. This study aimed to explore longitudinal interactions between IA and three anxiety subtypes (i.e., generalized anxiety, social phobia, and school phobia) among Chinese adolescents, while focusing on gender-specific patterns. The sample included 3,002 ninth-grade students (47.9% girls at T1; Mage = 14.60). Data were collected at two time points at six-month intervals. Cross-lagged panel network analysis was employed to investigate the longitudinal associations between IA and anxiety subtypes. The results revealed that the symptom “preoccupied with the internet” was the most influential node across overall and gender-specific networks. Gender-specific bridge symptoms emerged: “social phobia” in boys and “school phobia” in girls bridged IA and anxiety subtypes. Additionally, negative predictive pathways were identified in the boys’ network, yet none were observed in the girls’ network. These findings underscore the central role of cognitive preoccupation in comorbidity networks and highlight the gender-specific mechanisms linking anxiety and internet use. Targeting key transdiagnostic and bridge symptoms, especially school-related anxiety in girls and interpersonal avoidance in boys, can enhance tailored prevention and intervention strategies for anxiety occurring as a comorbidity in adolescents.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2626

DO RESOURCE LOSS AND GAIN MEDIATE THE RELATIONSHIP BETWEEN INTOLERANCE OF UNCERTAINTY AND MENTAL HEALTH AMONG ISRAELI WAR EVACUEES?

Reeves K.*, Oren L.

Ariel University ~ Ariel ~ Israel

Introduction: The prolonged evacuation of northern Israeli residents during the "Iron Swords" war created a rare context of chronic uncertainty, community disruption, and resource loss. Grounded in Hobfoll's Conservation of Resources (COR) theory and the construct of Intolerance of Uncertainty (IU), this study examined psychological distress among evacuees experiencing extended displacement and insecurity.

Purpose: The study aimed to test whether resource loss and resource gain mediate the relationship between IU and mental health (anxiety and depression), and whether perceived social support moderates this indirect relationship.

Method: A total of 148 evacuees (60.8% women, M = 42.07 years) completed measures of IU (IUS-12), perceived social support (MSPSS), resource loss and gain (COR-E), and anxiety and depression (SCL-ANX4/DEP6). Analyses were performed using SPSS 29 and PROCESS Models 4 and 14 (Hayes, 2022).

Results: IU correlated positively with both anxiety ($r = .35$, $p < .001$) and depression ($r = .20$, $p = .007$), confirming the main hypothesis. Mediation analyses showed that resource loss – but not gain – significantly mediated the link between IU and both anxiety (95% CI [0.01, 0.15]) and depression (95% CI [0.01, 0.16]). The moderating role of social support was not significant, indicating no conditional indirect effects. Exploratory findings revealed that participants who had not yet returned home reported greater social support but also higher anxiety ($p < .05$) while Kibbutz members reported higher loss and lower gain compared to non-Kibbutz members ($F(1,145)=7.36$, $p = .007$).

Conclusions: Results underscore resource loss as a central pathway linking intolerance of uncertainty to mental-health deterioration among the evacuees, supporting the COR theory's emphasis on the primacy of loss over gain. The non-significant moderation by social support and the significant disparity in resource loss experienced by Kibbutz members highlight the persistent and unique psychological vulnerability of this population during prolonged displacement

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2704

AILY SELF-CRITICAL RUMINATION AND SLEEP QUALITY IN UNIVERSITY STUDENTS: THE MEDIATING ROLE OF POSITIVE AND NEGATIVE AFFECT

Wu L.*, Zhu L.

Shaanxi Normal University ~ Xi'an ~ China

Introduction: Impaired sleep quality is prevalent among university students. While rumination disrupts sleep, the daily mechanisms of Self-Critical Rumination (SCR) and its interaction with affective states remain underexplored.

Purpose: This study utilized a diary method to investigate the mediating mechanisms of Positive Affect (PA) and Negative Affect (NA) in the relationship between pre-sleep SCR and sleep quality at both within- and between-person levels.

Method: A sample of 177 Chinese university students (Mage = 20.56) completed baseline surveys and daily questionnaires for 14 consecutive days (N = 2,478 observations). Multilevel modeling with Bayesian estimation was conducted.

Results: At the within-person level, elevated daily pre-sleep SCR predicted poorer sleep quality, heightened NA, and diminished PA. Both daily affective states significantly influenced sleep, suggesting SCR impairs sleep by concurrently downregulating PA and upregulating NA. In contrast, between-person findings diverged, revealing that although trait SCR directly predicted worse sleep, it unexpectedly associated with higher trait PA. This elevated PA exerted a positive indirect effect, buffering SCR's overall detrimental impact. Notably, while daily NA disrupted sleep, trait NA showed no such association, underscoring that sleep regulation mechanisms differ fundamentally across timeframes.

Conclusions: Our findings demonstrate that the mechanisms linking SCR to sleep differ significantly between intra-individual and inter-individual levels. While daily SCR harms sleep through immediate affective dysregulation, trait-level dynamics involve a compensatory mechanism where PA serves as a protective buffer. Interventions should therefore distinguish between managing daily emotional fluctuations and addressing habitual traits to effectively improve youth sleep health.

08 - Division 8: Health Psychology

Suicide, Self-Harm & Risk Behaviours

Friday 24 July 2026 from 08:00 to 09:30

(E- Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 54

YOUTH SUICIDE: UNCOVERING THE ATTITUDE, CHALLENGES, AND COPING STRATEGIES AMONG SUICIDE SURVIVERS AND NORMAL ADOLSCENTS

Singh T.*

Banaras Hindu University ~ Varanasi ~ India

Suicide among emerging adults in India has emerged as a major challenge for the public health policy. According to the recent (August 28, 2024) data presented by The National Crime Records Bureau, India, suicide cases among emerging adults have increased annually by 4% which is much higher than the previous annual increase of 2% despite a likely “under reporting”. This alarming increase in suicide rates among emerging adults which surpasses country’s population growth is alarming and thus needs through investigation of the causes behind suicide among this population and possible intervention. It is expected that a comprehensive understanding of the issues is crucial in Indian context to design targeted interventions.

Using a semi-structured interviews of 6 suicide survivors and 12 normal emerging adults having similar psycho-social characteristics, the present study aimed an in-depth exploration of their experiences, capturing the essence of their challenges, coping strategies, attitudes, awareness and the continuum of emotions they navigate in their lives and how all these affect their mental health.

Adopting Braun and Clarke method, the for thematic analysis of the interviews highlighted key themes of increasing expectations from family and society, educational challenges, lack of informational and social support, cognitive and emotional barriers, lack of awareness about mental health issues, and systemic barriers in accessing mental health support. Coping mechanism and help seeking behaviour were two important themes highlighted by non-suicidal emerging adults in dealing with suicidal thoughts.

These results are important as highlight the importance of the oscillations between societal expectation, academic challenges, and pressure to perform well in recognising and addressing suicidal issues among emerging adults and highlights a critical gap in mental health support system tailored to their needs. These results also underscore the urgent need for a multifaceted approach to cater to the problems of suicide among Indian emerging adults.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1033

IMBALANCE IN EMOTIONAL REACTIVITY AND INHIBITORY CONTROL DRIVES ADOLESCENT REPETITIVE SELF-INJURY: EVIDENCE FROM LONGITUDINAL AND ERP STUDIES

Liu J.*

Department of Psychology, School of Sociology and Psychology, Central University of Finance and Economics ~ Beijing ~ China

Background: Repetitive nonsuicidal self-injury (R-NSSI) is a serious public health issue prevalent in adolescence. However, the key factors and mechanisms driving the repetition and addiction of self-injurious behavior remain unclear. This study aims to understand R-NSSI by examining the significant developmental characteristics of adolescence, specifically focusing on the imbalance between emotional reactivity and cognitive control through longitudinal and ERP evidence.
Methods: In Study 1, data from 2,998 adolescents (aged 10-16 years, 57% male) were collected over two survey waves. Polynomial regression and response surface analysis estimated the imbalance between emotional reactivity and cognitive control among R-NSSI. In Study 2, 55 adolescents (aged 12-15 years, 45.6% male) with R-NSSI and without NSSI completed a two-choice emotional oddball task while ERP data were recorded. A follow-up survey on NSSI was conducted
Results: In Study 1, The prevalence of R-NSSI was 2.37%, with 371 adolescents meeting the criteria (NSSI scores ≥5; 55.3% female; mean age 13.05 ± 0.87 years). Among adolescents with R-NSSI, greater discrepancies between emotional reactivity and cognitive control predicted higher NSSI frequency (95% CI: 0.004–0.30) and stronger addictive features (95% CI: 0.04–0.27) nine months later. In Study 2, adolescents with R-NSSI exhibited blunted P3d responses to both negative and positive emotions compared to those without NSSI, indicating greater discrepancies between emotional reactivity and cognitive control. Additionally, baseline P3d was negatively correlated with R-NSSI outcomes six months later.
Conclusions: The findings suggest that an imbalance between emotional reactivity and cognitive control play an important role in the progression of R-NSSI. Adolescents with R-NSSI demonstrate deficits in controlling emotional reactivity, suggesting that P3d may be a psychophysiological marker of risk for R-NSSI. Thus, therapeutic targeting of emotional inhibition may help to reduce R-NSSI during adolescence.

Division 8: Health Psychology Division 9: Economic Psychology Division 6: Clinical and Community Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1224

FINANCIAL LITERACY AND PROBLEM GAMBLING: A CROSS-CULTURAL QUANTITATIVE STUDY BETWEEN ITALY AND THE UK

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Problem gambling represents a major global challenge with serious economic, social, and psychological consequences. While risk factors have been extensively investigated, protective factors remain less explored. Among them, financial literacy has been suggested as a potential buffer, improving decision-making and reducing financial anxiety, yet evidence of its protective role in gambling disorder is still scarce. Grounded in the Health Belief Model, this study aims to investigate whether higher financial literacy can mitigate problem gambling by influencing perceived severity, benefits, barriers, and self-efficacy. The purpose is to clarify the relationship between financial literacy and gambling behaviours, to test the predictive value of Health Belief Model constructs, and to compare Italian and UK contexts, where educational policies on financial literacy differ substantially. The research adopts a quantitative cross-cultural design using a Computer-Assisted Web Interviewing survey administered to two representative samples of 1,000 adult gamblers each. The questionnaire integrates validated measures of financial literacy, financial anxiety, and gambling severity, together with HBM-based items specifically developed for this study. Data collection is ongoing and results are not yet available, but it is expected that higher financial literacy will be associated with lower levels of problem gambling, partly mediated by reduced financial anxiety and stronger self-efficacy. Differences are also anticipated between the UK, where financial literacy has been embedded in the school curriculum since 2014, and Italy, where such education is less structured. By addressing these questions, the study seeks to provide evidence for an explanatory model of the protective role of financial literacy, with important implications for designing culturally informed preventive interventions.

Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1251

DEVELOPMENTAL TRAJECTORIES AND PREDICTORS OF NON-SUICIDAL SELF-INJURY IN ADOLESCENTS: A MACHINE LEARNING STUDY

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Non-suicidal self-injury (NSSI) refers to the deliberate and direct harm to one's body without suicidal intent. A person-centered approach to tracing the developmental trajectories of NSSI ideation and behavior in early adolescence offers valuable insights into their progression and heterogeneity, thereby enhancing our understanding of the underlying mechanisms. Moreover, as previous research has shown that NSSI is influenced by a combination of individual and environmental factors, this study aims to identify predictors of distinct developmental trajectories in order to improve early detection and enable targeted interventions.

This study followed 11,366 adolescents in Beijing (Mage = 10.72±0.29 years; 48.60% female) from Grade 5 over four years, with annual assessments of NSSI ideation and behavior. Baseline measures included learning attitudes, positive psychological traits, emotional states, and behavioral problems, which were used as predictors. Latent Class Growth Analysis (LCGA) was employed to assess the developmental trajectories of NSSI. Baseline variables were entered into an XGBoost machine learning model, with SHAP values used to evaluate their relative importance.

Five NSSI trajectories were identified: consistently no ideation (58.90%), persistent ideation without behavior (27.04%), transition from ideation to no ideation (10.44%), transition from ideation with behavior to without behavior (2.21%), and transition from ideation without behavior to with behavior (1.41%). The XGBoost model highlighted low mood, self-blame, and family pressure as the strongest predictors of trajectory classification, followed by emotion regulation and self-esteem. Gender differences were also significant, underscoring its importance as a factor. SHAP analysis indicated that predictor importance varied across groups and revealed nonlinear effects. Notably, low mood was the most influential predictor in most of the groups.

This study identified distinct developmental trajectories of adolescent NSSI and key predictors, highlighting the need for early, targeted school and family interventions, and providing a reference for subtype-based early warning models to guide mental health promotion.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1333

IMPACT PSYCHOLOGIQUE SUR LA SANTÉ DES PARIEURS SPORTIFS : CAS DES PARIEURS EN RÉPUBLIQUE DU CONGO

Nguiambo Ondze A.P.L.*

NGUIAMBO ONDZE Aristide Patrick Lee ~ Brazzaville ~ Congo

Résumé N° 1
L'essor des paris sportifs, notamment les paris urbains mutuels et les paris sur paris, en République du Congo suscite de sérieuses inquiétudes liées à la santé mentale des parieurs. Ces activités de jeu exposent les joueurs à un risque élevé de détresse psychologique, caractérisé par une augmentation de l'anxiété, de la dépression et des troubles de stress. Les parieurs présentent souvent une impulsivité élevée et des difficultés à réguler leurs émotions, facteurs qui favorisent le développement d'une dépendance comportementale grave pouvant entraîner de graves conséquences psychologiques, sociales et économiques.
Les comorbidités psychiatriques sont fréquentes chez les parieurs, avec des niveaux d'anxiété quadruplés et des risques élevés de troubles de l'humeur et d'épisodes maniaques. Ces risques sont souvent aggravés par la consommation problématique d'alcool ou de drogues. L'illusion de contrôle sur les résultats conduit les joueurs à sous-estimer les dangers réels, renforçant ainsi le cycle addictif. Socialement, le jeu problématique entraîne de lourdes répercussions telles que des problèmes familiaux, l'isolement social, la et dans les cas extrêmes, le suicide.
Au Congo, où les cadres réglementaires et les mesures de prévention restent limités, ces risques sont particulièrement accrus. Les témoignages révèlent que les jeunes, y compris les mineurs malgré la prohibition, sont largement exposés, souvent au prix du surendettement et de difficultés scolaires. Le jeu devient alors une source majeure d'anxiété, de dépression et parfois de violence.
Il est crucial de comprendre les mécanismes psychologiques de cette addiction pour développer des stratégies préventives appropriées, renforcer le soutien aux joueurs en difficulté et sensibiliser aux risques. En résumé, les paris urbains mutuels et les paris ont un impact profond et multifactoriel sur la santé mentale des parieurs du monde entier en général, et des parieurs congolais en particulier, avec des implications psychosociales importantes à considérer pour une meilleure gestion du phénomène.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being

Abstract 1376

WHY PEOPLE USE: EXPLORING MOTIVES AND TRENDS IN RECREATIONAL DRUG USE

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Introduction: Trends in recreational drug use indicate a steady increase in prevalence rates, as well as changing trends in use, such as the use of diverse psychoactive substances or alternative modes of consumption (e.g. mixed use)[1-5]. To understand development trends and changes in recreational drug use comprehensive knowledge of this hidden population[6] is required to derive consumer-oriented harm-reduction strategies which should be the fundamental aims in recreational drug use[7].

Purpose: The aim of the study is to research recreational drug users with a particular focus on their underlying individual motive as an influencing factor for the respective substance use.

Method: Using a cross-sectional design, recreational drug users were surveyed online regarding their use patterns and motives.
Results: 716 volunteers (52.7% male, 44.7% female, 0.1% intersex, 2% non-binary) aged 18 – 68 (M= 30.85;SD= 9.14) using different substance groups (uppers, downers, hallucinogens, mixed-use) took part in the study. Relevant differences in the reported motives for use, e.g. in relation to the motive 'use to party/at parties' (($\chi^2(6)=18.76, p=.005$)), were found, which was reported significantly less (7.5%) by users of the substance group downers, whereas it was reported significantly more (25.7%) by users of the mixed-use group uppers + hallucinogens.

Conclusions: Motives differ based on substances. For example, the significantly higher importance of 'use to party/at parties' among users with a mixed-use of upper + hallucinogens suggest a trend towards the use of hallucinogenic substances such as 2C-B or 1cP-LSD in nightlife for party use. The results underline the importance of including key aspects such as underlying motives, reasons for substance choice and individual use patterns to understand ongoing changes in the world of recreational drug use and derive consumer-orientated harm reduction strategies and health promotion.

08 - Division 8: Health Psychology

HEALTH AND WELL-BEING: RECENT ADVANCES RELATING TO INDIVIDUAL AND PLANETARY HEALTH

Friday 24 July 2026 from 09:30 to 11:00

(E- Spadolini)

This symposium showcases the significance of the research relating to Health and Well-Being, recent Advances Relating to individual and planetary health

Sonia Lippke's study from Germany, using a mixed-methods design, assesses the interconnected benefits of physical activity (community gardening and other physical activities) and social engagement in reducing loneliness and improving mental health in students. Quantitative measures examine the adoption rates, perceived value, and mental health outcomes of community gardening and other activities, while qualitative insights provide depth to the understanding of students' experiences. By bridging physical activity, social connection, and nature, this study offers a holistic approach to improving student mental health.

Cong Zhang presents a study with participants from China and Germany, who underwent stress induction and/or self-regulation training (ROC-T) in a 2×2 design, with outcomes assessed via behavioral measures and drift-diffusion modeling. ROC-T reduced unhealthy food choices in China, while effects in Germany were subtler and emerged mainly under stress. Cognitive modeling revealed Chinese participants integrating health information more slowly and those in Germany accelerating evidence accumulation under intervention—highlighting a moderation of intervention effects under stress.

Claudio Nigg's study from Switzerland explores a positive global urban health concept which posits that climate action, biodiversity conservation, preserving the environment and human well-being is all connected to sustainable physical activity. Sustainable physical activity is conceptualized as both a determinant and an outcome in the promotion of these global issues. What implications this concept has on interventions across social ecological levels are discussed. This is presented in the context of an EU project incorporating 4 mid-sized cities (GoGreenNext).

Giovanna Calogiuri explored how the seasonal theme and timing of exposure to Immersive Virtual Nature (IVN) affect psychological outcomes in university students. While IVN generally improved well-being and nature connectedness regardless of the season depicted, stress reduction was significantly greater in early spring than in early autumn, suggesting some seasonal variation in response.

Finally, a general discussion is collectively reflecting on the different studies and new directions in applied psychology that integrate theory, innovation, and practice to address complex challenges in individual and planetary health, and technology and connectedness.

Abstract 4913

BRIDGING PHYSICAL ACTIVITY, SOCIAL ENGAGEMENT, AND NATURE: A HOLISTIC APPROACH REDUCING LONELINESS AND IMPROVING MENTAL HEALTH IN STUDENTS

Lippke S.*

Department of Health Sciences, Hamburg University of Applied Sciences ~ Hamburg ~ Germany

Loneliness and mental health challenges are increasingly prevalent among students, highlighting the urgent need for effective interventions. This study explores the role of physical activity and social engagement in combating loneliness and improving mental health, focusing specifically on community gardening and other physical activities. Using a mixed-methods design, we assess the interconnected benefits of these activities among a diverse sample of divers students. Central to this investigation is the mediating role of Connectedness to Nature, which may enhance the psychological benefits of physical exercise. By fostering a sense of belonging and purpose, community gardening offers a dual benefit of promoting physical health and social interaction. Quantitative measures examine the adoption rates, perceived value, and mental health outcomes of community gardening and other activities, while qualitative insights provide depth to the understanding of students' experiences. The findings aim to illuminate pathways through which nature-oriented and socially engaging physical activities mitigate loneliness and promote mental well-being. This study contributes to evidence-based strategies for universities and communities to support students, emphasizing the integration of accessible, nature-based, and socially engaging practices in mental health interventions. By bridging physical activity, social connection, and nature, this research offers a holistic approach to improving student mental health.

Abstract 4914

FROM SELF TO SUSTAINABILITY: RECALIBRATING HEALTH BEHAVIORS UNDER STRESS

Zhang C.*

PKU ~ Beijing ~ China

Introduction: Individual health behaviors affect both personal health and planetary sustainability. Environmental stress can disrupt rational trade-offs between personal health and ecological concerns, while interventions may recalibrate decision processes. Prior work shows that stress impairs reflective control and amplifies impulsivity, whereas targeted training can restore self-regulation. However, little empirical evidence has examined how Regulation of Craving Training (ROC-T) can simultaneously optimize behaviors that benefit both personal and planetary health.
Methods: Participants recruited in China (N = 103) and Germany (N = 64) were assigned to a 2×2 between-subjects design (stress: present/absent×intervention: present/absent). Stress induction and ROC-T were applied, and outcomes were analyzed using both traditional behavioral measures (two-way ANOVA) and drift-diffusion modeling (DDM).
Results: (1) Behavioral outcomes: In China, intervention significantly reduced high-calorie food selection ($p < .001$), with a significant stress×intervention interaction on low-calorie food reaction time ($p = .041$). In Germany, only stress exerted a significant main effect on negative choice reaction times ($p = .01$). (2) Cognitive mechanisms: Decision thresholds (a) decreased in both samples, reflecting greater decisiveness, consistent with the “stress-impairment—intervention-compensation” framework. However, drift rates (v) diverged: participants in China showed slower accumulation of health-relevant evidence under intervention (v↓), whereas participants in Germany accelerated evidence integration (v↑). Non-decision times decreased in China (enhanced efficiency) but increased in Germany (reflecting added task demands). Starting bias (z) remained stable. These divergences may relate to differences in the specific health decision tasks targeted in ROC-T (e.g., dietary choices vs. physical activity choices).
Conclusion: This study elucidates the dynamic mechanisms through which stress and intervention shape health behavior decisions, offering critical empirical support for interventions that advance both individual and planetary health.

Abstract 4915

THE POTENTIAL OF A GLOBAL URBAN HEALTH CONCEPT EMPHASIZING SUSTAINABLE PHYSICAL ACTIVITY FOR TRANSFORMATIVE HEALTH INTERVENTIONS

Nigg C.*

Department of Health Science, Institute of Sport Science, University of Bern ~ Bern ~ Switzerland

Currently, global health faces critical challenges, particularly in urban environments where over half of the global population resides. As urbanization intensifies, the pressures of climate change, environmental degradation, and biodiversity loss threaten both human health and nature. This paper introduces a novel concept of global urban health, grounded in socio-ecological theory, with an emphasis on sustainable physical activity and its potential for transformative health interventions.

Building on established frameworks such as Eco-Health, One Health, Planetary Health, and the Biodiversity-Climate-Health Nexus, this multi-dimensional perspective positions human agency as central to addressing urban health challenges. The concept situates individuals within their dynamic social and physical surroundings. Social surroundings encompass close relationships (e.g., family, peers) and broader communities (e.g., neighborhoods, organizations), while physical surroundings include the built environment, natural spaces, and local climate zones. These surroundings are further shaped by urban policies, which influence behaviors and opportunities for sustainable practices, including physical activity.

This integrated framework recognizes the critical role of sustainable physical activity in enhancing resilience to global health challenges. Urban green spaces, walking paths, and cycling infrastructure, for example, offer nature-based solutions that promote physical activity while simultaneously addressing environmental goals such as carbon reduction, biodiversity preservation, and climate adaptation. Human agency, with individual and collective actions, is identified as pivotal in transforming urban environments into healthier, more sustainable ecosystems.

The global urban health concept redefines urban settings as hubs for health innovation, integrating sustainable physical activity into broader strategies for ecological and public health. By leveraging nature-based solutions (e.g., green infrastructure) and emerging technologies (e.g., artificial intelligence), interventions can be designed to promote physical activity in ways that benefit both human and ecological health. These approaches mitigate the adverse effects of urbanization and climate change while fostering sustainable behaviors and systemic resilience.

Abstract 4917

GENERAL DISCUSSION AND AUDIENCE ENGAGEMENT ACTIVITY

Schwarzer R.*

Freie Universität Berlin ~ Berlin ~ Germany

Join us for a general discussion that brings together diverse perspectives from cutting-edge research in applied psychology. This part will reflect on the symposium's contributions to understanding and promoting both individual and planetary health, highlighting how theory, innovation, and practice can be integrated to address today's complex challenges. From mental health interventions and sustainable physical activity to immersive virtual nature and cognitive modeling under stress, the studies presented offer rich insights into how connectedness—to self, others, and the environment—can foster well-being.

Participants will be invited to engage in an interactive dialogue exploring the implications of these findings for future psychological research, dissemination and policy implications, and practice. How can psychological science contribute to climate action, social cohesion, and healthier lifestyles? What role does technology play in shaping our connection to nature and each other? This closing discussion aims to spark new ideas, collaborations, and directions for applied psychology in a rapidly changing world.

Division 4: Environmental Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 729

THE IMPACT OF SEASONAL THEME AND TIME OF YEAR ON OUTCOMES OF VIRTUAL NATURE EXPOSURE: A RANDOMIZED TRIAL

Litleskare S., Brambilla E., Calogiuri G.*

University of South-Eastern Norway ~ Drammen ~ Norway

Introduction. Immersive Virtual Nature (IVN) has emerged as a promising tool to promote well-being and nature connectedness. However, little is known about potential seasonal influences, either in relation to the theme of the virtual scenario or the time of year when exposure occurs.
Purpose. This study investigated the extent to which seasonal theme and timing of exposure can influence the psychological outcomes of a brief IVN experience.
Methods. A total of 108 university students (64% female; age = 25.7±7.3 years) were recruited in early spring (March 18 – April 9) or early autumn (September 28 – October 17), periods characterized by comparable environmental conditions and academic workload. Within each period, participants viewed a 3-minute 360° video of a local urban forest, presented in either a summer ("green") or winter ("white") version. Outcomes included measurements of affect (positive affect, negative affect, tranquillity, and fatigue), perceived stress, nature connectedness, intention to perform green exercise, and intention to visit the location. Two-way ANOVA with post hoc analysis was used to test for possible pre-post changes and their interactions with theme (green vs. white) and period (spring vs. autumn).
Results. Significant pre-post improvements were found for all outcomes except positive affect and intention to perform green exercise. No significant pre-post by theme interactions were observed. A significant pre-post by period interaction was found for perceived stress ($F(1,104) = 7.32$; $p = 0.008$), with greater reductions in early spring compared to early autumn. No other significant pre-post by period interaction was found.
Conclusions. A brief IVN experience can elicit beneficial psychological responses regardless of the seasonal theme depicted. However, the magnitude of some responses may vary across the year. Further research is needed to clarify patterns of seasonal variation in IVN experiences. This study advances the understanding of IVN as a medium for promoting well-being and nature connectedness.

08 - Division 8: Health Psychology

Digital Media, Technology & Health 1

Friday 24 July 2026 from 11:00 to 12:30

(E- Spadolini)

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 776

SHARING EXPERIENCES ONLINE: THE INFLUENCE OF SUPPORTIVE VERSUS NON-SUPPORTIVE PEERS

Wang Q.*, Bilgin E.

Cornell University ~ Ithaca ~ United States of America

Social media, as an integral part of everyday life especially for young people, plays a significant role in influencing sense of self and well-being. Research suggests that given its interactive nature, sharing personal experiences online often involves a meaning-making process that can have positive impact on how individuals understand themselves and connect with others and further facilitate well-being. Importantly, the engagement of other social media users with online posts may affect individuals' memory-sharing behavior and, in turn, mental health. The present study is the first to examine the effect of peer responsiveness on meaning making in social media posts and well-being.

A sample of 200 college students participated. They were randomly assigned to a high peer-support (HP) or low peer-support condition (LP). In HP, participants were asked to recall a time when their social media friends responded to their posts in a supportive and caring way. In LP, participants were asked to recall a time when their social media friends responded to their posts in a non-supportive or indifferent way. They then completed an online peer responsiveness scale (OPRS) for a manipulation check. Next, participants were directed to Me&MyFriends, a simulated social media platform created for this study. They were asked to make posts about a challenging event and a joyous event on Me&MyFriends. Finally, participants completed state well-being measures (i.e., current mood, state self-esteem, state loneliness).

Participants' memory narratives are being content coded for adaptive meaning making. It is expected that HP participants will report greater peer responsiveness, engage more in adaptative meaning making (i.e., recalling memories with more details, more emotional expressions, and greater themes of redemption and agency), and exhibit better state well-being than LP participants. These original findings will shed light on the impact of the dynamic social media context on individuals' meaning making and well-being.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 100

PRO EATING DISORDERS POSTS ON X: A CONTENT ANALYSIS APPROACH

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Social networks are the dominant socialization platforms that promote beauty canons and constant content consumption that promotes a culture of dieting, the thin body ideal and vainglory of youth, aspects that can trigger body dissatisfaction and risky eating behaviors (ED). In addition, there is content within these networks that promotes “Pro-Ana and Pro-Mia” behaviors, reaching all corners of the world just by scrolling.

Objective. In this study we explore the social network X (formerly twitter), to identify the type of content young people with ED behaviors share, the hashtags that they use for communication, and to investigate the reach of these posts on other users of the platform.

Methods. We used a qualitative methodology centered in content analysis, to identify posts made on platform X regarding the dissemination of info that promotes ED. Different hashtags were proposed to search for content around the main objective. A group of young researchers first identify the posts and then classify the images according to the categories that emerge from the analysis.

Results. In this study, 38 posts were observed (19 as original content, 18 as reshared content, and 1 as a posted profile) with 38 different hashtags, with #edtwt and #thinspo being the most mentioned. In general, the content mentions topics related to weight, comments that encourage food restriction, thinspiration, self-harm, among others. Regarding interaction with the posts, there is an average of 2,018 likes per post, 65,590 views, 434 reshared posts, 310 saved items, and 72 quotes.

Conclusions. The lack of regulations on the platform “X” allows a high and risky interaction of content that promotes ED. People with ED may use this platform inappropriately, hindering their recovery and encouraging the development of ED in other young people who show body concerns.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 182

VIRTUAL REALITY TO IMPROVE PAIN MANAGEMENT AND MENTAL HEALTH IN STROKE SURVIVORS WITH CHRONIC PAIN: THE VR-ACT FEASIBILITY STUDY

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BACKGROUND: Chronic post-stroke pain affects 40%-65% of stroke survivors, and increases the likelihood of functional dependence and cognitive decline, the risk of depression, anxiety, fatigue, and the risk of suicidality. Acceptance and Commitment Therapy (ACT) promotes awareness and acceptance of internal experiences, and engagement with valued activities through mindfulness and behavioural exercises, and is especially helpful in chronic health conditions, as its primary focus is not on changing symptoms, but rather on promoting acceptance of difficult internal experiences and behavioural changes towards a valued and meaningful life. Nonetheless, its feasibility and efficacy via immersive human–digital interaction technologies are underexplored.
METHOD: This funded pilot (2023.13402.PEX) has two objectives: to develop and test the feasibility and acceptability of an 8-week virtual reality (VR) ACT program (VR-ACT) in a sample of CPSP patients; to pilot test the efficacy of VR-ACT in improving pain, mental health, and adaptive psychological processes and skills, and in reducing the functional connectivity of the Triple Network (DMN, SN, and FPN), by comparing the experimental condition (VR-ACT) to a sham 2D non-immersive distracting video-animations control condition (Sham VR) pre- to post-intervention. The trial will start in December 2025.
EXPECTED RESULTS: the implementation of VR-ACT will be feasible, measured by adherence (i.e., attrition rate), engagement (number of VR usage; completion), and acceptability (qualitative post-intervention assessment); the VR-ACT program will be significantly more effective in reducing pain intensity and disability, and psychopathological symptoms, and in increasing quality of life and well-being (self-report measures), as well as in reducing functional connectivity of the triple network (fMRI), than the Sham VR.
CONCLUSION: The project will potentially open a new avenue of research in CPSP (i.e., the development of self-regulatory skills through digital solutions in CPSP rehabilitation) and reinforce the need for biopsychosocial multi-modal approaches to CPSP.

Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 361

TRAINING SOCIAL AND EMOTIONAL INTELLIGENCE USING VR

Karimi L.*

Leila Karimi ~ Melbourne ~ Australia

This project introduces an innovative Emotional Intelligence (EI) training program designed for adults utilising Virtual Reality (VR) technology to create immersive and interactive learning experiences. The training aims to support the development of emotional recognition, regulation, and social communication skills by exposing participants to realistic social scenarios in a controlled virtual environment. Through guided VR sessions, participants engage in activities that help them identify emotions, practice appropriate responses, and navigate common social interactions. The program is currently being piloted, with the intention of exploring its feasibility, acceptability, and potential benefits for enhancing emotional and social competencies. This VR-based approach may offer a scalable and accessible tool for clinicians, educators, and families, and could contribute valuable insights into the use of immersive technologies to improve EI and social skills.

Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 451

THE ASSESSMENT OF A DIGITAL PATIENT DECISION AID LUNG CANCER PATIENTS: AN EYE-TRACKING STUDY

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Objective: Shared decision-making is challenging for patients with lung cancer, who often struggle to understand clinical information and make informed choices. Patient Decision Aids (PDAs) are effective tools for educating patients about available treatments and reducing decisional regret. To evaluate their feasibility, eye tracking is one possible methodology. Determining the position of the eyes to track a person's gaze direction at a given time and the sequence in which eyes move allows for providing an objective source to understand visual and display-based information processing. In the present study, conducted within the I3LUNG European project, we developed and assessed a digital PDA to make it more suitable for lung cancer patients. Methods: Six experts in lung cancer psychology participated in measuring attentive focus and engagement with the PDA using eye tracking. Results: participants focused more on detailed information about treatment options and survivorship. Visual attention was higher on text than on images. Moreover, understanding of treatment efficacy and symptoms was a key concern. Lastly, psycho-oncologists showed less interest in the contents about "who can attend to a specific cancer treatment" and their related procedure. Specifically, low scores related to fixation and saccade-based metrics were collected. Conclusions: This digital PDA may serve as a valuable tool for facilitating illness information sharing, aiming to promote shared decision-making. The results helped improve the PDA clarity, scientific accuracy, and layout appeal, making it a feasible support for lung cancer patients during their cancer journey.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1066

PSYCHOSOMATIC IN ONCOLOGIC AND CARDIAC DISEASE STUDY: PSYCHOSOCIAL FACTORS AND SHORT-TERM ONTOPSYCHOLOGICAL PSYCHOTHERAPY EARLY INTERVENTION

De Angelis R.*[1], Palumbo G.[1], Roncella A.[1], Mammì L.[2], Pasceri V.[2], Pristipino C.[2], Mirri M.A.[2], Corbosiero A.[2], Caporali F.[2], Di Fusco S.A.[2], Allan R.[3], Colivicchi F.[2], Ciabattoni A.[2], Ducci G.[2], Speciale G.[2]

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Psychosocial and other modifiable factors influence the development and course of non-communicable diseases (NCDs). Addressing these factors may improve outcomes.
PSYCHONIC (Psychosomatic Medicine in Oncologic and Cardiac Disease; NCT03437642) is an ongoing retrospective–prospective observational study. Its aims are to: (1) characterise psychological profiles in patients with acute myocardial infarction (AMI), Takotsubo syndrome (TTS), and non-metastatic breast cancer (BC), and in age- and sex-matched healthy subjects; (2) examine associations between psychological characteristics and clinical outcomes; and (3) evaluate the effect of short-term ontopsychological psychotherapy (STP) on NCD severity in real-world practice.
Assessments include psychometric and quality-of-life instruments, a body-perception questionnaire, a dream questionnaire, and the Six Drawing Test (6DT). Baseline and follow-up evaluations are planned. Medical endpoints (e.g., recurrent AMI and BC relapse) are also collected.
Patients receiving STP will also receive guideline-based standard care for their condition.
Recruitment began in 2017, paused during the COVID-19 pandemic, and resumed in June 2023. We aim to enrol 140 patients (recent AMI, TTS, or non-metastatic BC) and 140 healthy controls. To date, 19 AMI, 22 TTS, 27 BC patients, and 41 healthy subjects have been enrolled.
This presentation summarises enrolment and assessment tools, outlines the ontopsychological STP approach, and describes strategies to strengthen patient alliance throughout the study. A focus on the preliminary data analysis of the study is shown.

08 - Division 8: Health Psychology

Digital Media, Technology & Health 2

Friday 24 July 2026 from 12:30 to 13:30

(E- Spadolini)

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 863

EXTENDING MENTALIZATION BEYOND SESSIONS: A PERSONALISED, PRIVACY-SAFE AI TOOL FOR ECOLOGICAL MENTALIZATION INTERVENTIONS

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Background and aim. Mentalization-Based Therapy (MBT) is a manualized psychodynamic treatment that fosters reflective functioning and affect regulation. A key clinical challenge is sustaining patients' mentalization capacity in daily life, particularly in emotionally charged contexts where breakdowns are most likely to occur. The aim of this work is to critically describe an AI-assisted reflective tool (Mentora) designed to deliver ecological momentary interventions grounded in MBT principles and strengthen patients' capacity for mentalization outside sessions.
Methods and Results. Mentora operationalises MBT techniques in everyday contexts through: (1) reflective prompts to support self–other understanding, (2) feedback on recurrent emotional-linguistic patterns, (3) mood and event journaling integrated with daily routines, and (4) psychoeducational micro-interventions aligned with the MBT manual. Importantly, the system is configured by the therapist, who sets clinical objectives and calibrates functions, while patients regulate its intensity and scope. Mentora guarantees rigorous privacy, granting patients full control over what is shared with the therapist. Its design emphasises personalisation, scalability, and therapist–patient co-regulation. To ground the model, we conducted a systematic comparison of four large language models to establish criteria of adequacy for functioning as trainers of mentalization. In addition, simulated cases of Mentora use, developed under the supervision of a psychotherapist, show how reflective material can emerge between sessions and later be elaborated upon in therapy.
Discussion. This study demonstrates how ecological digital tools can expand the therapeutic scope of MBT while maintaining the centrality of the therapeutic relationship. Future directions include integrating wearable devices for psychophysiological monitoring (e.g., heart rate variability, sleep quality, stress markers), thereby enriching ecological momentary interventions and tailoring them to patients' mentalizing capacities and well-being.
Conclusions. Mentora illustrates how a manualized, theory-driven approach can guide the ethical and effective use of AI in psychotherapy, enhancing mentalization in real-world contexts while safeguarding patient agency and privacy.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 900

READING PEOPLE'S MINDS? CAN WE PREDICT AMERICANS' COVID VACCINATION INTENTIONS JUST FROM THEIR GOOGLE SEARCHES?

Eirich G.*

Columbia University ~ New York City ~ United States of America

INTRODUCTION: Applied psychologists have long relied on surveys and experiments to study intentions, but these are often slow, costly, and potentially biased. Online search data promises a cheap, always-on, and accurate alternative: Could we know what people are thinking without asking them? Could we predict their behavior, just by knowing what they search for? Using the COVID-19 pandemic as a case study, we find that Google searches for "vaccine" strongly predicted actual U.S. vaccination rates, while state-level differences in specific search terms correlated with differences in vaccine uptake. PURPOSE: This study uses COVID-19 vaccination to test how digital traces reveal motivational dynamics, offering psychologists a new tool for anticipating health-seeking behavior. METHOD: We analyzed weekly U.S. Google search volumes at the national and state levels for "vaccine" alongside CDC vaccination data (Dec 2020–Jun 2022). Study 1 asks: Do search patterns predict vaccination? Study 2 asks: Is online search a weaker indicator of vaccination intention in states with lower vaccine uptake? We estimated correlations, geographic models, and time-series models, considering lags and stationarity concerns. RESULTS: Study 1 finds: Online search for "vaccine" predicted vaccination with near-perfect correlation (rho= 0.97, when search volume was lagged by 3 weeks) in the early rollout phase. Study 2 finds: Online search meant different things across states, signaling vaccine readiness in high-vaccinating states but highlighting side-effect concerns in lower-vaccinating states. CONCLUSIONS: Online search can serve as a powerful proxy for intention formation, predicting behavior with remarkable accuracy in specific contexts. For applied psychology, these findings show how Big Data can complement surveys and experiments by capturing cognitive, motivational, and societal processes in real-world settings. This approach is especially valuable for health psychology, societal development, and applied cognitive psychology, offering practical insights for interventions and reducing disparities in health behavior.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1117

PROBLEMATIC GENERATIVE ARTIFICIAL INTELLIGENCE CHATBOT USE: MOTIVATIONS AND USE INTENSITY AS PREDICTORS

Chang Liao C.Y.*, Liu Y.

National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan

Introduction: The rapid proliferation of generative artificial intelligence (AI) chatbots, such as ChatGPT and Gemini, has made them essential tools in modern society; however, the psychological factors contributing to problematic chatbot use remain largely unexplored. This study addresses this critical gap by extending the behavioral addiction model (Griffiths, 2005) and the Compensatory Internet Use Theory (Kardefelt-Winther, 2014) to problematic generative AI chatbot use.

Purpose: This research aims to investigate the predictive effects of user demographics, motivations, and usage frequency on five distinct constructs of problematic use of generative AI chatbots. We hypothesized that specific motivations and usage patterns would emerge as significant predictors across these constructs.

Method: A cross-sectional survey was conducted on a sample of 257 individuals from Taiwan (68 and 189 for males and females, average age 29). Participants completed online questionnaires including demographic information, usage frequency, user motivations (e.g., learning, entertainment, and emotion regulation), and the five constructs of problematic AI chatbot use behavior (salience, mood modification, tolerance, withdrawal, and conflict). Multiple regression analysis with robust standard errors was employed to test the predictive power of these factors.

Result: The results show that, among the five constructs of problematic chatbot use, emotionally regulated motivations consistently emerged as a significant predictor. Notably, emotional regulation use was the strongest and most stable predictor across constructs. Furthermore, a higher usage frequency also significantly predicted problematic chatbot use, while demographic factors did not show a consistent effect.

Conclusion: The findings provide initial evidence on psychological mechanisms underlying problematic generative AI chatbot use. Targeting emotion regulation motives and heavy use patterns may help AI developers, educators, and clinicians mitigate the risks associated with this emerging technology.

Division 2: Psychological Assessment and Evaluation Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1176

CYBERBULLYING VICTIMIZATION IDENTIFICATION AND LARGE LANGUAGE MODEL-ASSISTED ASSESSMENT: A STUDY OF CYBERBULLYING VICTIMIZATION LEXICON CONSTRUCTION AND VALIDATION

Liu X.*[1], Liao Y.[1], Kang X.[1], Liu M.[1], Han N.[2]

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Cyberbullying, as a global psychological health threat, faces challenges in accurate identification due to the biases of traditional self-report methods and obstacles to help-seeking. This study constructs a Chinese cyberbullying victim dictionary based on social media big data, psychological feature dictionaries, and cyberbullying questionnaires to enhance the accuracy of victim identification, providing the possibility for timely intervention. The dictionary's validity was confirmed through a correlation analysis between word frequency statistics of 500 Weibo posts and expert ratings (n=3). To assess whether DeepSeek-R1 and GPT-4o could aid in the dictionary compilation process, the study replicated the manual creation process and compared their performance to expert evaluations using Kappa consistency coefficients, intraclass correlation coefficients (ICC), recall rates, and precision rates under both simple and complex instructions.Results showed that: (1) The dictionary, consisting of 442 words across three dimensions—cyberbullying methods, harm perception, and coping strategies—demonstrated high validity in identifying cyberbullying victimization expressions ($r = 0.870$, $p < 0.001$) and assessing victimization severity ($r = 0.533$, $p < 0.001$); (2) In text classification, DeepSeek-R1 performed well on small samples (Kappa = 0.775–0.781), but its performance dropped with a large dataset of 12,600 posts. Both models showed discrepancies in vocabulary selection and weight assignment (lowest Kappa = -1); however, DeepSeek-R1 showed moderate consistency in dimensional categorization (Kappa = 0.659–0.660) and outperformed GPT-4o. This study is the first to develop a Chinese cyberbullying victim dictionary, highlighting AI's potential in dictionary construction and suggesting human-AI collaboration for large-scale data tasks.

08 - Division 8: Health Psychology

PATHWAYS TO WELL-BEING: UNRAVELING STRUCTURAL, INTERPERSONAL, AND INTRAPERSONAL MECHANISMS THROUGH INNOVATIVE METHODS

Saturday 25 July 2026 from 08:00 to 09:00

(P -Arsenale)

Yiqun Gan, Chair and Discussant

This symposium integrates cutting-edge research to explore multidimensional pathways to mental health, addressing structural stigma, prosocial behavior, empathy, and nature-based interventions. The topic is highly relevant to the IAAP Congress, as it bridges macro-level social determinants with micro-level psychological processes using innovative methodologies—including network analysis, ecological momentary assessment, and machine learning causal inference—to advance health psychology in a complex world.

Qiao et al. open with a structural perspective, using psychometric network analysis to reveal how intersectional stigma among sexual and gender minorities is organized around racial and cultural domains. Their findings underscore the need for identity-specific public health interventions.

Deng introduces an intrapersonal lens, disentangling cognitive and emotional empathy within adolescent well-being networks. Their longitudinal network analysis reveals empathy's dual role, with cognitive empathy fostering vitality and emotional empathy posing potential risks—offering nuanced guidance for youth mental health promotion.

Gruszczyńska et al. shift to the interpersonal sphere, demonstrating through intensive longitudinal data that providing social support enhances affective well-being by satisfying basic psychological needs—challenging the conventional focus on support costs and highlighting sustained emotional benefits.

Chen concludes with an experiential and environmental approach, testing a nature-based photography intervention. Using machine learning causal forests, they show how meaning in life mediates well-being gains, especially among vulnerable groups—providing a scalable, non-stigmatizing mental health intervention aligned with global sustainability goals.

Together, these presentations offer a cohesive yet diverse exploration of well-being across social, relational, individual, and environmental dimensions.

Abstract 4919

UNPACKING INTERSECTIONAL STIGMA AND ITS PSYCHOLOGICAL IMPLICATIONS AMONG SEXUAL AND GENDER MINORITIES: A NETWORK ANALYSIS USING THE ALL OF US COHORT

Qiao S.*

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Sexual and gender minorities (SGM) experience disproportionately high rates of mental and physical health challenges driven largely by stigma and discrimination embedded within social and structural systems. Intersectional stigma, where multiple stigmatized identities intersect, offers a useful lens, but is difficult to study quantitatively because individuals vary widely in both the number and types of stigmas they report, requiring large, diverse samples to identify meaningful patterns. Although intersectional experiences are often idiosyncratic, people who share identities may also share intersecting stigma profiles (e.g., gender and sexual-orientation stigma). However, many large-scale studies have collapsed cisgender sexual minorities (CSM) and gender-diverse sexual minorities (GDSM) into a single category, potentially obscuring subgroup-specific mechanisms and limiting intervention precision. To assess whether shared, group-level stigma configurations exist and whether they differ between CSM and GDSM, we used psychometric network analysis on 20,682 sexual minority participants from the All of Us Research Program (1,816 GDSM; 18,866 CSM), modeling 11 stigma domains (e.g., gender, race, sexual orientation, and appearance). Gender- and sexual-orientation-based stigma was the most frequently reported stigma, especially among the GDSM; however, network centrality analyses indicated that racialized and cultural domains (race, ancestry, religion) were structurally the most influential across groups. The network comparison test results showed a significant difference in the configuration of stigma profiles between GDSM and CSM participants ($M = 1.32$, $p < 0.001$), whereas global network strength did not differ ($S = 3.22$, $p = 0.973$). This indicates that there are different organizational patterns of intersectional stigma, despite their similar overall interconnectedness. These findings suggest that experiences of intersectional stigma among SGMs is organized by broader systems of racialized and cultural marginalization and that disaggregating sexual minorities by gender identity can reveal distinct network structures relevant for targeted clinical and public-health interventions.

Abstract 4921

WHEN HELPING FEELS GOOD: AFFECTIVE WELL-BEING AND BASIC PSYCHOLOGICAL NEEDS SATISFACTION AFTER SUPPORT PROVISION IN DAILY LIFE

Gruszczynska E.*

Institute of Psychology, SWPS University ~ Warsaw ~ Poland

Introduction. Although the benefits of receiving social support are well documented, research on support providers has largely emphasized costs such as resource depletion. Drawing on self-determination theory, we propose that providing support can enhance affective well-being when it satisfies the needs for autonomy, competence, and relatedness.
Purpose. We aimed (1) to test whether providing support is associated with momentary changes in affective well-being, (2) to examine whether these changes are strongest when accompanied by the momentary satisfaction of autonomy, competence, and relatedness needs, and (3) to explore how long these changes persist over time.
Method. Using a measurement-burst design, we conducted four ecological momentary assessment studies, spaced three months apart, with 373 adults (55% women). Participants received prompts three times daily for seven days to report affective states and whether they had provided support in the past 60 minutes. After providing support, they also rated momentary need fulfillment.
Results. Across 26,692 assessments, spontaneous support was reported in 23% of cases, with no gender differences. Within-person analyses indicated that fulfillment of autonomy, competence, and relatedness needs predicted increases in positive affect, controlling for autoregression. Decreases in negative affect were associated with fulfillment of autonomy and competence needs, but not relatedness need. These patterns replicated across all four studies. Increases in positive affect persisted for 20–22 hours when support provision was followed by another act within 12 hours, compared to 16–18 hours without such follow-up. In contrast, negative affect returned to baseline more quickly (9–11 hours) and was less sensitive to the cumulative effect of repeated support provision.
Conclusions. Providing support is associated with enhanced affective well-being, particularly when accompanied by the satisfaction of basic psychological needs. This beneficial effect extends beyond momentary experiences and demonstrates substantial temporal persistence. Replication across four bursts underscores the robustness of the findings.

Abstract 4922

NATURE-BASED PHOTOGRAPHY INTERVENTION ENHANCES SUBJECTIVE WELL-BEING: A THREE-ARM RANDOMIZED CONTROLLED STUDY BASED ON MACHINE LEARNING

Chen Y.*

School of Humanities and Social Sciences, Beijing Forestry University ~ Beijing ~ China

Introduction: It has been widely demonstrated that nature contact can contribute to human well-being. Meaning in life is also embedded in nature, yet previous research has less frequently used a meaning in life as a mediating mechanism to explain the role of nature contact in promoting subjective well-being from that perspective.
Purpose: The current study developed a 7-day online nature-based photography intervention to validate the use of meaning photography based on nature for promoting well-being, and the study will contribute to the joint realization of the United Nations SDG3 and SDG13 goals. Traditional photography interventions for meaning in life have been used to enhance well-being, and integration with nature meaning acquisition will facilitate the development of this intervention approach.
Method: A pre-registered three-arm randomized controlled trial (meaning-writing group vs meaning-photography group vs waiting list) was conducted with 219 college students. In the meaning-writing group, participants captured nature scenes and wrote 100-word reflections. The photography group only took nature photos. A conservative Bayesian causal forest analysis based on machine learning was used to detect both treatment and heterogeneous intervention effects.
Results: Participants who combined photography with reflective writing showed notable improvements in their meaning in life, well-being, and life satisfaction compared to waiting list, which can be also found in the meaning-photography group. However, these effects were not sustained after one month. The intervention was especially beneficial for participants from lower socioeconomic backgrounds, with limited prior nature exposure, or lower baseline psychological well-being.
Conclusion: Importantly, enhanced meaning in life helped explain how nature contact improved well-being and life satisfaction. This study also demonstrated that combining nature-based photography and reflective writing can improve well-being.

08 - Division 8: Health Psychology

Digital Media, Technology & Health 3

Saturday 25 July 2026 from 08:00 to 09:30

(M-Lorenese)

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 12: Sport Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1572

CONNECTUP: CITIZEN SCIENCE INFORMED ONLINE PLATFORM TO INCREASE SOCIAL CONNECTION, PHYSICAL HEALTH, AND MENTAL WELLBEING IN PEOPLE WITH DISABILITY AND CARERS.

Kwasnicka D.*[1], Naccarella L.[1], Rawstorn J.[2], Quested E.[3], Thompson C.[3], Mcveigh J.[3], Sinnott R.[1], Robinson S.[2], O''Halloran P.[4], Wadley G.[1], Lau A.[5], Tiedemann A.[6], Maddison R.[2]

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Introduction
ConnectUp is a digital platform co-designed to support people with disabilities and carers in forming social connections and engaging in community-based physical activity. The platform enables users to find local activity partners, connect online, and meet in their local area to participate in physical activity sessions. Users can also share reviews of accessible locations.

Purpose
This study aimed to develop a platform that responds directly to users' needs and preferences.

Method
We conducted 12 iterative co-design workshops with 15 participants (people with disabilities and carers), facilitated by researchers with lived experience of disability. Participatory techniques included paper prototyping, app interface critique, prioritisation tasks, and guided discussions. All sessions were video recorded, transcribed verbatim, and analysed using thematic analysis across multiple data sources, including transcripts, participant drawings, and session notes.

Results
Three interconnected central themes emerged:
(1) Accessibility by design – ensuring usability for a broad range of abilities;
(2) Genuine inclusion – participants emphasised the importance of being involved not only in design but also in ongoing platform governance and implementation; and
(3) Citizen science potential – participants saw value in contributing localised knowledge to build a living database of accessible, enjoyable spaces, fostering both research engagement and health promotion.

Conclusions
This co-designed platform is currently being trialled in Western Australia and will be scaled nationally. Preliminary feedback highlights its potential to enhance social connection, physical activity participation, and mental wellbeing. ConnectUp also offers a transferable model for developing inclusive digital health interventions in collaboration with other marginalised communities, including culturally and linguistically diverse populations. This work illustrates how participatory digital tools can advance applied psychology goals by addressing systemic barriers to health equity, social inclusion, and community engagement.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2469

PSYCHOLOGY OF ADVANCED USERS OF INFORMATION TECHNOLOGIES AS A NEW AVENUE OF APPLIED RESEARCH

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Introduction. The unprecedented spread of information technologies (IT) into various spheres of human life has led to the emergence of many specialists who work online. Therefore, the current task of applied psychology is to study the impact of IT on the development of cognitive processes and behavior of advanced IT-users.
Purpose. To highlight the dynamics of Ukrainian IT-users' attitudes towards the advantages and disadvantages of working online.
Methods. The questionnaire "Advantages and disadvantages of using IT in the educational process" developed by author was used.
Results. The dynamics of the attitudes of technical university teachers and graduate students as advanced IT-users to advantages and disadvantages of working online are presented. It is shown that during period from 2013 to 2017 the users' euphoria of owning computers or having unlimited access to IT began to gradually decline due to understanding that not all desired tasks can be quickly solved with their help. Many users have experienced the harmful effects of online work on human health. Over the next four years (2018-2021), a large number of people with moderate or no experience using IT began working online due to COVID-19. Thanks to the opportunity to work and study remotely, the number of advantages mentioned by respondents has increased significantly. Under war conditions in Ukraine (2022-2025), the number of advantages of working online mentioned by respondents remains at the same high level, but the number of disadvantages has increased significantly: in addition to the harmful effects on human health, technical factors such as lack of or limited access to the network, lack of equipment, and power outages have been added.
Conclusions. Despite constant improvement of IT, the number of problems regarding its negative impact on human physical and mental health will not decrease, and the psychology of IT-users should study these problems.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2492

REIMAGINING PREVENTIVE CARE THROUGH DIGITAL INNOVATION: BUILDING SOCIAL CONNECTION AND INCLUSION FOR CARERS AND PEOPLE WITH DISABILITY

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Introduction: People with disability and unpaid carers experience disproportionately high rates of social isolation, stress, and poorer physical and mental health. These challenges are compounded by barriers to community participation and limited access to inclusive health-promoting environments. Digital health interventions grounded in psychological theory and participatory design offer new opportunities to enhance social connection and wellbeing in this population.

Purpose: This study aimed to co-design and evaluate ConnectUp, an online platform developed to foster social connectedness, local engagement, and physical activity among people with disability and carers. The project sought to identify how principles of accessibility, inclusion, and empowerment can inform digital intervention design and implementation.

Method: Twelve iterative co-design sessions were conducted with fifteen participants (people with disability and carers), led by individuals with lived experience. Sessions included paper prototyping, design critique, ranking exercises, and facilitated discussions. All data were video recorded, transcribed verbatim, and analysed thematically using an inductive approach. Thematic synthesis was triangulated with user engagement analytics from the platform's Minimum Viable Product (MVP) phase.

Results: Three central themes emerged: (1) Accessibility as a psychological and design foundation—ensuring usability and trust; (2) Meaningful inclusion—embedding co-production and lived experience across all design phases; and (3) Citizen science and empowerment—supporting users to create, share, and use local wellbeing knowledge. Preliminary user feedback suggests ConnectUp enhances perceived social connection, confidence, and community belonging.

Conclusions: Co-designing digital interventions with end users fosters psychological ownership, inclusion, and empowerment—key mechanisms underpinning sustained wellbeing. ConnectUp demonstrates how participatory design can translate psychological principles into scalable, inclusive digital health solutions that promote social participation and mental health.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1966

DIGITAL SELF–HARM: A SCOPING REVIEW OF PREVALENCE, MEASUREMENTS, AND RISK FACTORS

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Introduction
Digital self–harm (DiSH) has recently emerged as a concerning phenomenon, exacerbated by advances in digital technology. Although DiSH can trigger psychological distress and potentially contribute to more severe outcomes, evidence on its prevalence, measurement approaches, and underlying risk factors remains fragmented and insufficiently synthesized, limiting the development of research, prevention, and intervention strategies.

Purpose
To consolidate evidence by systematically mapping relevant literature on these three key aspects.

Methods
The review followed PRISMA–ScR checklist. PubMed, Web of Science, PsycINFO, and ProQuest Dissertations & Theses databases were searched from inception to March 23, 2025. Prevalence data were summarized using medians and interquartile ranges (IQR). Measurement tools were examined descriptively, and thematic analysis was used to identify and categorize risk factors based on the biopsychosocial–ecological framework.

Results
Of 5,587 identified records, 25 studies met the eligibility criteria. Overall prevalence of DiSH was 9.2% (IQR 6.1–13.1). School–based samples were most frequently investigated, with lifetime prevalence (8.8%, IQR 5.3–11.1) lower than that in community samples (16.3%, IQR 12.2–29.8). Early studies primarily relied on single–item measures, whereas novel tools have recently been developed, requiring further validation. A total of 23 risk themes were synthesized, with the most commonly reported specific factors including racial/ethnic minority, younger age, shorter sleep duration, self–harm and suicidal risks, depressive symptoms, dysfunctional parenting, lower education, bullying victimization, and temporal context (late night).

Conclusions
This scoping review provides a comprehensive landscape of DiSH, highlighting prevalence trends, measurement approaches, and key risk factors, and underscores the need for greater attention, standardized tools, and early intervention strategies.

Division 8: Health Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2649

EXPLORING THE DETERMINANTS OF NON-SUICIDAL SELF-INJURY AMONG UNIVERSITY STUDENTS IN JORDAN: A CROSS-SECTIONAL STUDY

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Background: Deliberate bodily harm without suicidal intent, has become a growing concern among young adults and adolescents. This study aims to explore the determinants of non-suicidal self-injury ((NSSI) and its correlation with psychological distress and mobile phone addiction (MPA) among university students in Jordan.
Methods: A quantitative cross-sectional study targeting university students in Jordan. The data was collected using a semi-structured online questionnaire that assessed sociodemographic characteristics, mobile phone addiction, depression, anxiety, suicidal thoughts and NSSI. SPSS 30 was used for descriptive and multivariate analysis. Spearman's correlation, Chi-square, Kruskal-Wallis and Man-Whitney U were applied. Binary logistic regression was conducted to identify the predictors of significant NSSI.
Results: Out of 394 students, 63.2% reported at least one self-harm behavior, while the remaining students scored zero on the Self Harm Inventory (SHI). Significant self-harm, defined as SHI > 5, was reported by 20.56% of participants. Higher levels of anxiety and depression were strongly associated with increased NSSI severity ($p < .001$). Depression was a strong predictor of significant self-harm ($p < .001$, OR = 1.209). Participants who reported experiencing negative or traumatic events during childhood, or having a family member with a psychological disorder, were significantly more likely to fall into the higher-risk NSSI category ($p < .001$).
Conclusion: This study demonstrated a high prevalence of NSSI among the study participants which was strongly associated with psychological distress and dysfunctional family environment, which may provide insight into its etiology and has implications for early identification and intervention.

Division 8: Health Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2435

THE AVATAR WITHIN: HOW THE METAVERSE REWRITES WHO WE ARE

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"You are who you pretend to be. And the mask becomes the face."
- Sherry Turkle (Life on the Screen, 1995)

The changing technological landscape is making the metaverse a new normal, where users immerse themselves in the virtual world, projecting themselves through their own customised avatars. These avatars redefine the user's identity, either complementing or conflicting with the user's real-world identity. The work offers insight into how individuals balance their virtual and real-world identities, and how this affects their psychological well-being. Grounded in Social Identity Theory, the study presents an 'Integration-Fragmentation-Adaption' identity model to illustrate how individuals experience identity fragmentation or adaptation while navigating the metaverse and the real world, ultimately influencing their psychological well-being. The proposed model is built on three propositions. First, users with high avatar identification and low self-concept clarity are more prone to identity fragmentation. Second, participation in metaverse groups that are more congruent with an individual's real-world norms predicts identity integration. Third, users who demonstrate psychological flexibility are more likely to experience identity adaptation and maintain meta-identity coherence.

This is a foundational study of the metaverse and identity, adding to the existing literature on identity within the context of a rapidly evolving technological landscape. Metaverse is slowly becoming an integral part of one's life, especially for future generations. Further studies can be built upon this work to extend the scope and realise the greater psychological implications of the metaverse.

08 - Division 8: Health Psychology

Behavioural Change & Preventive Interventions 3

Saturday 25 July 2026 from 11:00 to 12:30

(M-Lorenese)

Division 8: Health Psychology Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 1221

THE POWER OF SCENT AND SIGHT FROM LAB TO FIELD RESEARCH: EXPLORING "HEALTHY" SENSORY NUDGES IN VENDING MACHINES

Brivio E.*[1], Casiraghi C.[1], Chiarelli S.[1], Gifuni G.[1], Fici A.[1], Bilucaglia M.[1], Jacomuzzi A.C.[2], Micheletto V.[1], Russo V.[1], Zito M.[1]

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Introduction. Nudge interventions have proven effective in supporting healthier eating, yet their application in vending machines remains limited, with few studies exploring the underlying emotional and cognitive mechanisms behind these effects.
Purpose. This research aimed to examine how visual and olfactory nudges, individually and in combination, influence healthier snack choices and related cognitive and emotional consumer responses.
Method. Two complementary studies were carried out. In a first laboratory experiment, participants interacted with a vending machine under different nudge conditions: a neutral baseline, a visual nudge (nature-themed image), an olfactory nudge (jasmine scent), or a combined condition. During the task, we assessed snack choices (behavioral), emotional and cognitive responses (skin conductance and electroencephalography), and visual attention (eye-tracking). A second field study took place in a real university setting, where the interventions were tested again across three conditions: neutral baseline, visual nudge, and olfactory nudge.
Results. In the lab, visual and olfactory nudges independently significantly increased healthy choices, while their combination did not enhance the effect. Skin conductance suggested a relaxation effect underlying the olfactory and combined nudge interventions, EEG revealed reduced approach in the combined condition, and eye-tracking showed greater attention to snacks placed at eye level. In the field, sales data demonstrated that the olfactory nudge significantly increased healthy snack purchases compared with both neutral and visual weeks, confirming its effectiveness in a naturalistic context.
Conclusions. These findings indicate that visual and olfactory nudges can promote healthier vending choices, through their combined use may reduce impact, with olfactory cues confirming the strongest effect even in real contexts. Overall, the studies highlight the emotional, cognitive, and attentional mechanisms driving consumer responses to nudges and provide practical strategies for supporting healthier eating in everyday environments while using simple sensory cues.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 12: Responsible consumption and production

Abstract 116

SMOKING BEHAVIOR AND WELL-BEING OF YOUTH IN RELATION TO FAMILY ENVIRONMENT AND PEER INFLUENCE

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Smoking among youth worldwide is a growing public health issue, influenced by factors such as peer pressure and family environment. This leads to various health risks and long-term psychological and physiological repercussions. The present study aims to examine the associations of family environment and peer influence with smoking behavior and well-being of youth. The study was conducted on 392 youth smokers representing different socioeconomic statuses from Eastern Uttar Pradesh, India, by applying a convenient sampling method. The participants ranged from 17 to 30 years, with a mean age of 22.73 (SD 2.85). The study utilized the mental health continuum (short form), smoking urges measure, scale of family environment, and a peer influence measure to assess the variables under study. Analysis revealed peer influence dimensions, i.e., peer conformity and misconduct, were positively associated with smoking behavior and negatively with well-being. In contrast, family cohesion was negatively associated with smoking behavior and positively with well-being, while family conflict showed the opposite pattern. Peer conformity, misconduct, cohesion, and conflict significantly predicted smoking behavior and well-being. The findings highlight the critical links of peer influence and family environments with smoking behavior and well-being, emphasizing the importance of changing negative family environment and peer norms, promoting healthy peer relationships, and reinforcing parental disapproval of smoking to reduce smoking behavior and enhance well-being amongst youth.

Abstract 4385

SUICIDE PREVENTION PRACTICE IN NEPAL

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If Discussant,
abstract not required

Introduction:
Suicide is a growing public health concern globally and a leading cause of death among adolescents and young adults. In Nepal, suicide and related behaviors—such as ideation, planning, and attempts—are alarmingly prevalent. Early intervention, improved mental health awareness, and culturally sensitive strategies are essential. Addressing stigma and involving communities through informed media reporting and grassroots engagement are also crucial to sustainable suicide prevention.
Method:
The Suicide Prevention Facilitation Training (SPFT): Lifeline Saving Lives was developed as a two-day (12-hour) interactive program. It trains participants to identify suicide risk, provide crisis support, and establish collaborative safety plans. Rooted in psychological best practices, it draws on contextualized versions of ASIST, Gatekeeper Training, Lifeline: Saving Lives, and Crisis Supporter models, tailored to South Asian cultural contexts.
Results:
SPFT improves participants' crisis intervention skills, enhances emotional intelligence, and strengthens community support networks. The program promotes a grassroots, stigma-reducing approach. It incorporates the GRACE model—gratitude, Respect, Accountability, Courage, and Engagement—to support self-leadership and emotional resilience, ultimately contributing to long-term mental well-being.
Conclusion:
A culturally adapted, community-centered approach is vital for effective suicide prevention in Nepal. Through applied psychology, SPFT and the GRACE model offer scalable solutions that build life-saving capacity, emotional strength, and public ownership in suicide prevention efforts.
Keywords: Suicide Prevention, Mental Health, Media Reporting, South Asia

Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1227

FROM INDIVIDUAL HEALTH TO SUSTAINABILITY: PSYCHOLOGICAL MECHANISMS OF CROSS-DOMAIN BEHAVIORS BASED ON THE CAPABILITY,OPPORTUNITY,MOTIVATION-BEHAVIOR (COM-B) MODEL

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Introduction: Health behaviors and environmentally relevant behaviors influence both individual well-being and planetary sustainability. Although their immediate goals differ, they may share underlying psychological mechanisms. The COM-B model provides a framework for understanding and intervening in behavior, yet its cross-domain applicability remains insufficiently tested, limiting interventions that simultaneously target health and environmental behaviors. Identifying shared mechanisms is therefore essential to design integrated strategies that achieve a “win–win” for personal health and planetary sustainability.

Methods: Using ISSP data from over 30 countries (health modules 2011 & 2021; environment module 2020), we selected four outcomes: fruit and vegetable intake and physical activity (personal health), and red meat consumption and outdoor recreation (environmental behaviors). These indicators capture typical health-promoting actions and environmental pathways: reducing red meat mitigates carbon emissions, while outdoor activities enhance nature engagement and pro-environmental awareness, enabling a test of COM-B’s cross-domain generalizability. Using machine learning methods, predictors were first identified with random forests to select the 30 most important variables, followed by eight supervised models, with SHAP values aggregating predictors into COM-B dimensions. Logistic regression tested significance, and East–West subgroup analyses assessed cultural moderation.

Results: Models showed moderate predictive performance. Capability consistently emerged as the strongest predictor, followed by Motivation, with Opportunity contributing least. Eastern samples relied more on Capability for health behaviors, Western samples on Motivation. For environmental behaviors, Eastern samples showed higher contributions across all dimensions, with Capability driving meat reduction and Capability and Motivation supporting outdoor recreation; Western participants relied more on Motivation. Mann–Whitney U tests and interaction regressions confirmed cultural moderation.

Conclusion: These findings indicate that individual health and environmental behaviors share a core Capability-driven mechanism, while Motivation and Opportunity effects are domain- and culture-specific. COM-B’s cross-domain applicability is empirically supported, informing integrated interventions that strengthen Capability and contextually mobilize Motivation to advance both personal and planetary health.

08 - Division 8: Health Psychology

Interventions in Health Psychology 2

Saturday 25 July 2026 from 11:30 to 13:00

(L-Lorenese)

Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 203

A LONGITUDINAL STUDY ON MENTAL HEALTH AND RELATIONAL OUTCOMES OF PARENTAL COUPLES: RESULTS FROM THE PARENTAL COUPLES PROJECT

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The arrival of a new child brings joy and purpose, yet it is also a pivotal life event that can significantly impact parents' mental health and couple functioning. Although parental mental health has garnered increasing empirical attention, further research is warranted to document the psychological and relational adjustment of both mothers and fathers across the postpartum period and into early parenthood. The Parental Couples Project is a longitudinal cohort study examining how psychological well-being and couple adjustment evolve over time after the birth of a new child. As part of this project, the current presentation draws on data from 1,142 parental couples randomly selected across the province of Quebec through a partnership with the provincial Parental Insurance Plan. Both mothers and fathers were assessed across four waves spanning 30 months (child's age at T1: 3 months; T2: 9 months; T3: 18 months; T4: 30 months) using validated self-report measures of parenting stress, psychological distress, postpartum depression, and life, relationship, and sexual satisfaction. Two-way repeated ANOVAs revealed significant gender differences at all timepoints: Mothers consistently reported higher levels of postpartum depression and psychological distress, while fathers reported higher parenting stress and lower life satisfaction. In terms of relational outcomes, mothers reported greater relationship satisfaction, while fathers reported greater sexual satisfaction. Significant time effects were also observed, with both parents reporting increased parenting stress and declines in life, relationship and sexual satisfaction over time. Notably, the proportion of parents meeting criteria for clinically significant relationship distress nearly tripled from T1 to T4 (mothers: 5.2% to 15.4%; fathers: 5.4% to 17.1%). No gender x time interactions were found. These findings highlight the evolving nature of well-being during early parenthood and support the need for tailored strategies to address the distinct challenges faced by both parents through this critical period.

Division 8: Health Psychology Division 16: Counseling Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 256

IMPROVING THE WELL-BEING OF PATIENTS IN CARDIAC REHABILITATION: A LONGITUDINAL COMPARISON OF PSYCHOLOGICAL TREATMENTS

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Introduction: The relationship between psychological factors and cardiovascular disease (CVD) has been extensively studied, particularly concerning predictive factors and patients' responses during both the acute and chronic phases. However, there is less understanding of how specific psychological treatments affect the psychological well-being of patients in cardiovascular rehabilitation. Purpose: This study aims to test the effectiveness of psychological interventions in improving the mental health of patients undergoing cardiac rehabilitation programs. Specifically, this study aims to compare the effect of three different types of psychological interventions: the (a) psychoeducational intervention group, (b) progressive muscle relaxation training integrated with Jacobson's technique and imaginative stabilization techniques, and (c) individual counseling on the levels of anxiety, depression and illness perception of patients suffering from CVDs at the beginning (T0), at the end (T1), and 3 months after a cardiac rehabilitation program (T2).

Methods: One hundred and eighty-one patients in cardiovascular rehabilitation participated in three psychological treatments: psychoeducational intervention group, progressive muscle relaxation training with Jacobson's technique and imaginative stabilization techniques, and individual counseling. The study included patients with Acute Coronary Syndrome (ACS), heart failure (HF), or undergoing cardiac surgery (CS) undergoing cardiovascular rehabilitation. HADS and Brief-IPQ measured levels of anxiety, depression, and illness perception. Results: Significant differences were observed between different time points in the three psychological treatments, with individual counseling showing the most significant improvements in anxiety, depression, and illness perception. Conclusion: The study shows that individual counseling significantly reduces the levels of depression and anxiety, while promoting a healthier perception of the disease in comparison with the other two psychological treatments offered. These findings have important implications for healthcare policies, as they provide evidence for the effectiveness of individual counseling in improving the psychological well-being of patients.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 226

INFORMAL CAREGIVER EXHAUSTION: AN INTEGRATIVE CONCEPTUAL REVIEW

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While informal caregivers provide essential support, this vital role often subjects them to substantial demands, which can culminate in adverse outcomes for their own well-being. Conceptual ambiguity and the limitations of existing frameworks, particularly the application of occupational burnout models, hinder a clear understanding of caregiver distress. This integrative conceptual review addresses these gaps by proposing "informal caregiver exhaustion" as a distinct construct tailored to the unique context of informal caregiving. We define informal caregiver exhaustion as a multidimensional (physical, emotional, cognitive, social dysfunction/withdrawal), chronic state of resource depletion resulting from prolonged exposure to cumulative caregiving demands exceeding replenishment capacity. Informal caregiver exhaustion is differentiated from related concepts like job burnout, subjective burden, general fatigue, and stress. We propose an integrative theoretical framework based on an adapted Input-Process-Output (IPO) systems model. This framework conceptualizes informal caregiver exhaustion as an output emerging from the dynamic interplay of baseline inputs (e.g., caregiver characteristics, recipient needs, external supports) and caregiving processes (e.g., tasks, interactions, appraisals, coping), explicitly differentiating these components to address methodological challenges like confounding and selection bias. The review outlines pathways leading to informal caregiver exhaustion and details its consequences for caregiver well-being across the proposed dimensions. This conceptualization provides a robust foundation for future empirical research, including construct validation, longitudinal studies testing the IPO model, and the development of targeted measurement tools and interventions to better support informal caregivers.

Division 8: Health Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1042

ECOLOGICAL FRAMING AND FEWER RECOMMENDATIONS IMPROVE ADHERENCE TO PROTECTIVE BEHAVIORS AGAINST ENDOCRINE-DISRUPTING CHEMICALS

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Introduction. Health recommendations aimed at reducing exposure to endocrine-disrupting chemicals (EDCs) seek to facilitate understanding of a complex topic involving multiple behavioral recommendations across various domains.
Purpose. However, presenting too many recommendations may exceed attentional and memory resources, thereby reducing comprehension and adherence. This study tested whether an integrative warning message combining human and ecological health arguments ("One Health–One Planet" framing) would enhance adherence to behavioral recommendations compared with a message focusing solely on personal health risks.
Method. In a two-wave online study, French participants (N = 381) received a general message about EDCs that was framed either ecologically or personally. The message was followed by three, nine, or fifteen behavioral recommendations spanning food, cosmetics, and indoor air. Message fatigue was statistically controlled.
Results. Behavioral intention increased one month after message exposure. For self-reported behaviors, participants receiving three recommendations reported the highest behavioral engagement ($M = 5.45$, $SD = 1.84$), followed by those receiving nine ($M = 4.90$, $SD = 1.93$) and fifteen recommendations ($M = 4.18$, $SD = 1.87$), $F(2, 363) = 6.23$, $p = .002$, $\eta^2p = .033$. A significant framing effect also emerged, $F(1, 363) = 8.76$, $p = .003$, $\eta^2p = .024$, with ecologically framed messages ($M = 5.21$, $SD = 1.96$) producing higher behavioral scores than self-focused messages ($M = 4.61$, $SD = 1.88$).
Conclusion. Contrary to prior research emphasizing the benefits of multiple recommendations, fewer recommendations optimized behavioral engagement in the complex context of EDCs. Ecologically framed messages were more persuasive than self-focused messages; however, framing did not moderate the detrimental impact of excessive recommendations. These findings suggest that global understanding of EDCs may rely on different motivational and cognitive processes than those underlying domain-specific health behavior change.

08 - Division 8: Health Psychology

Trauma, Violence & Mental Health 2

Saturday 25 July 2026 from 12:00 to 13:00

(D-Spadolini)

Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2482

GROUPS FOR BELONGING: A NOVEL LONELINESS INTERVENTION FOR PEOPLE ATTENDING TREATMENT FOR SUBSTANCE USE DISORDERS

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Introduction: Loneliness is detrimental to physical and mental health and is now considered a major public health concern by the World Health Organization. People with substance use disorder experience high rates of loneliness. An Australian study found that people with substance use disorders were seven times lonelier than the general population and were five times more likely to deem loneliness a serious concern.
Purpose: This presentation details a series of studies, led by a clinical psychologist and early-career researcher, that address loneliness among people with substance use disorder. These studies led to the development of Groups for Belonging, a 6-session (12-hour) group-based therapeutic intervention that addresses loneliness. The presentation also details a current Nation-wide trial of Groups for Belonging for people accessing treatment for substance use disorder that is being funded by the Australian National Health and Medical Research Council.
Method: Participants in the trial are attending community based or residential alcohol and other drug treatment services across Australia. The trial is being conducted as a parallel cluster randomised controlled trial involving 26 clusters (13 treatment, 13 control, N = 520), with randomisation occurring at the service level. Participants will complete either treatment as usual (i.e., treatment for substance use provided by participating services) or Groups for Belonging + treatment as usual.
Results: The intervention is theory and consumer informed, and a pilot study revealed high satisfaction with the intervention, and feasibility to deliver the intervention in treatment settings.
Conclusions: This project aims to determine the effectiveness of a loneliness intervention for people accessing treatment for substance use disorders. The intervention adopts elements of cognitive behavioural therapy and acceptance and commitment therapy to address key barriers to belonging. The research has potential to influence the treatment sector and improve belonging for a population that experiences high rates of loneliness.

Division 6: Clinical and Community Psychology - Others Division 8: Health Psychology Division 16: Counseling Psychology SDG 10: Reduced Inequalities

Abstract 668

THE REASONS OF BATTERED AND NON-BATTERED WOMEN TO STAY IN ABUSIVE RELATIONSHIPS

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University of Haifa, Faculty of Social Welfare and Health Sciences ~ Haifa ~ Israel

This study examines the factors that influence women's decisions to stay in abusive relationships, drawing from two main theoretical frameworks: Learned Helplessness and Exchange Theory. Learned Helplessness suggests that prolonged abuse leads to feelings of lost control, hopelessness, and limited options, while Exchange Theory focuses on decision-making within the constraints of life circumstances. While these theories differ in emphasis—one highlighting the absence of possibilities and the other the presence of limited ones—they collectively offer valuable insights into why women may stay in abusive relationships, encompassing both positive and negative reasons.

The study explores these reasons across three groups of women: those who have never been battered, those who were battered but not in the past year, and those who were battered within the last year. A 36-item scale was developed, based on theoretical and empirical research, to assess both positive and negative reasons for staying in abusive relationships.

A sample of 926 Israeli women, from a WEIRD (Western, Educated, Industrialized, Rich, and Democratic) society, was used. The findings revealed that: (1) Positive reasons for staying form a single-factor construct, while negative reasons consist of three factors: fear of failure, terrorism, and captivity (actual inability to leave); (2) Positive reasons are highest among women who were never battered and lowest among those battered in the last year; (3) Negative reasons are highest among recently battered women and lowest among those who were never battered; (4) A negative correlation exists between the level of positive reasons for staying and the level of negative reasons preventing leaving.

The study concludes with a discussion of its theoretical and practical implications.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology
SDG 3: Good Health and Well-being

Abstract 359

THE ROLE OF PROLONGED GRIEF ON PERCEIVED MENTAL AND PHYSICAL HEALTH: THE MEDIATING EFFECT OF MEANING IN LIFE

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Past studies showed that bereaved people with higher levels of prolonged grief symptoms tend to report poorer mental and physical health. However, research addressing the downstream consequences of prolonged grief to perceived physical health, and its potential underlying mechanisms, is still limited. This study aimed to explore whether meaning in life explained the associations between prolonged grief symptoms and mental and physical health outcomes. In a cross-sectional study (N = 332), participants who experienced the loss of a family member, a romantic partner, or a close friend at least 12 months prior to the study were asked to complete an online survey. Results from the mediation models showed that higher levels of prolonged grief symptoms were associated with more depression symptoms, higher perceived loneliness, and lower perceived physical health. These associations occurred because participants who reported higher levels of prolonged grief symptoms also reported less meaning in life. Our findings offer insights for researchers and mental health professionals that can contribute to developing intervention programs and improving mental and physical health among bereaved adults. Implications and suggestions for future research are discussed.

Division 8: Health Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 250

A SYSTEMATIC REVIEW OF DATING VIOLENCE: AN EXPLORATION FOR HEALTH IMPACTS, SOCIO-CULTURAL INFLUENCE AND RESEARCH GAP

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Dating Violence (DV) among youth is a growing global concern, yet it remains under-researched in India. This systematic literature review aims to address three key questions:
Q1. What are the mental health impacts of DV on Indian youth compared to Western youth?
Q2. How do socio-cultural elements like patriarchal norms, family honour, and societal expectations influence DV in India?
Q3. What research gaps exist in the current literature on DV among Indian youth?
Following PRISMA methodology, a comprehensive search was conducted across PubMed, Scopus, Google Scholar, and a random Google search for studies published between January 2014 and December 2024. Out of 1,186 identified studies, only 20 met the inclusion criteria. The protocol was registered on PROSPERO (CRD42025642260A), and study quality was evaluated with risk-of-bias using 'Robvis' software.
Western literature consistently links DV with mental health issues such as depression and low self-esteem. Risk factors include exposure to domestic violence, childhood abuse, poor family dynamics, peer pressure, and gender-inequitable attitudes. Girls are particularly vulnerable, while adolescents from more supportive families face less violence. Validated tools to assess DV and relationship quality are primarily developed for Western populations. The Incremental Theory of Personality offers an intervention to reduce hostile behavior, though it does not directly lower victimization.
Indian studies show that DV can be both one-sided and mutual, with emotional and social abuse being most common. Many participants misunderstood less visible forms like economic or cultural abuse, often normalizing violence due to gender norms, peer pressure, and media. These findings underscore the need for culturally sensitive interventions and individual skill development.
This review highlights major gaps in Indian DV research, particularly regarding mental health impacts and cultural influences. It calls for more empirical studies, increased awareness, and support systems, supporting SDG 3 (Good Health and Well-being) and SDG 5 (Gender Equality).

09 - Division 9: Economic Psychology

Consumer Psychology and Sustainability

Wednesday 22 July 2026 from 08:00 to 10:00

(K-Spadolini)

Abstract 4931

FINANCIAL DEPENDENCY AND SEXUAL COMPLIANCE: ECONOMIC VULNERABILITY AND INTIMATE SILENCE AMONG LOW-INCOME MARRIED WOMEN IN INDIA

Kaur S.*

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Economic vulnerability is an important yet underexplored factor influencing women's sexual agency and communication within marriage, particularly in rural India. While previous research has documented gender inequality and reproductive coercion among low-income women, limited qualitative work has examined how financial dependency shapes women's lived experiences of marital intimacy, sexual compliance, and emotional wellbeing. This study explores the relationship between economic dependency, communicative silence, and psychological coping among low-income married women in rural northern India.

Grounded in Cognitive Appraisal Theory (Lazarus & Folkman, 1984), feminist psychology, and Kandiyoti's concept of bargaining with patriarchy, this qualitative study employed semi-structured in-depth interviews with 20 purposively selected married women aged 18 to 30 years. Interviews were conducted in Hindi and translated using a systematic back-translation procedure to ensure linguistic and cultural accuracy. Data were analysed using Braun and Clarke's six-phase thematic analysis.

Findings revealed that financial dependency strongly shaped women's experiences of marital intimacy and communication. Many participants described sexual compliance as linked to household stability and economic survival rather than personal desire or mutual intimacy. Fear of conflict, abandonment, and financial insecurity often prevented women from expressing discomfort or discussing sexual and emotional needs openly. Participants also reported limited autonomy regarding contraception and reproductive decisions, reinforcing experiences of restricted agency within marriage.

The study highlights how economic vulnerability and patriarchal gender norms interact to sustain intimate silence and limit women's sexual agency. The findings emphasise the need for culturally sensitive sexual education, women's financial empowerment initiatives, and accessible mental health support services within rural Indian communities.

Division 9: Economic Psychology Division 4: Environmental Psychology Division 1: Work and Organizational Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1675

IMPACT OF MESSAGE FRAMING ON SUSTAINABLE CONSUMER INTENTIONS AND BEHAVIORS: A SYSTEMATIC REVIEW

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Consumer behaviors play a significant role in driving climate change, making the adoption of sustainable consumption practices essential for mitigating environmental impact and promoting planetary well-being. In this scenario, the framing effect has been increasingly used as a form of nudging to encourage sustainable consumption choices. Accordingly, the present study seeks to evaluate the available evidence on the effectiveness of framing in shaping sustainable consumer intentions and behaviors. The articles selection process was conducted according to the PRISMA guidelines and led to the inclusion of 56 articles. Results show an increasing number of studies in the field, mirroring a stronger interest over the years. Overall, framing proved to be effective, with gain and normative frames being the most successful, and highlighting a promising impact of their combination. Furthermore, energy-efficient consumption and sustainable waste management were the most explored domains. However, most research relied on self-reported measures and/or behavioral intentions rather than actual behaviors, hindering the understanding of real-world effects. This systematic review provides a comprehensive overview of the role of framing effects in promoting sustainable consumption, also revealing research gaps and offering practical implications for marketing strategies and interventions aimed at fostering responsible consumer behavior.

Division 9: Economic Psychology Division 4: Environmental Psychology SDG 8: Decent work and economic Growth SDG 12: Responsible consumption and production

Abstract 1142

SUSTAINABLE CONSUMPTION: THE CHALLENGE OF MARKETING THE ABSTRACT

Frank L.*, Otto S.

University of Hohenheim ~ Stuttgart ~ Germany

Consumer decision-making plays a crucial role in addressing today's sustainability challenges. Products can vary widely in their sustainability with attributes that serve ecological or social dimensions. These product attributes can be perceived and valued differently by consumers, influencing their decision-making. This project aims to understand, from a psychological perspective, how the dimensions of sustainability impact consumer choices. To investigate this, conjoint studies were conducted in the areas of fashion and food, involving n=380 and n=400 consumers, respectively. In these two separate studies, participants chose either between t-shirts or eggs which varied in their social and ecological sustainability-related attributes. For the t-shirts, participants had to decide between three products that differed in water and CO_2 consumption, as well as wage levels and maximum working hours per day in the manufacturing country. For the eggs, the distinguishing attributes included the type of housing system, the handling of male chicks, CO_2 emissions, and regionality. The results reveal that consumers do not prioritize any single sustainability dimension above the other; rather, they place greater importance on sustainable attributes that are tangible, comparable, and familiar – always in relation to the specific product. As attributes become more abstract, their perceived importance declines significantly. This suggests that this perception of the abstractness of sustainability characteristics plays a crucial role in shaping consumer choices.

This research contributes to a deeper understanding of sustainable consumption behaviors and aims to support the development of marketing strategies and policies that better communicate sustainability benefits in ways that resonate with consumers, helping to accelerate the transition toward more conscious and sustainable consumption patterns.

Division 3: Psychology and Societal Development Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 271

NUDGING HUMAN BEHAVIOR TOWARDS SUSTAINABILITY: THE ROLE OF PERSONALITY TRAITS AND LOCUS- OF- CONTROL

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Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

Introduction
Nudges can be defined as any factor that will make changes in behavior of an individual in a predictable way, without removing the choices available for the individual. There are different kinds of nudges. Using these nudges to increase sustainable behaviors in individuals are widely explored in contemporary studies.
Purpose
This study investigates whether various personal factors like personality traits, locus of control and gender could influence the human behavior. In this study we tried to explore whether Big-five personality traits like openness, conscientiousness, extraversion, agreeableness, and neuroticism as well as internal versus external locus of control do have any relationship with nudge effectiveness for promoting sustainable behaviour among youngsters ; if there is any gender difference in nudging for sustainability.
Method
Data were collected from 450 individuals currently enrolled in IIT Kharagpur using Personal demographic sheet, Big- five Personality questionnaire, Rotter's Locus of control scale and a questionnaire to check nudge effectiveness. For half of the sample no nudge questions were given whereas for other half social nudge-based questions were administered; these were given randomly.
Results
Data collection was done in online mode using google forms and statistical analysis was done using SPSS. Findings revealed that there is no significant relationship between personality traits, locus of control and nudge effectiveness. The results also indicated that there is no significant gender difference in nudge effectiveness.
Conclusions
These results tentatively support the idea that nudging impact can be observed irrespective of individual personality factors. Future study has been planned on the basis of this finding with larger and more diverse sample to examine the generalizability of these conclusions. This study contributes to the growing body of literature exploring how individual differences moderate the effectiveness of behavioural interventions such as nudges for sustainable behaviour.

Division 4: Environmental Psychology Division 9: Economic Psychology SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 2337

DOES VOLUNTARY CONSUMPTION REDUCTION CHALLENGE OR UPHOLD THE SYSTEM?

Mundi López L.*, Ruiz Romero J., Willis G.

University of Granada ~ Granada ~ Spain

Consumption reduction can have positive environmental and social consequences. In fact, the United Nations advocates for this in the Sustainable Development Goals: 12. Responsible Consumption and Reduction. In addition, other organizations, such as the Environmental European Agency, argue that consumption reduction is the most effective and rapid way to achieve this goal. In this context, Voluntary Consumption Reduction lifestyles are becoming more popular (e.g., minimalism or voluntary simplicity). However, no study has investigated the relationship between voluntary consumption reduction lifestyles and the justification of the social and economic system yet. The literature shows that “voluntary simplifiers” could be defined as people whose consumption is politically motivated, or at least not focused on personal causes, but the motivations behind minimalism have not been researched to date. Minimalism, based on Wilson and Bellezza (2022) definition, has three dimensions: number of possessions that one has, aesthetic motivation and mindful curated consumption. Even though both types of lifestyles seem to have a positive impact on personal wellbeing, we investigated whether people pursuing these lifestyles have differences in how they oppose or justify the system. Taking this into account, through 4 correlational studies (total N = 1379) and an experimental study (N = 121), we investigated the relationship between Voluntary Consumption Reduction lifestyles and social and economic system justification. Our results show that Voluntary Simplicity is negatively related, but minimalism is positively related, to system justification.

Division 9: Economic Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 7: Affordable and clean energy SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 562

THE ROLE OF ENERGY EFFICIENCY LABELING ON CONSUMER BUYING BEHAVIOR

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[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Drexel University ~ Philadelphia ~ United States of America, [3]Haci Bayram Veli University ~ Ankara ~ Turkey

The cost reduction in energy usage for individuals leads to less global warming for society. Studies show that there is underinvestment in energy efficiency, which could be the result of imperfect information regarding costs and benefits and/or customers failing to understand certain attributes. This informational failure can be reduced by the information on the labels. Individuals tend to make decisions based only on available and accessible information (Daniel Kahneman, 2011, “What You See Is All There Is.”). The current experimental study aims to investigate the effect of the information given about the attributes of an appliance, especially the energy efficiency level, on the valuations of the consumers. For that purpose, the choice experiment based on the Random Utility Theory is conducted which individuals make trade-offs between different attributes and attribute levels. As for the appliance, refrigerator is chosen with attributes of energy class, volume, sound, price, and energy consumption. Full factorial design is used where participants are asked to make sixteen scenario-based choices for refrigerators with different attributes. In addition, a framing effect question is asked with gain and loss frame when the amount of money paid is the same for the particular refrigerator. Individuals are expected to be loss averse. A pilot experiment is conducted to twenty-four individuals, and the Multinomial Logit Model analysis conclude that energy consumption, energy class, and volume seem to be the significant attributes (most important to least), whereas sound being the insignificant attribute. Further, participants are willing to pay twice more for the energy class D compared to E and almost the average price in the market just for the lowest energy consumption attribute. Lastly, framing the labels as the gain instead of loss of money creates positive effect on the individuals’ choice of energy efficient appliance.

Division 9: Economic Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 1165

REPUTATION AND TRUST IN COALITION FORMATION: VISIBILITY SHAPES INCLUSION AND OUTCOMES

Timurogullari M.*, Breugelmans S., Cruijssen F., Erle T.

Tilburg University ~ Tilburg ~ Netherlands

Coalitions play a central role in achieving both individual gains and common goals, such as advancing sustainability and reducing CO_2 emissions. This study examined how reputation, operationalized via Social Value Orientation (SVO), influences trust and coalition behavior. Using a real-time negotiation experiment, we combined pre-survey data with interactive group decision-making in a simulated transport setting. Participants (N = 681; 227 triads) first completed an incentivized SVO measure two weeks prior, indicating their prosocial or individualistic orientation. They were then matched in triads to play an incentivized weighted majority game simulating coalition formation among transport companies. Coalitions required at least two players, who negotiated how to divide a monetary incentive. In the experimental condition, participants saw counterparts' SVO scores via a simplified gauge as a reputation signal; the control condition included only company information. Trust was measured with a two-dimensional scale we developed, capturing predictability (reliability) and benevolence (prosociality), assessed at three stages (pre, post-manipulation, post-negotiation). Contrary to expectations, not all players were equally affected by the reputation manipulation. Player A, the strongest actor, was more often included in coalitions, contributing to a significantly higher frequency of grand coalitions (ABC) when reputation was visible, attenuating the classic Strength-is-Weakness effect. Player A was also perceived as more benevolent at the second trust measurement, when reputation was revealed. Exploratory analyses showed that prosocial participants were more often included, especially when their reputation was visible. They proposed less self-serving offers, formed more inclusive coalitions, and earned more. The unexpectedly high proportion of prosocials (78.6%) likely amplified trust and collaboration under visible reputation. Exploratory analyses further showed that trust—specifically predictability—shaped coalition inclusion and payoffs. Taken together, the results show how early social information shapes trust and negotiation in multi-party decision-making, with implications for organizational collaboration and sustainable resource-sharing.

Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 2128

EMPOWERING FRANCHISEES - APPLYING BEHAVIOURAL SCIENCE, ECONOMICS AND PSYCHOLOGY FOR MEASURABLE BUSINESS IMPACT

Evans N.*

NEC Advisory ~ Stroud ~ United Kingdom

This paper illustrates how applied psychology, behavioural science, and behavioural economics can be combined to improve decision making and operational efficiency for franchisees managing their own outlets. Through priority stakeholder engagement and analysis, an assessment tool was designed to help franchise owners identify employee strengths and training readiness, prioritise development actions, and optimise business decisions.

Behavioural economics principles included choice architecture and structured incentives guided the tool design to reduce cognitive biases in decision making. Applied psychology methodology drawn from in-situ data capture and realistic job simulation ensured assessments were reliable, valid and engaging. Behavioural science provided an evidence based framework for shaping tool insights into practical business support.

The tool was first trialled in the UK (n=2100), then scaled to Europe, and subsequently implemented in the Middle East. Trial evaluation showed that the tool gave franchisees back an average of 21% of their time previously spent on operational decisions. Qualitative feedback confirmed increased confidence in managing outlets and clearer prioritisation of activities for business growth.

The study shows the value of interdisciplinary approaches in empowering business owners, offering a replicable model for using behavioural insights to deliver practical, measurable impact. The successful regional roll out further demonstrates combined behavioural science, economics and psychology informed interventions can scale across markets, helping franchise networks optimise performance while maintaining consistent, evidence based support for their business owners.

09 - Division 9: Economic Psychology

FINANCIAL WELL-BEING – WEALTH OR LIFE PHILOSOPHY?

Wednesday 22 July 2026 from 10:00 to 11:30

(K-Spadolini)

Leonore Riitsalu (University of Tartu, Johan Skytte instit), Chair and Presenter

There is a groundswell of research into financial well-being in academic and grey literature, and the financial sector is focusing on financial health instead of financial literacy initiatives these days. Yet much of it is based on assumptions, such as the belief that higher financial literacy and availability of financial services automatically leads to its improvement. Much of the existing research is based on uni-dimensional measures developed in English-speaking countries and tested in developed countries only. In this session, we present studies that use multi-dimensional measures validated in several languages and in samples from developed and developing countries. We prompt to think of what the psychological antecedents and influencers of financial well-being are and expand the current discussions that tend to focus solely on financial factors. We also discuss the role of gender in financial well-being assessment and the complexity of pension decisions.

Abstract 4516

ONE (FINANCIAL WELL-BEING) MODEL FITS ALL? MOVING FROM DEVELOPED TO DEVELOPING ECONOMIES

Sorgente A.*

Università Cattolica del Sacro Cuore ~ Milan ~ Italy

Financial well-being (FWB) includes both objective (e.g., income, savings) and subjective (SFWB) components, with increasing research attention on the latter due to its holistic perspective on financial perceptions (Bashir & Qureshi, 2023). While early studies treated SFWB as unidimensional, contemporary approaches recognize its multidimensional nature. The Multidimensional Subjective Financial Well-Being Scale (MSFWBS) (Sorgente & Lanz, 2019) is considered “the most complete instrument” to measure SFWB (de Oliveira Cardoso et al., 2023, p. 2913), assessing five dimensions across various countries.

Originally developed in Italy for emerging adults, the MSFWBS has been validated in multiple nations, confirming its structure except in India. Researchers suggest that cultural and economic factors may influence how individuals evaluate their FWB. However, recent findings challenge the notion that the MSFWBS may be unsuitable for developing countries, as its structure was confirmed in Brazil (de Oliveira Cardoso et al., 2024).

To further test its applicability, we examined the MSFWBS in Iranian emerging adults (N = 356). Results supported its validity: the five-factor model fit the data well (CFI = .950, RMSEA = .045), internal consistency was strong (ω > .70 for all dimensions), and the scale was invariant across gender, age, employment, and living arrangements. Convergent and criterion validity were also supported.

These findings reinforce the MSFWBS’s cross-cultural relevance, suggesting a universal SFWB model may be viable. However, the lack of model fit in India remains an open question. To address this, ongoing research is expanding to additional developing countries (e.g., Bangladesh, Malaysia, Pakistan, Philippines) to determine whether a global SFWB framework is achievable or culturally specific adaptations are needed.

Abstract 4517

MONEY, VALUES, AND WELL-BEING: DOES YOUR WALLET AGREE WITH YOUR LIFE PHILOSOPHY

Gasiorowska A.*

SWPS University ~ Warsaw ~ Poland

This study examines the relationship between financial well-being (FWB)—defined as current money management stress and future financial security—and Schwartz's basic human values using data from the European Social Survey (ESS) and the Cronos-2 Panel. We hypothesize that: (1) individuals prioritizing security and conformity values will report lower money management stress and higher future financial security; (2) those emphasizing hedonism and stimulation will experience higher stress and lower financial security; (3) self-direction and achievement values will be associated with proactive financial behaviors, enhancing FWB. These hypotheses aim to clarify how personal values shape financial attitudes and well-being.

Abstract 4518

THE MANY FACES OF MONEY: EXPLORING MONETARY STYLES AND THEIR LINK WITH FINANCIAL WELL-BEING

Sesini G.*

Università Cattolica del Sacro Cuore ~ Milan ~ Italy

Financial well-being has been the focus of extensive research across disciplines, with growing consensus that it should be understood as a multidimensional construct encompassing not only objective financial indicators but also subjective experiences and psychological factors. This qualitative study investigates the relationship between financial well-being and monetary styles, focusing on the symbolic meanings that individuals attribute to money. In fact, a monetary style corresponds to a way to relate with money stemming from subconscious fixations on its symbolic meanings, which subsequently manifest in distinct behaviors and values. These meanings shape financial attitudes and behaviors, influencing spending, saving, and financial stress. Through in-depth interviews and thematic analysis, the research uncovers recurring patterns that contribute to either financial satisfaction or distress by examining different ways individuals relate to money. The findings underscore the psychological and social dimensions of money, offering valuable insights for financial education and counseling programs. By addressing the symbolic aspects of money and their impact on behavior, such interventions can promote healthier financial relationships and enhance overall well-being.

Abstract 4520

SECURITY, ASSETS AND MALE GENDER – THE KEYS TO HIGHER SUBJECTIVE FINANCIAL WELL-BEING. EVIDENCE FROM BANK DATA

Riitsalu L.*

University of Tartu, Johan Skytte institute of Political studies ~ Tartu ~ Estonia

Financial well-being (FWB) research is growing rapidly, despite the lack of consensus on its definition, conceptualisation, and operationalisation. Little is known about the relationship between subjective FWB and objective financial data. We contribute to it by developing a three-dimensional, human-centric conceptualisation of FWB, comprising of security, freedom, and pleasure, developing and testing its scale, and conducting the first longitudinal analysis of the relationship between subjective FWB and objective financial situation and behaviours.

Our validated measure was used for data collection in a bank in Czechia in two waves, in February and September 2024. Confirmatory factor analysis and structural equation modelling confirmed the reliability and construct validity of the scale. Pseudonymised transactional data from 14 months was linked to the survey responses (n=6182 in wave 1 and n=1704 in wave 2), and analysed using models and methods such as LightGBM, random forest, and regression models.

We find that security is fundamental - one cannot have high freedom or higher pleasure without having average or higher security. The relationship between freedom and pleasure is more nuanced. The most significant gap lies in the freedom to change course in life without worrying about money. The second key fact is that men report higher FWB than women with equivalent assets or liabilities. Third, we observe that assets play a more evident role in FWB than liabilities. Importantly, the predictors of the FWB elements partly differ, highlighting its multi-dimensional and multifaceted nature. We are the first to observe gender differences in assessing the elements of subjective FWB while controlling for objective transactional bank data.

09 - Division 9: Economic Psychology

PREDICTORS AND CONSEQUENCES OF MARKET MINDSET

Wednesday 22 July 2026 from 11:30 to 13:00

(K-Spadolini)

Agata Gasiorowska (SWPS University ~ Wroclaw, ~ Poland), Chair

The pervasive influence of market-oriented thinking on interpersonal relationships represents one of the
most significant social transformations in contemporary society. This symposium explores the
psychological antecedents and consequences of the adoption of market mindset relational contexts, from
intimate relationships to digital platforms and investment behaviour.
While previous research has examined market relationships in isolation, this symposium uniquely
integrates individual difference factors (attachment styles, materialism), cognitive-emotional mechanisms
(Theory of Mind, empathy), and contextual moderators (control, payment models) to provide a
comprehensive understanding of when and why people shift from communal to market-oriented relational
frameworks. This multi-level approach addresses a critical gap in understanding the psychological
foundations of economic behavior in social contexts.
Raguso first lays out the basic psychological mechanisms, showing how attachment avoidance
predisposes people to objectification through reduced theory of mind and empathy — the cognitive-emotional pathways
that facilitate market-oriented thinking.Gasiorowska then examines how control affects trust differently in
communal and market relationships,noting that formal control mechanisms damage communal bonds
while they are acceptable in market contexts.Kuzminska analyses how different payment models in sharing
economy platforms can either reinforce or weaken market-oriented perceptions and shows that the structure
of economic exchange influences the formation of relationships.Otterbring and Nyhus examine how
preferences for alternative financing options (cryptocurrency vs. crowdfunding)predict action or
community orientations, and show that financial decisions reflect underlying relational orientations.
Finally, Moldes Andrés examines how materialistic values selectively influence relationship quality in
different social roles,challenging assumptions about uniformly negative social effects of materialism.
This symposium addresses the pressing contemporary issues of how economic thinking intrudes into social
relationships, affecting social cohesion, trust and psychological well-being.The findings serve as a basis
for action to promote authentic human relationships in an increasingly commodified social environment
and contribute to the understanding of behavioural economics in relational contexts.
Taken together,these presentations provide a comprehensive framework for understanding market mindset
as a psychological phenomenon and as a social force, offering insights into the maintenance of communal
bonds inmarketized societies.

Abstract 4089

UNCOVERING THE LINK BETWEEN ATTACHMENT AND INTERPERSONAL OBJECTIFICATION: THE ROLE OF THEORY OF MIND AND EMPATHY

Ecer E.*

SWPS University ~ Poland

This presentation examines the psychological mechanisms linking attachment insecurity to interpersonal objectification — the tendency to view and treat others as mere instruments rather than as full human beings. Drawing on attachment theory and empirical findings from three European countries (Poland, the UK and Italy; N = 1,222), we present evidence for a systematic link between attachment insecurity and the tendency to objectify others.

In three correlational studies, individuals with higher levels of attachment avoidance consistently showed a stronger tendency towards interpersonal objectification. This relationship was mediated by two critical psychological processes: diminished theory of mind skills and diminished empathy skills. Attachment avoidance—characterized by emotional distancing, self-reliance and discomfort with intimacy—creates a psychological framework that facilitates viewing others through a transactional lens.

Results show that individuals who have difficulty understanding the mental states of others (Theory of Mind deficits) and experience lower emotional resonance with others' experiences (Empathy deficits) are more likely to engage in market-like exchanges that priorities utility over humanity. Sequential mediation analyses showed that attachment avoidance predicts objectification via both cognitive (theory of mind) and affective (empathy) pathways, with these mechanisms acting both independently and sequentially.

These findings are of great importance for understanding how individual psychological differences influence susceptibility to market thinking in interpersonal relationships. The research findings suggest that attachment insecurities, particularly avoidance behaviors, may predispose individuals to adopt transactional approaches that treat social relationships as cost-benefit exchanges rather than meaningful human relationships.

The presentation will discuss intervention strategies that focus on promoting attachment security, enhancing perspective-taking skills, and promoting empathic skills as potential ways to reduce objectifying tendencies. These findings offer insights for developing targeted interventions to promote more compassionate and authentic human relationships and contribute to our broader understanding of the psychological factors underlying marketized social dynamics.

Abstract 4090

ON THE LINK BETWEEN CONTROL AND TRUST: AN EXPERIMENTAL EVIDENCE OF COMMUNAL VS. MARKET RELATIONSHIPS

Khan M.*

SWPS University ~ Wroclaw ~ Poland

We investigate how control shapes trust in different interpersonal relationship contexts, particularly in communal sharing (CS) and market pricing (MP) relations. Drawing on Fiske's (1992) relational modes theory, we propose that trust plays different roles in different types of relationships. In CS relationships, which are characterized by interdependence and long-term cooperation, trust is essential and irreplaceable. In MP relationships, which are transactional and contractual, trust is useful but not essential, as formal control mechanisms can partially replace it. We hypothesize that control mechanisms are more acceptable in market relationships, where they enhance rather than undermine interactions. Conversely, imposed control in communal relationships may damage rather than strengthen trust, as it contradicts the fundamental nature of these relationships, which are based on mutual vulnerability and informal reciprocity.

We conducted six preregistered experiments with over 4,000 participants in three countries (USA, South Africa and Australia). In E1, participants considered control as more appropriate in MP situations than in CS situations. In E2a-2b, the introduction of control made CS situations appear less communal and more market-like, while it had minimal impact on the perception of MP situations. E3 showed that the introduction of control affected trust in CS relationships more than in MP relationships, especially from the perspective of the controlled party. E4 confirmed that participants in low trust situations were more willing to accept control in market relationships than in communal relationships. E5 replicated the results of E1 using a modified "cheap talk" game.

The results suggest that in CS relationships, formal attempts at control undermine trust and lack social acceptance, whereas in MP relationships, control can partially replace trust without significantly affecting the relationship itself. These findings shed light on how control acts as a "regulator" in social relationships and shapes both the boundaries and stability of trust across different interaction types.

Abstract 4091

SHARING ECONOMY PAYMENT MODELS: EFFECTS ON RELATIONAL PERCEPTIONS AND PLATFORM ADOPTION INTENTIONS

Gasiorowska A.*

SWPS University ~ Poland

Prior studies demonstrated that nonmonetary transactions in peer-to-peer sharing economy exchanges positively influence social capital formation between strangers, primarily by fostering perceptions of communal sharing (Fiske, 1991) and interpersonal closeness. In contrast, monetary transactions have been shown to reinforce market-oriented relational perceptions and lack positive social effects. The current project investigates whether using money on sharing economy platforms invariably leads to market pricing relationships or if certain monetary models could foster the emergence of communal sharing relations and positively impact platform engagement. The answer to this question could help platform creators balance operational sustainability with fostering social capital in the communities they affect. Across three experiments, we explore the consequences of payment models differing in forms of monetary involvement. In Experiment 1 (N = 251), three payment models were examined: Direct Peer-to-Peer Payment, Free Borrowing, and Subscription with Free Borrowing. Results confirmed that direct monetary exchanges reinforced MP perceptions, while nonmonetary interactions were linked to higher CS perceptions. Interestingly, indirect monetary involvement (i.e., platform fee) evoked a relational framing similar to the Free Borrowing condition. Experiment 2 (N = 300) extended these findings by testing four payment models: Subscription with Free Borrowing, Voluntary Donation, Subscription with Lender Compensation, and Direct Peer-to-Peer Payment. Direct payments again strengthened MP perceptions, while free borrowing was associated with the CS relational mode. Surprisingly, direct payment and free borrowing models both positively influenced adoption intentions, mediated respectively by MP and CS perceptions, suggesting that while user motivations are shaped by how payment types frame social interactions, preferences for the type of interaction differ between individuals. Experiment 3 (N=768) investigates whether these diverse routes for user engagement depend on individual differences. Specifically, we are examining whether a person's social value orientation serves as a moderator of the observed effects.

Abstract 4092

SELF-CENTERED CRYPTO CONSUMERS AND COMMUNAL CROWDFUNDING COMPANIONS: ALTERNATIVE FINANCE PREFERENCES AS PREDICTORS OF AGENCY AND COMMUNION

Otterbring T.*

School of Business and Law, Department of Management and Innovation ~ Agder ~ Norway

Some studies have identified certain personality predictors of consumers' investment intentions in cryptocurrency and crowdfunding, respectively. For example, consumers with "crypto cravings" have been shown to score lower in the Big Five personality traits of agreeableness and conscientiousness (Honold & Oh, 2025), while higher in openness (Nyhus et al., 2024; for a review, see Frank et al., 2024). In contrast, people who successfully engage in crowdfunding initiatives appear to be associated with higher conscientiousness (Bernardo & Santos, 2016) and lower openness scores (Isaak et al., 2021), although the literature is inconclusive (for a review, see Neuhaus et al., 2022). In the current research, we start in the opposite direction, testing whether consumers' investment intentions in any of these alternative finance formats might predict personality indicators related to agency (i.e., "More public tasks should be carried out by private companies") and communion (i.e., "The problems of developing countries concern us all"). Based on a large, nationally representative sample of the adult Norwegian population (N > 2,000), we find converging evidence for the notion that crypto consumers are agentic rather than communal, whereas crowdfunding consumers are communal rather than agentic, even after controlling for their scores on the Big Five personality traits and numerous demographic variables. At the general level, we identify only a moderate relationship between consumers' investment intentions in cryptocurrencies and crowdfunding initiatives ($r = .30$, $p < .001$), with 11 (cryptocurrencies) to 12 (crowdfunding) percent of the sample seeing these alternative finance formats as feasible investment options. We plan to draw on these results in the development of another well-powered replication study using more psychometrically sound measurements of agency and communion. The findings from this latter study will be presented at the conference.

09 - Division 9: Economic Psychology

Tomasz Zaleskiewicz, SWPS University, Warsaw, Poland

Wednesday 22 July 2026 from 13:00 to 13:30

(K-Spadolini)

Abstract 4619

Presidential Address

Zaleskiewicz T.*

SWPS University ~ Warsaw ~ Poland

09 - Division 9: Economic Psychology

Marcel Zeelenberg, Tilburg University and VU Amsterdam, Netherlands

Wednesday 22 July 2026 from 13:30 to 14:00

(K-Spadolini)

Abstract 4642

Towards an Economic Psychology of Regret

Zeelenberg M.*

09 - Division 9: Economic Psychology

NEW AVENUES IN TAX RESEARCH

Wednesday 22 July 2026 from 14:00 to 15:30

(K-Spadolini)

Christoph Kogler (Tilburg University ~ Tilburg ~ Netherlan), Chair and Presenter

As acknowledged for instance by the agenda of the European Commission, tax fraud and tax evasion represent a complex challenge for European countries. The scale of lost revenue due to tax evasion is staggering, and this has serious negative consequences for the fight against inequalities. Unpaid taxes limit the capacity to invest in social and economic policies, as well as social protection systems. Thus, research on tax compliance and evasion has been highly relevant in the last decades and is likely to become even more prominent, representing a prime example of interdisciplinary and applied research, often offering important contributions to policy making and the design of public institutions. This symposium will present a selection of new topics, methods, and approaches in studying tax behavior. The symposium will consist of 5 speakers from 4 different countries/institutions: 1. Nina Serdarevic & Karl Solbue Vika (Norwegian Tax Administration): Escalating Enforcement: The Effects of Prompts, Audits, and Penalties on Tax Compliance and Attitudes; 2. Sandro Casal (University of Trento, Italy): Social Dynamics in Tax Compliance: The Indirect Echo Effect of Observing Others' Tax Behavior 3. Paul Nachtwey (Tilburg University, the Netherlands): A Social Exchange Perspective on Tax Compliance; 4. Lilith Burgstaller (Walter Eucken Institute Freiburg, Germany): How to ask about undeclared work: Triangulating Survey Methods to Estimate Prevalence in Germany; 5. Christoph Kogler (Tilburg University, the Netherlands): Process Tracing as a Tool to Study Tax Compliance. The session will present new and exciting avenues in studying tax compliance and the discussion will address future challenges and possibilities in order to develop the field of tax research further.

Abstract 3259

ESCALATING ENFORCEMENT: THE EFFECTS OF PROMPTS, AUDITS, AND PENALTIES ON TAX COMPLIANCE AND ATTITUDES

Solbue Vika K.*, Serdarevic N.

Norwegian Tax Administration ~ Oslo ~ Norway

This study investigates the causal effects of proactive and reactive enforcement strategies employed by the Norwegian Tax Administration to improve the accuracy of wage income reporting. Using a large-scale field experiment targeting wage earners and pensioners who reduced their reported income—despite high-quality third-party reporting from employers—we examine the impact of behavioral prompts, audits, and penalties (added tax). A key strength of the design is the random assignment of all enforcement tools: Taxpayers were randomly assigned to receive a behavioral prompt or not during the tax return process. Those who continued to moderately underreport were randomized to immediate or delayed audits, while substantial underreporters were all audited but randomly assigned to immediate or delayed penalty assessments. Importantly, the experimental variation in audit and penalty timing was maintained into the subsequent tax year, allowing us to study the persistence of effects. While we estimate compliance effects using administrative data, an important contribution of the project lies in its use of survey data to study broader attitudinal outcomes. The survey, conducted before the next filing deadline, measures trust in the administration, tax morale, fairness concerns, and perceived detection probability. These softer outcomes offer rare insights into how enforcement strategies are perceived by taxpayers and how they may shape long-term compliance behavior.

Abstract 3261

THE APE THAT HAS TO PAY TAXES: A SOCIAL EXCHANGE PERSPECTIVE ON TAX COMPLIANCE

Nachtwey P.*

Tilburg University ~ Tilburg ~ Netherlands

Because tax revenue is crucial for modern societies, understanding tax compliance is essential. Existing theories offer only partial explanations. The most influential economic models make precise predictions about enforcement but ignore relevant psychological factors, while psychological theories lack specific predictions about tax compliance and especially conditions that foster trust. To overcome these limitations, we introduce a theory of tax compliance based on cognitive mechanisms for social exchange, including cheater-detection, revenge, and forgiveness. States collect taxes and in return provide goods and services. The theory predicts that when people attribute failures to provide goods and services to neglect (i.e., cheating, rather than unfortunate circumstances or incompetence), they feel exploited, lose trust, and reduce compliance. If they believe the state is non-valuable and likely to exploit them, this should trigger revenge or avoidance rather than forgiveness, resulting in lowered willingness to comply. Results from a cross-sectional survey of a representative UK sample (N = 300) are largely consisted with predictions. Confirmatory Factor Analysis revealed that respondents distinguished between active and passive neglect, circumstances, and incompetence as reasons for failures to provide goods or services. These reasons had distinct correlations with trust in the tax authorities. Trust in the tax authorities was negatively correlated with both active and passive neglect, and incompetence, while the correlation with circumstances was positive. Voluntary tax compliance was associated with lower motivation to avoid the state and greater willingness to forgive the state. These findings preliminarily suggest that interactions of taxpayers with the state are governed by the same psychological mechanisms that regulate social exchange between individuals. They further highlight the importance of designing tax institutions that are transparent and signal goodwill.

Abstract 3262

HOW TO ASK ABOUT UNDECLARED WORK: TRIANGULATING SURVEY METHODS TO ESTIMATE PREVALENCE IN GERMANY

Burgstaller L.*

Walter Eucken Institute ~ Freiburg ~ Germany

As the most recent comprehensive survey evidence of undeclared work stems from the 2019 Eurobarometer, there is a significant gap in current knowledge about the prevalence and characteristics of undeclared work in Germany. Estimating the true prevalence of undeclared work is complicated, as individuals' responses may be distorted by social desirability bias when asked directly. To address this challenge, this study employs a triangulation of survey-experimental methods, combining a list experiment, a variant of the Randomized Response Technique (the Crosswise model), and direct questioning. Drawing on a quota-based sample of approximately 4,000 individuals balanced by gender, age, and income, the study aims to generate robust prevalence estimates for both the supply and demand sides of undeclared work. Moreover, it investigates the characteristics of undeclared work, such as work hours, hourly wages, and the extent to which labor laws are adhered to, as well as the role of social norms. By systematically comparing results across direct and indirect questioning techniques, the study provides the first large-scale update on undeclared work in Germany in over five years and advances methodological approaches for reducing bias in the study of sensitive economic behaviors more broadly.

Abstract 3263

PROCESS TRACING AS A TOOL TO STUDY TAX COMPLIANCE

Kogler C.*

Tilburg University ~ Tilburg ~ Netherlands

Previous studies (Kogler et al., 2016; Muehlbacher et al., 2012) suggest that delaying feedback on communicating the outcome of tax audits results in higher levels of tax compliance compared to immediate feedback. This is especially relevant since in experimental research on tax compliance audits occur typically directly after filing taxes, and feedback on the consequences of an audit is usually given immediately. In reality, however, audits happen within a much longer period of time. This difference in time lags between filing and audit (feedback) may play a crucial role with regard to the external validity of experimental results. In three incentivized lab experiments, we investigated the stability of the effect of delayed audit feedback on tax compliance by varying tax rates, audit probabilities, and fine rates, as these factors are known to have a strong influence on tax compliance. In addition, the process of information acquisition was recorded via decision times (Experiment 1), MouselabWeb (Experiment 2), and eye-tracking (Experiment 3). The results of all three experiments reveal that compliance in delayed feedback conditions was considerably higher than in case of immediate feedback. In addition, lower tax rates, higher audit probabilities, and higher fine levels resulted in higher tax compliance. Analysis of decision times showed that participants in conditions of delayed feedback took longer to decide, especially when they chose to evade. Concerning information acquisition, delayed feedback resulted in more frequent and longer acquisition of information on audit probability and fine rate compared to immediate feedback, both in the MouselabWeb as well as in the eye-tracking study. In combination with perceiving delayed feedback as more unfair - as indicated in post-experimental questionnaires - this pattern of results can be interpreted as an indication of “aversive uncertainty”. Implications for tax research and policy-making will be discussed.

09 - Division 9: Economic Psychology

Economic & Consumer Psychology 1

Wednesday 22 July 2026 from 15:30 to 17:30

(K-Spadolini)

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 2031

INVESTIGATING CONSUMER CHOICES AND EXPERIENCE IN AN AR STORE ENRICHED WITH BIOPHILIC ELEMENTS: AN EXPERIMENTAL STUDY

Campanini M.L.*, Orso V., Bettelli A., Pluchino P., Gamberini L.

Dipartimento di Psicologia Generale, Human Inspired Technology Research Centre, Università degli Studi di Padova ~ Padova ~ Italy

Introduction:
The amount of product-related information available that consumers can access for making purchases can be overwhelming, fostering the risk of unable consumers to make aware decisions. Augmented Reality (AR) technology represents a promising solution for reducing information overload, allowing consumers to actively select the information to consult. Additionally, AR-based shops can easily embed atmospheric qualities typical of physical stores, which are known to impact on the overall experience and on the final consumer choice. Specifically, biophilic design, which integrates natural elements into built environments, has been shown to enhance well-being and foster sustainable consumption. However, whether and how these effects can be replicated in immersive digital contexts remains uncertain.
Purpose:
This study examines how an AR-enhanced biophilic atmosphere affects consumer engagement, decision-making, and purchase choices in grocery shopping.
Method: The experimental setting encompassed an AR shop featuring a physical shelf on which interactive AR products were displayed. Thirty participants completed two sessions with Microsoft HoloLens 2: one enriched with biophilic cues (virtual plants, natural sounds) and one without additional atmospheric features. Each store offered organic and non-organic grocery products at individual prices. Participants received a €10 budget and were told they would obtain their chosen product(s) and any unspent money. Behavioural measures included shopping time, number of items purchased, and product choice. Eye-tracking recorded dwell time on product labels. Self-reports assessed store appeal, restorativeness, and revisit intention.
Results:
The biophilic environment increased shopping time, overall expenditure, and the selection of organic products. Eye-tracking data showed longer dwell time on product labels. Participants also reported higher store appeal, greater restorativeness, and stronger revisit intention.
Conclusions:
AR-driven biophilic design makes in-store shopping more engaging, while helping consumers make more informed and sustainable decisions. These findings are also promising for retailers, providing a real-time atmosphere of personalisation and supporting permanent retail spaces and temporary installations such as trade fairs.

Division 9: Economic Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 1029

THE PRICE OF COMFORT: ANXIETY COPING AND THE MONETIZING OF PARASOCIAL RELATIONSHIPS IN K-POP

Bland E.*, Camire M.

Husson University ~ Bangor ~ United States of America

Anxiety is a widespread psychological concern, with more than 4.4 million people diagnosed around the world as of 2021, that often leads individuals to seek accessible strategies for emotional regulation. One common way individuals may attempt to achieve this control of their emotional state is by turning to a familiar television program or musical group, which can provide a sense of stability and respite. Anxiety has been widely studied; however, research related to the use of parasocial relationships and the economic considerations is dearth. Meanwhile, the Korean popular music industry (K-pop) has been involved in heightening feelings of celebrity worship and the parasocial relationships that can be prevalent with the consumer/artist interaction. One of the ways this is achieved in the K-pop industry is to have certain artists in a group appear to be more “emotionally safe” for fans than other personalities in the group. This may come across as someone that is more open-minded than others, or sometimes one member that states that they, themselves, suffer from anxiety and other mental health diagnoses. The feeling of trust that is then established within a fan’s parasocial feelings leads them to more closely follow that artist and their music group. This study aims to bridge the gap between the psychological factors which lend themselves to the practice of consuming comforting media and how K-pop has been able to monetize these feelings while highlighting their best marketing strategy: the parasocial connection. This study will be conducted through a mixed method approach where study participants will be asked about their anxiety levels and coping mechanisms and if having a “Comfort Idol” in the K-pop genre is something that has led them to spending extra time and money to help alleviate emotional dysregulation.

Division 3: Psychology and Societal Development Division 9: Economic Psychology SDG 12: Responsible consumption and production

Abstract 2414

WHEN RETAILING MEETS THE EYE: HOW EYE–HAND COORDINATION SHAPES VIRTUAL SHOPPING

Frank D.*[1], Dipalma J.[1], Østergaard S.[1], Ken P.[1], Buder F.[2]

[1]Aarhus University ~ Aarhus ~ Denmark, [2]Nuremberg Institute for Market Decisions ~ Nuremberg ~ Germany

Virtual shopping increasingly relies on interaction modalities that bind perception to action. We test how coupling gaze with manual action ("eye+hand") versus hand-only selection shapes consumer behavior in immersive retail. In a controlled laboratory experiment (N = 171) set in a VR supermarket, participants completed standard shopping tasks under one of the two modalities. The eye+hand condition elicited greater exploratory behavior (higher variety seeking) and stronger approach outcomes (greater spending), alongside more favorable subjective evaluations (higher satisfaction and loyalty intentions) than hand-only control. Mediation analyses indicate a sequential mechanism: eye+hand input increases perceived interactivity—a sense that the environment is responsive to one's moment-to-moment intentions—which in turn heightens perceived ease of use, and these experiential states translate into downstream behavioral and evaluative outcomes. Framed within perception–action coupling and embodied cognition accounts, results suggest that aligning oculomotor attention with action affordances reduces friction, amplifies agency, and encourages exploratory choice in virtual environments. The findings advance consumer and cognitive psychology by isolating how an interaction primitive (gaze-contingent control) reshapes attentional engagement and decision dynamics in VR, with implications for theories of fluency, autonomy, and reward-driven exploration in digitally mediated shopping.

Division 9: Economic Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1252

EXPLORING CONSUMER ACCEPTANCE OF FOOD FROM NEW GENOMIC TECHNIQUES (NGT)

Krumm L.*[1], Guerrero L.[2], Badia C.[2], Claret A.[2], Gwozdz W.[1]

[1]Justus-Liebig-University ~ Giessen ~ Germany, [2]Institute of Agrifood Research and Technology ~ Girona ~ Spain

This study examines consumer acceptance of plant-based foods produced using New Genomic Techniques (NGT) in Germany and Spain, exploring how perceptions, knowledge, and heuristics shape public attitudes toward emerging food biotechnologies. Understanding consumer perspectives is essential, as they can influence policy development, regulation, and market uptake, while also contributing to trust in science and policy.

A representative online survey (N = 1,000 per country, plus n = 100 per country with a life science background) was conducted in November 2024. The sample was stratified by age, gender, education, and region of residence. Participants assessed their general acceptance of NGT food and their attitudes using standardized Likert scales. Additional measures captured perceived risks and benefits, as well as objective and subjective knowledge of genetic techniques, and heuristic factors such as affective responses, perceived naturalness, and trust in institutions.

Results indicate a moderate overall level of acceptance (M = 3.99 on a 7-point scale) and attitude (M = 3.95), with slightly higher acceptance and more positive attitudes observed in Spain than in Germany ($p < .001$). Perceived benefits were more strongly associated with acceptance and positive attitudes than perceived risks. Both subjective and objective knowledge showed positive correlations with acceptance and attitudes, although subjective knowledge was more influential. Among the heuristic factors, higher perceived naturalness of NGT food, more positive than negative emotional responses, and greater trust in institutional competence and social trust were all positively associated with acceptance and attitudes.

These findings suggest that consumers may be ambivalent or undecided about NGT food, underscoring the importance of clear communication and effective regulatory strategies. Increasing consumer knowledge and building institutional trust could foster informed consumer choices. This research contributes to understanding public perceptions of NGTs and provides insights for policymakers and stakeholders seeking to promote trust-based governance of novel food technologies.

Division 9: Economic Psychology SDG 9: Industry, innovation and infrastructure SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1170

FRAMING SECURITY: HOW MESSAGE DESIGN INFLUENCES PUBLIC ACCEPTANCE OF CYBERSECURITY TECHNOLOGIES

Lee C.*

Monetary Authority of Singapore ~ Singapore ~ Singapore

Global trends of increasing malware and phishing scams threaten individuals, businesses and critical infrastructures worldwide. As financial authorities look to roll out new security technologies to combat scams, public perception and acceptance of these measures are dependent on whether they are easy, trustworthy and clearly beneficial.

Behavioural research suggests that gain-framed messages and loss-framed messages differentially influence attitudes and behaviours. This study examines whether gain or loss message framing affects public perceptions and acceptance of Fast Identity Online-compliant (FIDO) hardware token (FHT) for high-value internet banking transfers.

A randomised controlled trial (n = 1060) assigned participants to receive either gain-framed messages emphasising enhanced protection benefits or loss-framed messages emphasising negative consequences of phishing or malware scams.

Participants then completed questions assessing 5 adoption drivers of understanding, perceived efficacy, convenience, costs, security; and 1 outcome measure of support for the adoption of FHT. Three factors of cost, security and convenience affected overall FHT support, with less digitally savvy individuals and females showing greater support.

The Gain-frame led to significantly higher confidence in FHT activation and improved perceptions that FHT cost is worth the added security. Gain-framed participants also achieved significantly higher scores on knowledge comprehension tests.

However, substantial barriers still emerged regardless of framing. Only 28% of participants found the FHT convenient, while 68% of participants cited unwillingness to pay. Lower-educated groups showed consistently poorer understanding, highlighting equity concerns that could undermine universal adoption.

These findings suggest that communication can enhance acceptance of security technology on key dimensions but may not overcome fundamental barriers of convenience and costs that threaten adoption of FHT. Successful implementation requires not only positive messaging but also targeted interventions addressing practical concerns relating to cost, security and convenience to improve acceptance of the hardware token which is necessary for enhanced security against malware and phishing scams.

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation SDG 12: Responsible consumption and production

Abstract 894

UNCOVERING THE POWER BEHIND CHOICE: HOW ONLINE TACTICS LEVERAGE SCARCITY AND TIME PRESSURE

Lo H.*

National Chung Hsing University ~ Taichung City ~ Taiwan

Introduction:
Online retailers often use scarcity and time pressure tactics—such as "limited-time offers" or "buy one, get one free"—to influence consumer behavior. While these strategies are common, it's unclear whether they effectively drive purchasing decisions. This study explores how scarcity and time pressure affect consumers' choices, focusing on emotional responses and decision-making processes.
Method:
Two experiments were conducted. Experiment 1 examined how product scarcity (limited vs. abundant availability) impacted consumers' attractiveness ratings, emotions (happiness, desire), and decision-making. It also tested for the endowment effect, where ownership increases perceived value. Experiment 2 explored how time pressure influenced purchasing decisions, regret, and emotional responses by asking participants to make choices within time constraints.
Results:
The results supported existing psychological theories explaining consumer preference for scarce products, highlighting that scarcity, especially in customizable items, significantly enhanced product attractiveness. Time pressure was found to speed up purchasing decisions but also led to increased regret, particularly when a previously scarce product became abundant. Notably, participants showed stronger emotional responses to scarcity and time pressure, with some experiencing dissatisfaction once a limited product was made available in greater quantity. The endowment effect was observed in both experiments, indicating that participants valued products more highly once they felt ownership.
Conclusion:
This study confirms that scarcity and time pressure play crucial roles in shaping online shopping behaviors. Scarcity appeals effectively increase product attractiveness and consumer desire, particularly when customization is involved. However, while these tactics drive sales, they also generate emotional responses like regret and dissatisfaction, which can negatively impact long-term consumer loyalty and satisfaction.
Impacts:
While scarcity and time pressure tactics are effective for short-term sales boosts, online retailers should consider the potential for negative emotional consequences, such as regret and frustration. Understanding these psychological dynamics can help retailers design promotions that balance urgency and satisfaction, ultimately fostering better customer retention and positive brand experiences.

Division 9: Economic Psychology Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure

Abstract 1169

I CAN DO IT, SO I WILL? CONSUMERS' SELF-EFFICACY AND THEIR INTENTION TO PATRONIZE CHECKOUT-FREE STORES.

Wingen S.*

Faculty of Management, Economics and Social Sciences, University of Cologne ~ Cologne ~ Germany

Retailers worldwide are implementing checkout-free technology in their stores to improve the customer experience, save on labor costs, and collect valuable data. Despite these hopes, consumer adoption remains below expectations, calling into question the actual potential of checkout-free shopping. It is therefore crucial for retailers to understand what influences consumers' intentions to patronize checkout-free stores. I hypothesize that consumers' self-efficacy, that is, the belief in their ability to use checkout-free shopping successfully, influences their intentions to patronize these stores.

In Study 1 (N = 197), I assessed the relationship between participants' self-efficacy and their patronage intentions for checkout-free stores in a cross-sectional survey. In Study 2 (N = 401), I conducted a between-subject online experiment to test whether the salience of different characteristics of checkout-free stores influences participants' self-efficacy and patronage intentions. In Study 3 (N = 307), I conducted a between-subject online experiment where participants replied to either simple or complicated questions regarding checkout-free shopping to manipulate their self-efficacy. The aim was to show a causal effect on patronage intentions.

Participants' self-efficacy was positively related to their patronage intentions (Study 1). This relationship was replicated in Study 2, although the salience of different characteristics of checkout-free shopping did not influence participants' self-efficacy or their patronage intentions. In Study 3, answering complicated questions (compared to simple questions) decreased participants' self-efficacy; however, the effect on patronage intentions was only marginally significant. All three studies consistently showed a positive relationship between participants' self-efficacy and their intentions to patronize checkout-free stores.

In conclusion, consumers' self-efficacy seems to be a motivator for their intentions to patronize checkout-free stores. Self-efficacy is not so much influenced by the salience of different characteristics of the stores, but rather by the personal experience of a lack of knowledge about checkout-free shopping.

09 - Division 9: Economic Psychology

Inequality and Well-Being

Thursday 23 July 2026 from 08:00 to 09:30

(K-Spadolini)

Division 9: Economic Psychology Division 11: Political Psychology Division 1: Work and Organizational Psychology SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 2197

REACTANCE TO FINANCIAL CONSTRAINTS: HOW POVERTY LIMITS FREEDOM AND DRIVES ECONOMIC CHOICES

Drazkowski D.*, Radoslaw T.

Adam Mickiewicz University ~ Poznan ~ Poland

Introduction
Psychological reactance theory (Brehm & Brehm, 1981) posits that threats to freedom trigger reactance—a motivational state aimed at restoring autonomy through restricted behaviors. For individuals in poverty, limited economic freedom may drive spending-oriented decisions, an untested mechanism that could explain why low-income groups often favor such choices. Empirical research has largely overlooked how financial constraints are perceived as autonomy threats and how they shape behaviors.
Purpose
This study investigates whether poverty induces perceptions of restricted freedom, drawing on reactance theory to explain responses to financial constraints. It examines links between these perceptions and economic decisions, such as borrowing and saving, while identifying personality moderators.
Method
Study 1 (n=300, online) used surveys to assess perceptions of poverty as a freedom restriction. Study 2 (n=1,069, online) analyzed relationships between income, financial reactance, personality traits, and economic preferences via regression and moderation analyses. Study 3 (n=120, laboratory) experimentally induced poverty through a scarcity paradigm to test causal effects on reactance and decisions.
Results
Study 1 revealed that 85% of participants viewed poverty as highly limiting freedom. In Study 2, lower income correlated with higher financial reactance, which in turn drove greater preferences for loans and installment purchases while reducing saving tendencies—though not luxury goods consumption. Key personality predictors of reactance included elevated trait reactance, materialism, autonomy needs, and internal locus of control. Moderation analyses indicated that materialism intensified the income-reactance link, while trait reactance and internal locus of control strengthened the reactance-loan preference relationship, underscoring how individual differences amplify reactance-driven behaviors amid financial hardship. Study 3 established causality, showing that induced poverty heightened reactance, thereby increasing borrowing intentions and decreasing saving.
Conclusions
Reactance theory illuminates how poverty threatens freedom, fueling decisions that may worsen hardship. Applied implications encompass interventions like gratitude exercises or materialism reduction to reframe perceptions and foster sustainable choices. Policymakers could develop freedom-enhancing aids to avert debt cycles.

Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 1: No Poverty

Abstract 1629

INSPIRING OR INDULGING? FRAMING EFFECT ON RECIPIENTS' POVERTY ALLEVIATION BEHAVIORS

Hongchuan Z.*, Ran S., Hegeng X., Jieyu L., Aihe Y.

Central University of Finance and Economics ~ Beijing ~ China

Traditional poverty aid programs often overemphasize beneficiaries' disadvantaged status, inadvertently reinforcing dependency and weakening their willingness to pursue self-reliant development. This study systematically investigates how different aid narrative frames—poverty-status framing versus growth-development framing—influence recipients' poverty alleviation behaviors, and further examines the mediating role of perceived poverty stigma. Study 1 employed a natural grouping design (N = 361) to compare participants in registration-based poverty relief projects, skill-training programs, and non-participant groups. Results showed that skill-training narratives, consistent with a growth-development frame, significantly enhanced poverty alleviation behaviors through reducing their perceived stigma. Study 2 (N = 144) directly manipulated narrative framing and found that individuals exposed to growth-development narratives reported higher willingness to engage in poverty alleviation activities and lower stigma perceptions compared with both poverty-status and control groups. Mediation analyses confirmed that perceived poverty stigma fully explained the positive effect of growth-development framing. Study 3 (N = 112) simulated real aid program scenarios and employed a behavioral task to measure poverty alleviation behaviors. Again, the growth-development frame promoted higher poverty alleviation behaviors, compared with the poverty-status frame. Bootstrap analyses verified the mediating role of poverty stigma.

Taken together, consistent evidence demonstrates that narrative framing is a critical psychological context shaping beneficiaries' self-perceptions and behavioral preferences. Specifically, poverty-status framing tends to reinforce stigmatized identities, increasing shame and self-devaluation, thereby undermining self-efficacy and willingness to pursue poverty alleviation. In contrast, growth-development framing emphasizes potential, agency, and future possibilities, reducing stigma perceptions, strengthening confidence, and fostering proactive intentions. These findings integrate stigma and framing theory with the poverty alleviation domain, extending the application of framing effects to the intersection of social policy and psychology. Practically, the results highlight the importance of language in aid program design: low-cost adjustments in narratives can serve as effective "light-touch" interventions to cultivate internal motivation and support sustainable rural revitalization.

Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 661

HONEY, MONEY MATTERS! THE CHANGING DYNAMICS OF GENDER ROLES AND ROMANTIC RELATIONSHIPS IN INDIAN YOUTH

Biswas U.N.*

University of Delhi ~ Delhi ~ India

Women in India have become major stakeholders in the country's rapidly growing economy. As more women enter the workforce, engage in family businesses, or start their own enterprises, their financial independence leads to increased empowerment regarding decision-making and personal choices. This shift has influenced the dynamics of romantic relationships, particularly marriage. This paper presents findings from a series of studies that examine narratives surrounding gender socialisation in contemporary India. It investigates how norms and stereotypes related to gender roles and romantic partnerships, including marriages, are evolving. The first study involved five focus group discussions with young college students, focusing on gender socialisation in India today. The discussions highlighted changing life goals, financial aspirations, and expectations for romantic partners. The second study was based on a survey of 100 young adults, exploring how financial self-worth and financial self-efficacy impact relationship satisfaction and harmony among these individuals. The third study utilised a co-design workshop to identify strategies that could help reduce conflicts and break-ups among romantic partners stemming from mismatched financial behaviours. The findings from these three studies together illustrate the evolving gender norms and roles of Indian women in the context of changing gender socialisation, financial independence, and the complexities of relationship dynamics.

Division 9: Economic Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 114

ECONOMIC VIOLENCE: PREVALENCE, RISK PROFILES AND SOCIAL REPRESENTATIONS IN ITALY

Castiglioni C.*, Sesini G., Crapolicchio E., Manzi C., Lozza E.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Introduction: Economic violence represents a significant yet often overlooked form of interpersonal abuse. This phenomenon manifests through behaviors aimed at controlling, limiting, or exploiting another person's economic resources, ultimately establishing power imbalances and dependency relationships that undermine victims' autonomy and well-being.
Purpose: This study aimed to systematically review and define the characteristic features of economic violence, investigate how this phenomenon is socially represented among the Italian population, estimate its prevalence, and identify high-risk profiles and protective factors that could inform preventive interventions.
Method: A two-phase methodological approach was employed. First, a systematic literature review was conducted to define and delineate the phenomenon of economic violence, identifying its distinctive characteristics and contextual variables. Second, a cross-sectional survey was administered to a representative sample of the Italian population (N=2000) to assess social representations of economic violence, estimate its prevalence, and identify demographic and psychosocial factors associated with increased vulnerability or protection.
Results: The systematic review revealed complex interactions between individual, relational and socio-economic factors that play significant roles in increasing economic violence vulnerability. Survey results indicated the perceived severity of the phenomenon and identified various psycho-demographic profiles of potentially at-risk categories based on gender, age, education level, and socioeconomic status. Beyond risk elements, several protective factors also emerged, including financial literacy, that can guide future intervention actions.
Conclusions: This research provides a comprehensive picture of economic violence in the Italian context, bridging theoretical conceptualizations with empirical evidence of prevalence and risk profiles. Findings highlight the need for targeted prevention strategies and awareness campaigns addressing the specific manifestations and social representations of economic violence identified in the Italian population.

Division 9: Economic Psychology Division 11: Political Psychology Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2506

TALL POPPIES AND LONG NAILS: DIFFERENCES BETWEEN AUSTRALIAN AND JAPANESE ATTITUDES TOWARDS INEQUALITY

Mardyla G.*[1], Peryman J.[2]

[1]Kindai University ~ Osaka ~ Japan, [2]RMIT University ~ Melbourne ~ Australia

Egalitarian social norms are part of what shapes culture and socio-economic behaviour in many countries. Two examples of such norms are the “Tall Poppy Syndrome” in Australia and a similar “Nail that Sticks Out” phenomenon in Japan, both referring to an apparent social animosity toward particularly successful individuals. We run a two-stage lab experiment separately at an Australian and a Japanese university to compare the strategies used by student participants in this context across both cultures. In the first stage participants solve a series of timed non-trivial cognitive tasks (the Knapsack problem) after which the best performer in a group of 5-7 gets a substantial bonus payoff. In the second stage participants are given an option to subtract from (“cut down a tall poppy” / “hammer down a nail that sticks out”) or add to the payoffs of others, at a cost to their own. Our preliminary findings confirm the apparent animosity toward “tall poppies” / “sticking out nails” across both cultures, but we also find some significant differences. On average, participants in Australia take away from all other players in their group more than their counterparts in Japan. The opposite is true when giving points away: Japanese students tend to award extra payoff to others comparatively more than Australian students, particularly to the “middle earners”. Overall, inequality within groups is reduced after the second stage in Japan but not in Australia.

Division 9: Economic Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 1097

FROM RESTRICTION TO EMPOWERMENT: HOW SUPERVISED BANK ACCOUNTS SUPPORT THE WELL-BEING OF FINANCIALLY VULNERABLE INDIVIDUALS

Koch T.*[1], Spitzer F.[2], Penz E.[3], Hartl B.[2], Abstiens K.[2], Gangl K.[2]

[1]University of Vienna ~ Vienna ~ Austria, [2]Institute for Advanced Studies ~ Vienna ~ Austria, [3]WU Vienna University of Economics and Business ~ Vienna ~ Austria

Individuals who struggle to regularly pay rent and are at risk of homelessness can use a supervised bank account provided by the Vienna Social Fund (FSW), Austria. The account secures the amount needed for rent and other essential payments before making the remaining balance available to the user. The present study examined whether using this account improves users' well-being, by supporting the basic psychological needs of autonomy, competence and relatedness in their financial matters. Self-determination and respectful treatment of social service users are generally regarded as important for their well-being. Qualitative evidence indicated that the supervised bank account is, overall, perceived very positively, despite restricting users' access to their money.

The study aimed to identify mechanisms of the supervised bank account that contribute to positive outcomes, including enhanced well-being, reduced stress, and lower financial anxiety, despite the restrictions it imposes on users' money.

An online survey was conducted among all users of the supervised bank account, recruiting 431 participants. The results showed that longer use duration of the account related to reduced stress in managing life and personal problems. With increasing use duration, competence satisfaction increased and competence frustration decreased, which in turn predicted higher well-being, lower perceived stress and lower financial anxiety. By contrast, autonomy and relatedness were not associated with use duration but remained significant predictors of well-being as expected.

Overall, despite restricting users' financial freedom, with longer use duration the account appeared to foster perceived competence in financial matters, which in turn contributed to improved well-being. While autonomy and relatedness still related to some well-being outcomes, their influence was independent of use duration.

This study examined a specific and often overlooked population, offering valuable insight into mechanisms supporting vulnerable individuals in finance management. By providing support structures, the bank account fosters financial competence, enhancing overall well-being.

09 - Division 9: Economic Psychology

SUSTAINABILITY: A HOLLOW TERM? CRITICAL PERSPECTIVES AND THE ROLE OF PSYCHOLOGY IN ADDRESSING THE CLIMATE CRISIS

Thursday 23 July 2026 from 09:30 to 11:00

(K-Spadolini)

Luca VECCHIO (Department of psychology, University of), Chair and Discussant

“Sustainability” risks becoming (if it has not already) an empty word, devoid of meaning, lacking a clear reference to the concrete reality of human life and the practices in which it is realized. Initially, the term could evoke a project of possible transformation – social, economic, and even political – aimed at improving “new” ways of life. Now, however, it increasingly seems to serve as a mere label, used to reassure those who read it and to placate the (bad) conscience of those who use it, ensuring the perpetuation of the current socio-economic development model with only superficial and cosmetic adaptations. This development model continues to expand its global dominance and appears unstoppable, despite its recognized unsustainability, as demonstrated by the continuous rise in pollution and the growing inequalities, both reaching unprecedented levels.In response to this dynamic, some have proposed a distinction between “true” and “false” sustainability (Galdo, 2025).

Starting from these considerations, this symposium proposes a critical discussion on the perspectives of sustainability, with particular reference to environmental sustainability and the climate crisis.The symposium is conceived as an opportunity for discussion to reflect on what the role of psychology could/should be in promoting true sustainability in this area, supporting actions and initiatives genuinely capable of fostering the real transformation required to address complex socio-ecological challenges.

A fundamental assumption is that, given the complexity of the issue,psychology must engage in dialogue with other research and study perspectives.For this reason,the symposium seeks to involve even scholars from disciplines other than psychology (sociology, organizational sciences, political science).The various contributions,both empirical and theoretical,aim to highlight,from a critical perspective, the difficulties and contradictions characterizing the most widespread approaches to promoting eco-sustainable behaviours.Two contributions (Hornung and Böhm) in particular discuss how environmental sustainability strategies and behaviours can be negatively influenced by ideological beliefs.The challengesofeducationforenvironmentalsustainabilitywhentakingpsychology'sindividual-levelperspectivearediscussedby a thirdcontributor(Kössler).Thelastcontribution(Dal Gobbo)alsocriticallyaddressesthisindividual-centredness.

Atthesametime,thecontributionstrytoofferpragmaticindicationsonhowandatwhatleveltointervenetosupporteffectiveclimateaction.

Abstract 4415

CONTRADICTORY IDEOLOGICAL AND INDIVIDUAL ANTECEDENTS OF CLIMATE-PROTECTIVE BEHAVIOR: A PSYCHOLOGICAL SYSTEM-JUSTIFICATION PERSPECTIVE

Hornung S.*, Höge T., Unterrainer C.

University of Innsbruck ~ Innsbruck ~ Austria

This study empirically examines contradictory socio-ideological and individual antecedents of climate-protective behaviour and its impact on the personal carbon footprint. Established as a form of political-economic system justification, internalized neoliberal ideological beliefs were hypothesized to relate negatively, environmental consciousness positively to behavior aimed at reducing one's detrimental ecological impact. Hypotheses were tested by analyzing data obtained through an online survey among N=344 students and employed persons in Austria and Germany using multiple regression, bootstrapping, and structural equation modeling. Validated self-report scales measured system justification, neoliberal ideological beliefs, and climate-protective behavior (housing, energy,mobility, consumption, nutrition, activism). Environmental consciousness included scales on ecological attitudes, knowledge, and connection with nature. Carbon footprint was estimated based on self-reports with a simplified model by the German Environment Agency. Controls were age, gender, education, income, and social status. Results confirmed a chain of serial mediation effects, linking system justification, neoliberal ideological beliefs, climate-protective behavior, and carbon footprint. Aspects of environmental consciousness showed partly differential effects. Additionally, income level predicted personal carbon emissions. Limitations arise from non-representative sampling and self-report measures. Market-based consumer societies evidently subject individuals to contradictory messages concerning climate protection. System-justifying neoliberal ideologies and disposable income for consumption are undermining transformational intentions of environmental consciousness. Emphasizing the role of societal ideologies, the perspective of system justification theory offers an alternative framework to overcome the predominant individualistic focus on sustainability in psychology.

Abstract 4416

TEACHING CRITICAL PERSPECTIVES ON SUSTAINABILITY IN OCCUPATIONAL HEALTH PSYCHOLOGY

Kössler F.*

Leuphana University Lüneburg ~ Lüneburg Lower Saxony, ~ Germany

Climate change and sustainability have been addressed by various scientific disciplines, including applied psychology. Studying this novel research topic typically occurs within the boundaries of the respective discipline, and has generated a myriad of studies on constructs, such as employee green behavior, green transformational leadership, sustainability coaching, green organizational citizenship behavior, and green crafting. These constructs reflect psychology's individual-level perspective as a study of human cognition, emotions, and behavior. However, individual-level sustainability research that fails to address the societal and organizational level risks individualizing sustainability - similar to health, where, for example, alcohol abuse is recognized as an individual choice rather than a matter of a profit-driven industry. Navigating the complexities of addressing climate change is a challenging endeavor that affects scholars in research and teaching. However, in teaching, this challenge is even more pronounced due to varying student expectations, communication challenges, and conflicts between one's own socialization as a psychologist and the most fundamental drivers of climate change. Critical theoretical perspectives offer a lens that allows scholars to understand the complex relationships between psychology, sustainability, and economic and structural challenges. This contribution first introduces a curriculum that integrates critical occupational health psychology into a graduate lecture on psychology and sustainability. Then the author shares her teaching experiences in that context, and finally reflects on them.

Abstract 4418

ECOLOGICAL CRISIS, SUBJECTIVITY AND TRANSFORMATION. FOR AN ECOLOGY OF AFFECTS

Dal Gobbo A.*

University of Trento ~ Trento ~ Italy

When we speak of perceptions, behaviours and attitudes towards the current ecological crisis, we often refer to the individual, an abstract and self-consistent subject who seems to exist independently of its own material and symbolic relationships. Often the problem of responding to crisis situations is resolved in an equally individualised intervention on the subject's "mind" to change his/her behaviour. Drawing on empirical material from the ethnographic study of everyday life and climate justice movements, in this presentation I problematise this reductive approach to subjectivity and the psyche in the context of the climate crisis. I propose to rethink and re-enact the subject as a complex entity that is constructed in the encounter of multiple planes - corporeal, affective, emotional, cognitive... - and always in relation to an "outside" that co-constitutes it: from social relations to the physical environment, from the existing social order to everyday practices. Within this framework, affect and desire are central issues in the relationship between subject and ecologies (near and far), and mark relationalities that move beyond the experience of the individual to connect to spaces, objects and living bodies within the subjective field of life. This suggests the importance of conceiving subjective change within a broader and more complex process of collective, ecological, sociomaterial transformation.

Abstract 4419

REFLECTING ON CONTRIBUTIONS TO ENCOURAGE DISCUSSION

Vecchio L.*

University of Milano-Bicocca ~ Milano ~ Italy

N.A.

09 - Division 9: Economic Psychology

REWAKING A DORMANT LEGACY: APPLIED PSYCHOLOGY IN THE SERVICE OF GLOBAL CHALLENGES

Thursday 23 July 2026 from 11:00 to 13:00

(K-Spadolini)

Raymond Saner (University of Basel ~ Basel ~ Switzerlan), Chair and Discussant

Applied psychology was born from the conviction that scientific knowledge could serve societal development and human progress. A century ago, the International Association of Applied Psychology was founded in Geneva on precisely this vision: psychology as a bridge between rigorous inquiry and collective well-being. Yet over time, the field's scope has narrowed, too often confined to clinical settings and individualized interventions. This panel aims to reawaken psychology's broader legacy by highlighting its relevance to the most pressing global challenges of our time.

Drawing on cases ranging from health diplomacy, labour policy, and conflict mediation to pandemic preparedness, climate adaptation, and migration, panellists will demonstrate how psychological insights inform policy, organizational change, and multilateral negotiations. These interventions illustrate the potential of psychology not only to alleviate individual distress but also to strengthen institutions, support humanitarian response, and contribute to sustainable development.

By revisiting both historical roots and contemporary applications, this session aims to provoke fresh thinking about psychology's role as an applied social science. It will explore what it means to practice psychology responsibly and impactfully in times of turbulence, and how the discipline can reclaim its relevance by engaging with public policy, institutional reform, and global cooperation

Abstract 3793

UNDERSTANDING AND ADDRESSING SOCIAL INEQUITIES IN HEALTH AND WELLBEING: LEVERAGING AND REORIENTING PSYCHOLOGICAL INSIGHTS FOR SOCIAL JUSTICE

De Wit J.*

Department of Interdisciplinary Social Science, Utrecht University ~ Utrecht ~ Netherlands

Social inequities in health within and between countries remain a persistent social injustice. Psychological insights hold great promise for addressing this global problem, yet psychology's engagement with health inequities has been limited. While specialist areas within psychology have contributed significantly to understanding the experiences of disadvantaged, stigmatized, and minoritized communities, mainstream psychological theory and research have been less involved. Engaging with health inequities offers psychology an important opportunity to demonstrate its relevance to societal issues.

Extensive research in social epidemiology and public health has shown large and enduring inequities in physical and mental health, quality of life, and longevity across social groups. These inequities stem from avoidable and unjust differences in the social conditions in which people are born, grow, live, work, and age. Such conditions shape health-related behaviors, stress experiences, and material circumstances that vary between social groups.

Psychology can play a vital role in explaining the behavioral and stress pathways underlying these inequities. However, its contribution remains constrained by a predominant focus on individual differences and a lack of theories addressing group-level disparities. Likewise, psychologically informed interventions often target individuals rather than the broader social structures that sustain inequality.

This presentation will outline several ways psychology can contribute to improving health and wellbeing for all. Addressing social inequities in health presents unique opportunities for psychology to develop and test theories linking societal factors to individual experiences. It also allows psychological insights to inform strategies for social change. A socio-ecological approach to psychology—integrating individual, community, and structural levels—can enhance understanding of health inequities and strengthen the field's impact on social policy, contributing to solutions for major contemporary challenges.

Abstract 3794

APPLIED PSYCHOLOGY FOR BETTER HUMAN-ENVIRONMENT INTERACTIONS

Pahl S.*

University of Vienna ~ Vienna ~ Austria

Environmental Psychology has a long tradition of investigating the interplay between humans and natural as well as built environments. Here I will selectively review recent trends in environmental psychology to highlight the important role applied psychology can play for planetary health drawing on perspectives related to research as well as the science-policy interface. I will illustrate with three examples related to climate change activism, emerging pollutants and nature and health. First, I will highlight work investigating barriers and facilitators of climate activism. Second, I will briefly review findings on risk perception and policy support surrounding microplastics and so-called forever chemicals. Finally, I will turn to the benefits of nature in the context of nature-based therapies. These three examples serve to highlight diverse aspects of the growing area of environmental psychology for the benefit of humans and the natural environment.

Abstract 3795

PLURALITY, COMPLEXITY, AND UNDERSTANDING: BRIDGING POLITICAL THEORY AND APPLIED PSYCHOLOGY”

Zirkler M.*

Zurich University of Applied Sciences, School of Applied Psychology ~ Zurich ~ Switzerland

“The meaning of politics is freedom.” This oft-cited and central statement by Hannah Arendt encapsulates her understanding of politics as grounded in human plurality and heterogeneity. Politics, in her view, does not concern isolated individuals but emerges in the in-between—a relational space that arises through interaction and communication. Freedom is a necessary condition for the creation and maintenance of this space.

Today, we can observe an ongoing pluralization of plurality, resulting in increasing social complexity. At the same time, there is a lack of discursive formats capable of adequately representing, connecting, and meaningfully reducing this complexity. The tension between increasing diversity and the need for pragmatic reduction constitutes one of the central challenges in everyday politics—not only within nation-states but also in all organizations where human differences must be negotiated constructively.

Applied psychology has made significant contributions to the development of communicative formats for understanding and dialogue, particularly through humanistic approaches. However, these formats have received little attention in the area of public or political discourse; their application remains largely confined to dyadic or small-group contexts.

This contrubution therefore examines the extent to which Arendt's political theory provides impetus for Applied Psychology – and, conversely, how psychological approaches to communication might contribute to understanding-oriented and pluralism-sensitive discourse.

In line with the symposium’s theme of re-awakening, the contribution proposes ways in which applied psychology could help to revitalize public spaces of dialogue and foster renewed forms of political understanding.

Abstract 3796

APPLICATION OF DECISION MAKING SCIENCE TO THE GLOBAL PUBLIC HEALTH GOVERNANCE NEGOTIATION: THE CASE OF PABS

Saner Yiu L.*

Centre for Socio-Eco-Nomic Development ~ Geneva ~ Switzerland

In global health governance, the ongoing negotiations over the Pathogen Access and Benefit-Sharing (PABS) mechanism under the WHO illustrate how psychological dynamics could shape cooperation as much as institutional design or legal drafting. Yet, psychology rarely applied in such circumstances.

Since the World Development Report 2015: Mind, Society, and Behavior, psychology's insights into cognitive bias, framing, and motivation have gained limited recognition in the public policy sphere. Yet, their application to international treaty-making remains rare. Negotiators' behavior often reflects bounded rationality, loss aversion, and status-quo bias, while group identity and perceived fairness influence how coalitions form and dissolve. Drawing on decision-making science, social identity theory, and conflict-resolution psychology, this presentation examines how cognitive and affective factors condition negotiation strategies within the PABS process.

Importantly, PABS deliberations extend beyond state representatives. Non-state actors—scientific networks, research institutions, philanthropic foundations, and civil-society organizations—play increasingly visible roles in shaping expectations, framing benefit-sharing norms, and influencing perceptions of trust and legitimacy. Their participation introduces additional motivational layers, including reputational concerns, moral reasoning, and the pursuit of epistemic authority. Understanding these dynamics through psychological theories of cooperation and social influence helps explain how consensus or stalemate emerges in multi-actor negotiations.

Positioned within the panel "Rewaking a Dormant Legacy: Applied Psychology in Service of Global Challenges," this contribution discusses and suggest how psychology can illuminate and improve the micro-processes of collective decision-making in global governance. It reclaims psychology's original mission as an applied social science—one that not only understands individual minds but also facilitates cooperative action among diverse actors in the pursuit of global public goods.

Abstract 3797

BRIDGING LEVELS FOR GLOBAL IMPACT: PSYCHOLOGY'S ROLE IN WORK ACROSS SOCIETAL, ORGANIZATIONAL, AND INDIVIDUAL CONTEXTS

Deller J.*

Leuphana University Lüneburg ~ Lüneburg ~ Germany

Background and Objectives:
Applied psychology can meaningfully address global challenges only by integrating three interconnected levels of analysis: macro (societal, political, and cultural systems), meso (organizational structures and practices), and micro (individual behaviors and experiences). Reclaiming this multi-level perspective is essential for psychology to contribute effectively to future development and human well-being.
Approach:
At the macro level, psychological science can inform labor market and social policy, particularly in aging societies where equitable participation in work is a pressing concern. At the meso level, psychology provides organizations with evidence-based tools to implement inclusive practices. The Later Life Workplace Index (LLWI) exemplifies this approach. The LLWI measures nine domains of age-inclusive organizational practices and is currently validated in over 30 countries through a global research consortium.
Findings and Collaboration:
At the micro level, psychological research links individual motivation, health, and work ability with organizational and societal conditions. Networks such as COST Action CA22120 – A European Network to Leverage the Multi-Age Workforce (LeverAge) enhance this integration by fostering interdisciplinary, cross-national collaboration to advance age-diverse and sustainable workforces.
Conclusions and Implications:
Together, these efforts illustrate psychology's capacity to bridge individual, organizational, and societal levels—contributing to the UN Sustainable Development Goals, especially SDG 3 (Good Health and Well-Being), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). Revitalizing psychology's applied, multi-level mission strengthens its global relevance and repositions it as a discipline capable of advancing equitable and sustainable societies.

Abstract 3798

ANALYZING AND CONTAINING THE „SOFT“ CAUSES OF CRISES

Bardy R.*

BardyConsult ~ Mannheim ~ Germany

Crisis management can – often quite successfully – deal with the man-made and natural causes of rises. But crises management is often hampered by psychological factors that may prolong or even cause a crisis. These are psychic interventions that just happen by contagion (spread by one influential group that is fearsome), or which are provoked intentionally (by a group that is interested that a crisis is maintained). Both types then would find their way into the opinions and attitudes of people. One instrument to analyze and contain the psychological factors of crises - and conflicts - is sociological surveys that ask for the differences in opinions between societal groups. Surveys of this kind, when produced among conflicting groups about a specific crisis - or groups that feel differently (= are psychically affected in a different way) can help to elucidate ways to find solutions. One example is the Social Capital Monitor (https://commons.ch/wp-content/uploads/Common_Ground_2022_World_Social_Capital_Monitor.pdf). It was developed by the Basel Institute of Commons and Economics (www.commons.ch) and confronts various sets of respondents with questions that range from their acceptance of government measures, their willingness to invest in their community to their opinion on trust in their community etc. The answers would reflect the social climate and whether or not it is favorable to manage crises collectively – as well as, if it is not, what can be done to improve that. Solutions suggested by the Monitor have helped in conflicts between hostile groups in Cambodia and in Ghana, and the Monitor is now being applied to a series of initiatives that could help to facilitate sustainable solutions for the Gaza conflict by way of a huge collective effort to build a “Mediterranean Peace Railway” from Alexandra in Egypt to the Northern border of Lebanon (https://commons.ch/mediterranean-peace-railway/).

09 - Division 9: Economic Psychology

Christine Roland-Lévy Award: Supratik Mondal

Thursday 23 July 2026 from 13:00 to 13:30

(K-Spadolini)

Abstract 4892

Christine Roland-Lévy Award: Supratik Mondal

Mondal S.*

09 - Division 9: Economic Psychology

Christine Roland-Lévy Award: Sarah Marth

Thursday 23 July 2026 from 13:30 to 14:00

(K-Spadolini)

Abstract 4735

Christine Roland-Lévy Award: Sarah Marth

Marth S.*

09 - Division 9: Economic Psychology

GENDER AND MONEY: BREAKING STEREOTYPES TO SHAPE FINANCIAL EQUALITY

Thursday 23 July 2026 from 14:00 to 15:30

(K-Spadolini)

Claudia Manzi (Catholic University of Milan ~ Milan ~ I), Chair
Valeria Amata Giannella (Catholic University of Milan ~ Milan ~ I), Co-Chair
Henriette Prast, Discussant

The persistent gender gap in financial matters — from literacy and investment to access to capital — not only limits women's economic autonomy but also increases their long-term risk of financial insecurity and poverty. This symposium brings together a series of contributions that examine the pervasive role of gender stereotypes in financial contexts, highlighting their impact on behavior, decision-making, and access to economic resources. Drawing on empirical studies across diverse settings — from financial advisory and female entrepreneurship to financial literacy and investment behavior — the presentations reveal how gender shape interactions and outcomes in financial matters. The findings show that gender stereotypes can hinder women's financial autonomy and contribute to systemic inequalities. At the same time, promising insights emerge: greater exposure to female clients, the presence of female investors and female financial advisors, and targeted interventions focusing on confidence and awareness can help reduce bias and foster change. This symposium offers a critical and multidimensional reflection on the invisible barriers that limit women's full participation in the financial world, while proposing pathways to overcome them and advance toward a more inclusive, equitable, and informed financial landscape

Abstract 4000

GENDERED TREATMENT OF FEMALE CLIENTS IN FINANCIAL ADVISORY: EVIDENCE FROM AN EXPERIMENTAL STUDY IN ITALY

Giannella V.A., Manzi C.*

Politecnico di Milano, Catholic University of Milan ~ Milan ~ Italy

N/A

Abstract 4001

WHEN GENDER HOMOPHILY PREFERENCE IS ACTIVATED IN FUNDING REQUESTS? INSIGHTS FROM A VIGNETTE EXPERIMENT OF EARLY-STAGE INVESTMENT

Li J., Rossi C.*

Politecnico di Milano ~ Milan ~ Italy

Research shows that female entrepreneurs receive only a small fraction of early-stage investments due to investors' biases. However, little is known about female entrepreneurs' perceptions and behaviors in the funding search process. Leveraging gender homophily, we assume that female entrepreneurs would be facilitated in the funding research process by having more females in the investors' environment. We
developed an internet experiment to gain insights. Our results indicate that female entrepreneurs strongly prefer female investors when seeking or accepting investments, even after controlling for their perception of investors' warmth and competence. All in all, these results show that the gender gap in entrepreneurship is also due to the lack of female investors in the field.

Abstract 4002

GENDERED UNCERTAINTY IN FINANCIAL LITERACY: THE PARADOX OF GREATER EQUALITY AND THE MEANING OF 'I DON'T KNOW

Gasiorowska A.*

SWPS University, Wroclaw ~ Warsaw ~ Poland

This study examines gender differences in financial literacy using data from the Eurobarometer 2023 survey in 27 European countries. Significant differences were found in the tendency to answer "I don't know" to financial literacy questions, with women consistently giving more uncertain answers compared to men. A Poisson regression analysis identified gender, education level and gender equality at country level as significant predictors. Remarkably, the gender difference in uncertain responses was greatest in countries with high gender equality, paradoxically suggesting that higher gender equality favors conditions in which women are more likely to be reluctant to express their financial knowledge.

Further analyzes examined whether "I don't know" responses predict financial behavior independently of financial literacy and incorrect responses. Mixed-effects models showed that "I don't know" responses significantly predicted subjective financial insecurity and lower ownership of financial products, such as retirement savings plans, even when traditional measures of financial literacy were controlled for. These results suggest that self-perceived financial ignorance uniquely captures dimensions of financial insecurity and financial engagement that go beyond standard literacy tests. Consequently, interventions to improve financial capability should target not only factual knowledge but also confidence and commitment, particularly among women in socially advanced contexts.

09 - Division 9: Economic Psychology

Poster Session 1 - Division 9

Thursday 23 July 2026 from 14:05 to 15:35

(X- Poster 3)

Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 12: Responsible consumption and production

Abstract 429

BUILT IT, LOVED IT? NOT QUITE: RETHINKING THE IKEA EFFECT

Burböck B.*, Liebl H., Franco Paqualin L., Rieger K.

FH JOANNEUM ~ Graz ~ Austria

Introduction:
The IKEA effect describes a cognitive bias in which individuals attribute disproportionately higher value to self-made products. While well-established, the boundary conditions and moderating variables of the effect—particularly gender and self-esteem—remain insufficiently understood.

Purpose:
This study aims to replicate the IKEA effect in a higher education setting and to examine the influence of product interaction (observation vs. self-assembly), gender, and self-esteem on willingness to pay (WTP).
Method:
A within-subject quasi-experimental design was conducted with 58 undergraduate participants. Each subject evaluated a standardized product—an origami heart—under two conditions: viewing a completed item and assembling one themselves. WTP was measured using an incentive-compatible Becker-DeGroot-Marschak (BDM) procedure. The Rosenberg Self-Esteem Scale (RSES) was used to assess self-esteem. Data were analyzed using paired and independent samples t-tests, two-way ANOVA, linear regression, and non-parametric tests to ensure robustness.

Results:
No significant difference in WTP emerged between the observed and self-made conditions, indicating that the IKEA effect could not be statistically replicated. However, gender had a significant main effect: women demonstrated higher WTP across both conditions ($p < .001$; Cohen's $d = .84$). Self-esteem did not significantly affect WTP, nor did it moderate the gender or condition effects.

Conclusions:
These findings challenge the generalizability of the IKEA effect in symbolic product contexts and highlight gender as a consistent determinant in consumer valuation. The study underscores the methodological importance of incentive-compatible procedures and suggests that further research should systematically address the role of gender in behavioral economics paradigms.

Division 9: Economic Psychology Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 12: Responsible consumption and production

Abstract 1276

THE INFLUENCE OF FIVE-FACTOR MODEL PERSONALITY TRAITS ON CONSUMER RESPONSES TO HUMOROUS ADVERTISING: A PREREGISTERED SYSTEMATIC REVIEW

Sterlecchini A.*, Iliescu D.

University of Bucharest ~ Bucharest ~ Romania

This preregistered systematic review examines how personality traits, organized within the Five-Factor Model (FFM) dimensions, influence consumer responses to humorous advertising. We reviewed empirical studies assessing either the predictive or moderating role of personality in shaping affective, cognitive, attitudinal, intentional, or behavioral responses to humorous ads. A comprehensive literature search yielded 1,357 records, from which 32 full-text articles, comprising 43 independent studies (N = 9,662), were included. Although a meta-analysis was planned, substantial heterogeneity in trait operationalizations, outcome definitions, and insufficient statistical reporting prevented quantitative synthesis. Findings were narratively synthesized. Traits associated with Openness and Extraversion emerged as more consistent moderators of humor effects, while predictive effects across all dimensions were generally weak and inconsistent. The review identifies critical conceptual and methodological limitations, including inconsistent outcome constructs, trait misclassification, the use of intuitive humor typologies, and weakness in designs. By organizing findings within a validated personality framework, this review provides a clearer theoretical foundation and practical insights for personality-based targeting in humorous advertising. Implications are discussed for advancing field research.

Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 12: Responsible consumption and production

Abstract 1027

PAPER VERSUS DIGITAL MANUALS: IMPACT ON SATISFACTION IN CREATIVE EXPERIENCES

Iseki S.*

Chukyo University ~ Nagoya ~ Japan

We often create or assemble objects by following instructions or manuals. In recent years, such manuals have increasingly been accessed in digital form through devices such as smartphones or tablets. However, little is known about how the medium of a manual (paper vs. digital) influences satisfaction with the creative experience. This study investigated the effects of manual format on psychological ownership of the manual, attachment to the created product, and satisfaction with the creative process. A between-participants design was employed with manual format (paper, digital) as the independent variable. A total of 156 undergraduate students (94 men, 60 women, 2 undisclosed; M = 19.43 years, SD = 1.11) participated. Participants were instructed to create an origami (traditional Japanese paper-folding) work for 15 minutes using either a paper or a digital manual. Afterward, they evaluated the manual's ease of understanding, their psychological ownership of the manual, their attachment to the product, and their satisfaction with the creative experience. Satisfaction was also assessed one week later. Results indicated that, while no difference emerged in perceived ease of understanding between formats, the paper manual fostered stronger psychological ownership of the manual, greater attachment to the product, and higher satisfaction with the creative experience. Importantly, this effect persisted one week later. Although digitization has accelerated in recent years due to convenience and environmental concerns, these findings underscore the enduring positive role of physical media in enriching creative experiences.

Division 9: Economic Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 15: Life on land SDG 12: Responsible consumption and production

Abstract 1539

PSYCHOLOGICAL DETERMINANTS OF INTENTION TO PURCHASE CRUELTY-FREE PERSONAL CARE PRODUCTS: A PRELIMINARY STUDY

Kivanç S.*[1], Güler M.[2]

[1]Mersin University ~ Mersin ~ Turkey, [2]Çukurova University ~ Adana ~ Turkey

Introduction
While sustainable consumption and ethical product choice have been broadly studied, the psychological determinants of intentions to purchase cruelty-free personal care products remain underexplored. Prior literature tends to focus on general ethical consumption or environmental behaviors (e.g. Magano et al., 2022) rather than cruelty-free products specifically. Drawing on Ajzen's Theory of Planned Behavior (1991), the present study integrates values, knowledge, and animal welfare concerns to fill this gap.
Purpose
This preliminary study aimed to test whether consumer knowledge, health-related values, and animal welfare concerns predict intentions to purchase cruelty-free products, while accounting for social desirability.
Method
Data were collected online from 201 Turkish adults (57.7% women; Mage = 35.8, SD = 11.3). Participants completed validated measures of knowledge, health values, animal welfare concerns, social desirability, and purchase intention. Multiple regression analyses were conducted.
Results
The model explained 75% of the variance in purchase intention (adj R^2 = .75). Knowledge emerged as the strongest predictor (β = .72, p < .001), followed by health values (β = .16, p < .001). Unexpectedly, animal welfare concerns were negatively associated with purchase intention (β = –.10, p = .012). Social desirability was non-significant.
Conclusions
These preliminary findings suggest that knowledge-based interventions and health-related appeals may be effective strategies to promote cruelty-free consumption. At the same time, the paradoxical negative role of animal welfare concerns highlights the need for further research into value conflicts in sustainable consumer behavior. This work contributes to applied psychology by addressing an underexplored area at the intersection of health, environmental, and economic psychology.

Division 9: Economic Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1021

FROM ECONOMIC STRESS TO RISKY BEHAVIOR: PSYCHOLOGICAL DRIVERS OF PROBLEMATIC CRYPTOCURRENCY TRADING

Koç Y.Z.*

Marmara University ~ Istanbul ~ Turkey

Cryptocurrency trading has become an increasingly prominent financial activity, yet its psychological risks remain underexamined. Individuals facing financial stress may engage in impulsive and compulsive trading behaviors that resemble gambling addiction, often driven by emotional urgency and distorted future expectations (Johnson et al., 2023; Mumcu, 2025; Şentürk et al., 2023). Understanding the cognitive and emotional mechanisms behind such behaviors is critical for informing applied psychological responses.

This study aims to examine how perceived financial pressure contributes to problematic cryptocurrency trading, focusing on the psychological roles of negative future orientation and financial literacy in this relationship. Previous research has shown that negative expectations about the future often conceptualized through hopelessness and future anxiety—can impair self-regulation and increase the likelihood of short-term, high-risk decisions (Liang et al., 2025; Hirsch et al., 2019). Conversely, financial literacy has been associated with more adaptive financial behavior and emotional resilience under economic strain (Białowolski et al., 2024; Alshebami & Murad, 2022).

The study will be conducted in Türkiye, a country that ranks third globally in cryptocurrency ownership relative to population, with 19.3% of its population involved in crypto investments (Triple-A, 2024). Data will be collected from adults currently engaged in cryptocurrency trading. Participants will complete validated self-report measures including the Family Economic Strain Scale (Hilton & Devall, 1997; Gürel & Çopur, 2021), the Dark Future Scale (Zaleski et al., 2019; Yakın & Temeloğlu Şen, 2023), the Beck Hopelessness Inventory (Beck et al., 1974; Seber et al., 1991), the Financial Literacy Attitude and Behavior Scale (Sarıgül, 2015), and the Problematic Cryptocurrency Trading Scale (Menteş et al., 2021).

By exploring how these variables interact, this study is expected to illuminate the psychological processes underlying risky financial behavior and offer insights into targeted interventions that promote financial and emotional well-being.

Division 9: Economic Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 17: Partnership for the goals

Abstract 712

EFFECT OF ACADEMIC GROUP SIZE ON COOPERATION

López Salas J.S.*[1], Pedroza Cabrera F.J.[1], López Salas J.S.[1], Santoyo Velasco C.[2]

[1]Autonomous University of Aguascalientes ~ Aguascalientes ~ Mexico, [2]National Autonomous University of Mexico ~ Mexico City ~ Mexico

Experimental designs based on decision-making allow researchers to analyze how participants prioritize individual interests over collective benefits. Previous studies have shown that cooperation tends to decline as group size increases. This study aimed to experimentally examine the influence of group size on adolescents' cooperative behavior.

The sample included 112 students from three educational institutions in Mexico, each with a distinct class size: Group 1 (n = 45), Group 2 (n = 39), and Group 3 (n = 28). From each cohort, three subgroups of four students were randomly selected (total: 9 subgroups, 36 students) to complete a one-time Public Goods Dilemma task over 10 experimental rounds. Additionally, interviews using the Composite Socio-Cognitive Maps (CSCM) instrument were conducted to map the social networks within each group.

ANOVA results revealed statistically significant differences in cooperation levels among the groups ($F(2,114) = 24.16$, $p < .001$). These findings provide empirical evidence that overall group size influences cooperative dynamics, even when the task involves the same number of participants over the same duration. The study highlights the importance of reducing classroom sizes in Mexico—where the average group includes 45 students—as a strategy not only to enhance learning outcomes but also to improve social cohesion and cooperative behavior.

Division 9: Economic Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 2432

THE INFLUENCE OF MOBILE PAYMENT TIMING ON CONSUMERS' WILLINGNESS TO PAY: EVIDENCE FROM A JAPANESE SURVEY

Mori K.*

Kwansei Gakuin University ~ Nishinomiya ~ Japan

Introduction
The global mobile payments market has been expanding rapidly, fueled by the widespread adoption of smartphones. Previous studies suggest that the convenience of mobile payments enhances consumers' willingness to pay (WTP). However, the timing of payment settlement differs across systems. In Japan, for instance, mobile payments can be categorized into three types: pre-loaded systems (requiring cash top-ups), direct debit systems (with immediate withdrawal from bank accounts), and postpaid systems (with later withdrawal via credit cards). Differences in payment timing may influence consumers' WTP by altering the psychological pain associated with spending. Understanding how payment method variations affect payment behavior can help promote responsible consumption and sustainable economic growth.

Purpose
This study examines how different mobile payment methods—pre-loaded, direct debit, and postpaid—affect consumers' WTP. It is hypothesized that WTP increases as the actual payment timing is delayed.

Method
An online survey was conducted among 376 participants (168 males, 207 females) recruited via a crowdsourcing platform. Respondents were randomly assigned to one of three payment conditions and asked to indicate their WTP in four shopping scenarios varying in price level (high/low) and product type (practical/indulgent). Participants also reported their prior experience with each payment method.

Results
Analyses of covariance were conducted with WTP as the dependent variable, payment method and prior experience as independent variables, and age and gender as covariates. Except for low-priced indulgent items, WTP was higher among those familiar with the payment method. The effect of payment method was significant only for high-priced indulgent items, where WTP was higher for postpaid systems than for pre-loaded ones.

Conclusion
These findings indicate that consumers' WTP varies according to payment timing, even within mobile payment systems, suggesting that the reduction in the pain of payment depends partly on when the actual payment occurs.

09 - Division 9: Economic Psychology

Contextual Effects in Economic Decision-Making

Thursday 23 July 2026 from 15:30 to 17:00

(K-Spadolini)

Division 9: Economic Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 427

THE POWER OF FRAMING IN LIFE-OR-DEATH DECISIONS - HOW WORDS SHAPE RISKY CHOICES IN A CRISIS

Burböck B.*, Liebl H., Franco Pasqualin L., Leitner L.

FH JOANNEUM ~ Graz ~ Austria

Introduction
Decision-making under conditions of risk and uncertainty is a central concern in behavioral science, particularly during public health crises. This study examines how framing and contextual scale influence individual choices in life-or-death scenarios, drawing on Prospect Theory. Specifically, it compares decision behavior in a hypothetical setting—the Asian Disease Problem (Tversky & Kahneman, 1981)—with responses in a real-world context, the COVID-19 pandemic.

Purpose
The research aims to evaluate (1) the effect of gain versus loss framing on risk preferences and (2) the influence of varying population sizes on choice behavior, thereby testing the principle of diminishing sensitivity.

Method
A quantitative, between-subjects online experiment was conducted with 371 university students. Participants were exposed to ten randomized scenarios involving escalating population sizes (600 to 6,000,000) and framed either positively or negatively. Scenarios were embedded in both a hypothetical disease context and a COVID-19 setting. Statistical analyses were performed using chi-square tests of independence and goodness-of-fit.

Results
Framing had a statistically significant effect on decision outcomes. Participants demonstrated risk-averse behavior under gain framing and risk-seeking behavior under loss framing, aligning with the predictions of Prospect Theory. In contrast, population size did not significantly influence decision behavior, providing no empirical support for diminishing sensitivity. The magnitude of the framing effect was greater in the hypothetical context than in the COVID-19 scenarios.

Conclusions
The findings underscore the robustness of framing effects in crisis-related decision-making, while calling into question the relevance of scale-based sensitivity under conditions of high emotional and cognitive load. The study contributes to the empirical foundation of Prospect Theory and offers practical implications for the design of risk communication strategies in public health contexts.

Division 9: Economic Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2254

MAXIMIZING PROMOTES THE ZERO-SUM MINDSET

Chen Y.*[1], Qiao Z.[2], Liang Z.[3], Lu J.[2]

[1]Renmin University of China ~ Beijing ~ China, [2]East China Normal University ~ Shanghai ~ China, [3]Institute of Psychology ~ Beijing ~ China

INTRODUCTION:
Maximizing, the aspiration to pursue the best choice, shapes people's decisions and feelings. However, its influence on social interactions remains underexplored. Only a small body of research suggests that maximizers care about social comparison and undermine the interests of others. An important unanswered question is whether a single, fundamental psychological process underlies maximizers' social behaviors.

PURPOSE:
This research identifies a fundamental psychological process underlying maximizers' social interactions. We investigate whether and why maximizing promotes a zero-sum mindset, the generalized belief that one party's success comes at the expense of another. We hypothesize that maximizing induces the belief that the pursued resources are limited, which in turn promotes a zero-sum mindset.

METHOD:
Study 1 measured participants' maximizing tendencies and zero-sum mindset. Study 2 manipulated maximizing and assessed its effect on zero-sum mindset. Study 3 manipulated maximizing and measured perceived scarcity of the options pursued and the zero-sum mindset. Study 4 manipulated the extent to which the options maximizers pursued were scarce and measured the zero-sum mindset.

RESULTS:
First, maximizing positively correlates with a zero-sum mindset. Second, priming maximizing increases zero-sum mindset. Third, perceived scarcity mediates the relationship between maximizing and zero-sum mindset. Fourth, imposing the belief that the best option is abundant attenuates the effect of maximizing on the zero-sum mindset.

CONCLUSIONS:
Maximizing promotes the zero-sum mindset because it induces the belief that pursued resources are scarce.

CONTRIBUTION
Our findings contribute to the literature on maximizing by proposing a basic psychological process underlying maximizers' social behaviors, and to the literature on the zero-sum mindset by demonstrating a novel motivational antecedent. Practically, we provide a viable approach to help maximizers reduce their zero-sum mindset.

Division 9: Economic Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 10: Reduced Inequalities

Abstract 767

THE INFLUENCE OF ENHANCED DELIBERATION ON DECISION PERFORMANCE

Mondal S.*, Traczyk J.

SWPS Univeristy ~ Wroclaw ~ Poland

Numerous studies have shown that numeracy is the most reliable predictor of superior financial outcomes, even after controlling for demographics, cognitive, and emotional factors. A key meta-cognitive factor explaining the difference in performance between highly and less numerate people is deliberation. Highly numerate individuals spend significantly more time than less numerate individuals to achieve significantly superior choice performance.

This study examined the impact of deliberation on decision outcomes. Specifically, the goal was to persuade decision-makers to engage in more deliberate thinking and to create a more accurate representation of the choice problem, leading to superior decisions. We manipulated the deliberation on three levels (High, Moderate, and Low) for each participant. Furthermore, we presented mixed domain binary choice problems using the Decision from Experience (DfE) task to monitor changes in decision performance as a function of different deliberation levels. In the DfE task, participants can explore outcomes by drawing random samples from each distribution. We created a numerical model that predicts the sufficient number of samples (a proxy for the deliberation period) necessary for decision makers to create distinct levels of accurate representation of the choice problem, depending on the deliberation condition.

We found that decision makers' performance (i.e., decision accuracy from a normative perspective) improved significantly with increased deliberation. In other words, the mean EV consistency in the High deliberation condition was significantly higher than in both the Moderate and Low deliberation conditions. This result remains consistent even after controlling for fluid intelligence, numeracy, or individuals with high cognitive reflection. This result conclusively demonstrates that more skilled decision makers make superior decisions primarily due to the time they spend on each problem. This result also highlights that interventions designed to motivate less numerate individuals to engage in an energy-intensive deliberate decision process will significantly improve their decision quality.

Division 9: Economic Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 686

DYNAMIC PRICING: A STRESS TEST FOR CONSUMERS?

Schenk L.*, Hoelzl E.

University of Cologne ~ Cologne ~ Germany

Dynamic pricing refers to flexible price adjustments based on, for example, supply and demand or individual customer data. Previous research has shown that consumer reactions to dynamic pricing are mostly negative, including lower fairness perceptions and (re-)purchase intentions. We contribute to this literature by examining consumer stress as a further psychological response, as price changes can lead to feelings of being overwhelmed, reduced control, and emotional tension. We propose that two components of dynamic prices are relevant for stress: mere price fluctuation and different directions of price changes.

We conducted a preregistered, between-subjects online experiment. Participants (N = 389) read a purchase scenario where they observed the price of a laptop over seven days. Price development varied by experimental condition: Prices either remained static or fluctuated with no trend (starting price = final price), a decreasing trend (starting price > final price), or an increasing trend (starting price < final price). Prices were based on real-world price developments, keeping the final price constant across conditions to measure reactions to price development rather than absolute price level. After seeing all prices, participants indicated their current stress on an adapted version of the 10-item Perceived Stress Scale.

As expected, dynamic prices with an increasing trend led to higher perceived stress than dynamic prices with no trend and with a decreasing trend. Contrary to our expectations, dynamic prices with no trend did not lead to higher perceived stress than dynamic prices with a decreasing trend or static prices.

Our results indicate that the direction of price changes, specifically an increasing trend, appears to be the key driver of perceived stress. Thus, managers should consider potential negative business consequences of high consumer stress (e.g., reduced trust). For consumers, awareness of how price developments affect stress can be helpful to improve their purchase decisions.

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 1540

APPLYING AN ORGANIMETRIC APPROACH FOR ORGANISATIONAL TRANSFORMATION AND SCALABLE GROWTH

Mervyn--Smith J.*[1], Evans N.[2]

[1]GC Index ~ London ~ United Kingdom, [2]NEC Advisory ~ Stoud ~ United Kingdom

Introduction: This paper presents the innovative development of an Organimetric Index that measures and describes energy for impact through proclivity, rather than personality. The language and concept of the Organimetric approach is shown to be practical and scalable, as it applies and integrates at individual, team and organisational levels.

Purpose: Organisational growth requires effective transformation, particularly identifying people who 'think differently'. Responding to a funded corporate client request, researchers were able to scientifically investigate what makes a ‘game changer’ from organisational field study.

Methods: Research followed 3 main phases over three years: Phase 1 was an initial exploration of the characteristics of ‘Game Changers’ using Repertory Grid interviews which yielded 180 distinct observations. Phase2 built on phase 1, with pilot item analysis suggesting defining characteristics for Game Changers under two broad constructs - Imagination and Obsession. Phase 3 expanded the Game Changer self-perception data. Factor analysis of confirmed item constructs was completed on a working population sample (n=7,880) to explore the meaning of different responses to the questionnaire.

Results: The research yielded reliable and valid measures of ‘Game Changers’ alongside four additional distinct proclivities when it came to making an impact at work. These were identified behaviourally as Strategist, Implementer, Polisher, and Play Maker. These differences are now represented as an Organimetric Index identifying both the individual and collective impact of how people contribute to achieving transformational change.

Conclusions: The results and scalable application case studies show the Index provides a clear framework that can be used to inform key business decisions in transformational organisational change. This is conducted in an inclusive way by acknowledging the diversity of thought and action that come from different proclivities. International sampling has found very few differences in the proclivity scores, however more data is being gathered to confirm.

Division 9: Economic Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 2233

INVESTOR OPTIMISM, REPRESENTATIVENESS BIAS, AND IPO LONG-TERM PERFORMANCE: EVIDENCE FROM THAI STOCK MARKET

Ungphakorn T.*[1], Lerskullawat P.[2]

[1]Mahasarakham Business School ~ Maha Sarakham ~ Thailand, [2]Kasetsart University ~ Bangkok ~ Thailand

This study examines long-term performance of initial public offering (IPOs) in Thai stock market emphasizing on investor overly optimism and representative bias. While extensive global research has documented that IPOs underperform the market, limited evidence exists on whether such anomalies persist in emerging markets. Emerging markets are transition economies typically characterized by rapid growth, immature financial systems, high volatility and greater degree of information asymmetry compared with developed markets. Subsequently, this study employs the Thai stock market as a representative case of an emerging market to explore investor behavior in such environments.

A total of 243 IPO issued between 2010 and 2016 are analyzed, and their long-term performance are evaluated over three- and five-year horizons using three approaches: cumulative abnormal return (CAR), buy-and-hold abnormal return (BHAR) and Fama-French six- factor model (6FF). The Fama-French model which control systematic risks which incorporates a momentum factor is employed capture optimism and representativeness bias

Results reveal significant negative long-term abnormal returns across all measurement methods. Even after adjusting risk factors, the negative abnormal performance remains robust, with the SMB (size) factor remaining strongly significant This pattern suggests that optimistic investors in emerging markets tend to overvalue small and speculative IPOs, extrapolating recent success stories into future expectations. As fundamentals become clearer over time, prices revert downward, leading to persistent underperformance.

The findings contribute to behavioral asset pricing literature by showing that IPO mispricing in emerging markets is not solely a risk-based phenomenon but also a consequence of psychological biases. The results imply that improving disclosure quality and promoting investor education could mitigate optimism-driven mispricing and enhance market efficiency.

09 - Division 9: Economic Psychology

ADVANCEMENT IN CONSUMER NEUROSCIENCE AND NEURMARKETING: WHICH FUTURE PERSPECTIVES AND POTENTIAL FOR APPLIED PSYCHOLOGY?

Friday 24 July 2026 from 11:30 to 13:00

(K-Spadolini)

Alessandro Fici, Chair and Discussant

The use of neuroscience and of the experimental methodology became more attractive in several fields, including
marketing and consumer psychology. The study of consumer behavior has gained a lot of attention and interest for
several years now and the psychology of everyday behaviors is a dynamic and evolving field. Consumption behavior
is a central lens through which we can understand daily decision-making, habit formation, and emotional engagement.
Knowledge in this area has also grown thanks to the increasingly frequent application of neuroscientific techniques to
marketing. In particular, the development of neuroscientific tools, of the knowledge on brain functioning and on the
unconscious dimension of brain activation, allowed the growth of neuromarketing techniques and of consumer
neuroscience. If on one hand neuromarketing shows scientific advancement, methodologies, applications and data
analyses, on the other hand consumer neuroscience developed the set of basic knowledge of consumption processes analyzed also thanks to basic neurological processes. In fact, innovations in neuroscientific tools, such as brain
imaging and biometric sensors, combined with advancements in artificial intelligence, machine learning, and big data
analytics, have enabled researchers to study behavior with unprecedented precision. These technologies allow for
deeper insights into the interplay between cognitive, emotional, and social factors, providing a more comprehensive
understanding of how people engage with their environments and make decisions.
Consumer neuroscience, indeed, allow to understand how to valorize, in an integrative logic with traditional
marketing and classical consumer psychology this new knowledge, and this symposium explores how the mentioned
advancements are reshaping the study of everyday behaviors, focusing on consumption neuroscience as a central
activity in modern life.
As this discipline is more and more attracting scientific interest and, as scientific publications are more and more
growing, touching several aspects of consumer behaviour, the aim of this symposium is to share advancements in
theories, perspective, applications, methodology,tools, data analyses and, in general, research in this field.
Considering the increase of studies in this sectoritisimportanttoevaluatethestateoftheartandreflectonthenext
developmentswiththeaimofimprovingtheapplicationandstudyofconsumerneuroscience.

Abstract 4227

CONSUMER NEUROSCIENCE AND NEUROSCIENTIFIC MEASUREMENT OF THE GASTRONOMIC EXPERIENCE: THE CONTRIBUTION OF NEUROMARKETING TO THE STUDY OF CONSUMPTION

Russo V., Fici A.*

IULM University ~ Milan ~ Italy

Food evokes emotions and memories, and taste is considered a construct of the brain rather than an inherent property of food. Therefore, to understand our eating experiences in depth, we must delve into their cognitive and neurophysiological foundations. This study investigates the cognitive and emotional mechanisms underlying the eating experience, aiming at unraveling these dynamics at different eating stages (sight, taste, and savouring). Using neuroscientific techniques (electroencephalography, heart rate, and skin conductance) as well as self-report measures (SAM), we explored the emotional and cognitive correlates of eating. 31 healthy participants (18 males, 18 females) aged 25-55 years were asked to consume four pasta dishes with different flavors (tomato, pesto, ragù, and plain pasta as benchmark). Our results shed light on how neurophysiological variables can help delineate the cognitive processes associated with each distinct phase of eating. In particular, heightened cognitive engagement was registered during plate viewing and tasting, memorization peaked during the tasting phase, while emotional involvement was highest during the tasting and savouring phase. However, neurophysiological metrics did not reveal differences in pasta flavour, which instead emerge when emotions are self-reported. Finally, correlations between neurophysiological indicators and self-reported emotions suggest a connection between memorization during the concluding savouring phase and self-reported emotions. These findings underscore the importance of integrating neuroscientific and self-report measures to fully understand the complex interplay between cognitive, sensory, and emotional processes during the eating experience. Furthermore, by delineating sequential cognitive processes at different stages of eating, this research provides valuable insights into understanding the dynamics associated with food consumption.

Abstract 4228

GENAI AND NEUROMARKETING TOOLS FOR SOCIAL MEDIA MARKETING: WHAT'S NEXT

Vaiciukynaite E.*

Kaunas University of Technology - St. Ignatius of Loyola College ~ Kaunas ~ Lithuania

Recent developments in Generative AI (GenAI) tools and platforms have fundamentally altered the social media marketing landscape. These cuttingedge technologies enable marketers to produce a wide variety of media and content types while ensuring a cohesive brand voice. They facilitate personalized content creation, amplify emotional engagement, and forecast customer reactions across social media platforms. Furthermore, machine learning-driven neuromarketing tools, including eye-tracking and emotion measurement technologies, can be leveraged through smartphones to analyze the factors that drive customer engagement with brand posts, stories, and advertisements. Despite the expanding array of GenAI and neuromarketing tools accessible today, emerging marketing AI platforms rooted in neuroscience offer marketers an unprecedented chance to view brand content from their audience's perspective. While various forms of static and dynamic brand content are currently being evaluated, the potential of innovative content generated using Meta AI glasses has yet to be thoroughly investigated. Notably, the introduction of surface electromyography (sEMG) technology at the wrist marks a revolutionary advancement, enabling users to seamlessly control devices throughout the day. This pioneering technology allows social media users to intuitively swipe, click, and scroll through content on their Meta AI glasses. Therefore, this research seeks to examine the existing capabilities of GenAI and neuromarketing tools and platforms in understanding and measuring user behavior on social media and the future opportunities they present. The research unfolds in two phases: the first involves a thorough literature review, both manual and AI-assisted, while the second phase incorporates interviews with experts in the field. The findings offer a comprehensive overview of the various GenAI and neuromarketing tools, culminating in a proposed taxonomy for measuring customer behavior on social media. Importantly, this research identifies gaps in the current landscape, particularly related to the integration of GenAI and neuromarketing tools and addresses essential performance indicators (KPIs) vital for businesses, such as impressions, clicks, and advertising spend. This research contributes to the existing body of academic knowledge and provides valuable insights for researchers and marketing practitioners.

Abstract 4229

NEUROTURISM AND DESTINATION EXPERIENCE: A NEUROSCIENTIFIC APPROACH TO TOURIST INTENTION TO REVISIT

Menezes K.*

Instituto Politécnico de Setúbal - School of Business Administration ~ Setúbal ~ Portugal

The study of tourist behavior has evolved with the integration of neuroscience, providing deeper insights into how travelers emotionally and cognitively engage with destinations. This research explores the intersection between neuromarketing, destination experience, and the intention to revisit, applying a mixed-methods approach that combines quantitative and qualitative techniques. Using eye tracking, facial recognition, and EEG, the study captures real-time neural and physiological responses as participants watch institutional videos of three of the most visited European cities: Barcelona, Rome, and Paris. In parallel, a semiotic analysis of these videos allows for a comparative assessment of how audiovisual narratives influence cognitive and emotional perceptions.
Additionally, a survey and focus groups provide further insights into the subjective experiences of travelers, enhancing the understanding of affective and cognitive drivers of destination loyalty.
Findings from this study will contribute to neurotourism by identifying the key neural and psychological factors shaping tourists' emotional connections with destinations. Furthermore, this research underscores the role of immersive experiences and destination branding in influencing revisit intentions. By bridging consumer neuroscience and tourism studies, this work aims to inform strategic decision-making in tourism marketing, leveraging neuromarketing techniques to optimize promotional content and enhance destination appeal.

Abstract 4230

THE NEUROSCIENCE OF DECEPTION: UNDERSTANDING CONSUMER TRUST AND ETHICAL MARKETING

Alvino L.*

University of Twente - HBE Department ~ Twente ~ Netherlands

Unethical marketing relies on deceptive advertising, where companies use false or misleading claims to exaggerate product benefits. This includes omitting crucial details, misrepresenting information sources, and making exaggerated performance claims. Regulatory bodies such as the Federal Trade Commission and EU authorities enforce penalties to protect consumers from such practices. However, despite these regulations, deceptive marketing persists, making it difficult for consumers to differentiate between genuine and misleading claims, ultimately leading to a loss of trust when brands fail to meet expectations. Understanding the effects of unethical marketing is essential in addressing misinformation. Traditional marketing approaches have largely ignored this issue, but neuroscience offers valuable insights. By studying human decision-making, neuroscience can predict behaviour at both individual and group levels.

This research examines two critical areas: the emotional and neurophysiological responses to deception in advertising and their influence on consumer trust. By analysing these reactions, we aim to uncover the psychological mechanisms shaping consumer perceptions of deceptive marketing. Additionally, we utilize neuroscience tools to help brands promote authenticity and transparent communication. Understanding consumer responses at emotional and cognitive levels provides valuable insights into building trust and enhancing brand loyalty. Through neurophysiological methods, we can evaluate how ethical messaging strengthens consumer confidence, encouraging responsible marketing practices. Our objective is to bridge the gap between marketing and neuroscience, offering a deeper understanding of how deception in advertising influences trust and how brands can establish authenticity to build stronger consumer relationships.

09 - Division 9: Economic Psychology

Linda Steg, University of Groningen, The Netherlands, shared with Division 4

Friday 24 July 2026 from 13:00 to 13:30

(I-Spadolini)

Abstract 4636

Encouraging sustainable consumption

Steg L.*

09 - Division 9: Economic Psychology

INFORMATION, TRUST AND DISHONESTY

Friday 24 July 2026 from 13:30 to 15:00

(K-Spadolini)

Jonathan Tan (Nanyang Technological University ~ Singa), Chair and Presenter
Erik Holzl (University of Cologne ~ Cologne ~ German), Discussant

The social capital of trust has served as a behavioral foundation of cooperation in societies through the ages. On the flipside, dishonesty and the failure to comply can likewise undermine such efforts. Indeed, trust can be invested not only in pecuniary terms but also in the domain of information, such as that of advice. In this symposium, we consider five diverse but related perspectives and applications on information, trust and dishonesty. We begin our journey with understanding trust in AI advisors versus humans in investment choices (Riyanto), mirrored by how the incentive mis/alignment shape the lies of advisors (Li), with motivated reasoning as the cognitive basis of dishonesty (Tan), and rounded up with evidence on the sheer power of authority over garnering compliance (Zizzo).

Abstract 3786

TRUSTING THE MESSENGER: THE ROLE OF HUMAN VS AI ADVISORS IN RISKY INVESTMENT CHOICES

Riyanto Y.E.*, Yan M.

Nanyang Technological University ~ Singapore ~ Singapore

This study investigates how people respond to human versus AI financial advice in a state-dependent investment context. In a laboratory experiment, participants are given the choice between two assets with equal expected returns but differing risk levels. Advisors, informed of the true state of the world, provide open-ended recommendations. The AI advisor (ChatGPT) is trained in human-generated messages to ensure comparable content and delivery style. The design features a 2*2 between-subjects design, varying whether participants are informed about the advisor's financial incentives and the advisor's identity, along with the within-subject variation in the type of advisor. Participants take on more risk when advice is provided, particularly when advisor incentives are undisclosed. AI advice is more persuasive than human advice, but only when the advisor is explicitly identified as AI. These findings reveal a context-sensitive trust premium for AI-generated advice, highlighting the behavioral relevance of transparency in advisory interactions and implications for the design and regulation of algorithmic decision aids.

Abstract 3788

FAIRNESS AS AN EXCUSE: DISHONESTY THROUGH MOTIVATED REASONING

Li X., Tan J.*

Nanyang Technological University ~ Singapore ~ Singapore

This study explores the role of fairness perceptions in driving dishonesty in workplace-like environments. Using a real-effort ball-catching task with systematic variation in task difficulty and opportunity, the study creates both objective unfairness and subjective unfairness, where participants are disadvantaged in one dimension but advantaged in another. The findings show that unfairness substantially increases misreporting, as individuals use perceived disadvantage to justify lying even when the unfairness is subjective and compensated in another dimension. Participants systematically exaggerate their perceived disadvantage, consistent with motivated reasoning that lowers the psychological cost of dishonesty. We also find that highlighting the counting requirement narrows moral wiggle room and significantly curbs cheating in low-opportunity tasks, showing that reducing room for self-serving belief distortion can limit dishonesty. When participants later self-select tasks, dishonest behavior falls sharply as the justification of unfairness disappears, reinforcing the role of perceived disadvantage as a license to lie.

Abstract 3787

PERSUASIVE LIES: AN EXPERIMENT ON MULTIDIMENSIONAL COMMUNICATION

Li X.*, Tan J.

Nanyang Technological University ~ Singapore ~ Singapore

Asymmetric information is prevalent in many economic settings and often leads to issues such as market inefficiency and adverse selection. In this study, we investigate information transmission in a sender–receiver game with a partially informed third-party sender whose interests may align with or conflict with those of the receiver. The experiment compares three communication formats: 1) state only (Baseline), in which only the state is communicated; 2) probability addition, in which the sender also reports his/her subjective probability that the state is truthful; and 3) text addition, in which the baseline recommendation is supplemented by a structured text message. The findings demonstrate that message format significantly affects both lying behavior and persuasion outcomes. Lying is most prevalent under structured text messages, followed by probability messages, and least under simple state messages, with these treatment differences emerging after a brief learning phase. Text messages elicit the highest rate of receivers following favorable messages, while probability messages increase following rate only when reported probability is moderate rather than extreme. Moreover, allowing senders to self-select richer message formats in a later stage unexpectedly reduces lying in the Baseline, suggesting that the presence of alternative communication channels can function as a commitment device against self-serving dishonesty.

09 - Division 9: Economic Psychology

Economic & Consumer Psychology 2

Friday 24 July 2026 from 15:00 to 16:30

(K-Spadolini)

Division 9: Economic Psychology SDG 5: Gender Equality SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1394

BRIGHT OUTLOOK, BETTER BUDGETS: HOW OPTIMISM SHAPES FINANCIAL PLANNING BEHAVIOR

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[1]Università di Napoli Federico II ~ Naple ~ Italy, [2]InntesaSanpaolo-Museo delRispamio ~ Turin ~ Italy

This paper investigates the role of dispositional optimism in shaping individuals' financial planning and money management behaviors. Drawing on a nationally representative CAWI survey of 2,064 Italian adults, the study integrates psychological and economic perspectives to explore how optimism—conceptualized as a generalized expectation of positive outcomes—relates to budgeting, planning, and self-perceived financial competence. Composite indices of optimism were constructed and analyzed using CUB (Combination of Uniform and shifted Binomial) models, which allow for nuanced treatment of ordinal data and self-reported assessments.

The findings reveal that higher levels of optimism are associated with more proactive and organized financial practices, including the adoption of planning tools, and greater confidence in money management. Optimism appears to act as a motivational resource that fosters future-oriented thinking, reduces the perceived burden of financial uncertainty, and enhances individuals' engagement with long-term financial goals. At the same time, the study acknowledges potential risks, as excessive optimism can encourage overconfidence and risk-seeking behaviors, echoing concerns in behavioral economics about the "double-edged" nature of optimistic outlooks.

By focusing on an Italian context, the research expands the geographic and cultural scope of existing studies, which have predominantly examined Anglo-Saxon populations. In Southern Europe, where informal support networks and economic volatility shape financial decision-making, optimism emerges as a particularly relevant psychological factor. The results suggest that financial capability should be understood not solely as a matter of knowledge or income, but also as a mindset shaped by psychological well-being.

The study contributes to interdisciplinary debates on financial behavior and offers practical implications: integrating optimism-enhancing strategies into financial education and policy may improve individuals' financial resilience. Promoting psychological resources alongside informational interventions could therefore represent a more holistic approach to fostering effective money management.

Division 9: Economic Psychology SDG 12: Responsible consumption and production

Abstract 2196

AGE AND GENDER DIFFERENCES IN MOTIVATIONS FOR SUSTAINABLE FASHION: COMPARING SECOND-HAND PLATFORMS AND GREEN BRANDS

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Introduction: Sustainable fashion is increasingly central to consumer psychology, reflecting both environmental concerns and identity-driven choices. While resale platforms such as Vinted encourage circular fashion through reuse, sustainable brands emphasize ethical production and eco-friendly materials. Research has highlighted the role of identity, social norms, and affordability in shaping sustainable consumption, yet little is known about demographic differences in motivations toward these two pathways of “green fashion.”
Purpose: This study investigates the socio-psychological drivers of sustainable fashion engagement, exploring how motivations differ by age and gender when consumers approach second-hand platforms versus sustainable brands.
Method: A cross-sectional survey has been administered to a diverse consumer sample. Measures have assessed demographic characteristics, shopping habits, environmental awareness, identity expression, perceived affordability, along with allo and etero centric personality. Comparative analyses have examined whether motivational patterns vary across age cohorts and gender.
Results: Preliminary expectations suggest that age and gender differences emerge, particularly regarding identity expression and environmental concern.
Conclusions: By contrasting consumer motivations across second-hand and brand-driven approaches to sustainable fashion, this study contributes to understanding the role of demographics in shaping sustainable consumption. Findings are expected to inform both academic research and industry strategies aligned with the Sustainable Development Goals.

Division 9: Economic Psychology Division 11: Political Psychology Division 10: Psychology, Law, and Ethics SDG 8: Decent work and economic Growth SDG 11: Sustainable cities and communities

Abstract 1785

A MISSING LINK IN CORPORATE TAX AGGRESSIVENESS: SMALL BUSINESS ENTREPRENEURS' NON-INCOME TAX OWNERSHIP PERCEPTIONS

Daems W.*, Corten M., Lybaert N., Steijvers T.

Hasselt University ~ Hasselt ~ Belgium

Following Dyreng et al.'s (2010) pioneering study, researchers have investigated how executives' personal characteristics drive corporate tax aggressiveness. This matters particularly for SMEs given their typically narrow upper echelons (Hambrick & Mason, 1984). One unexamined characteristic is the executives' perception of non-income tax (NIT) ownership. Based on Muehlbacher & Kirchler's (2013) findings that self-employed taxpayers differ in mentally claiming income tax ownership, affecting tax attitudes, we argue that this extends to SMEs' NIT contributions and SME tax aggressiveness as well.

Tax authorities worldwide have externalised much of the tax administration to businesses, requiring them to collect and remit various NIT contributions like VAT, payroll withholdings, and social security contributions on behalf of customers or employees (Christensen et al., 2001). Since all these contributions pass through business accounts, SME entrepreneurs' behavioural responses may foster perceptions of ownership, for reasons such as tax law misperceptions, mental accounting or personal beliefs.

As a first research objective we explore whether SME tax aggressiveness directly relates to SME entrepreneurs' perceived NIT ownership. Drawing on Reactance Theory (Brehm, 1966) and Prospect Theory (Kahneman & Tversky, 1979), we suggest that stronger ownership perceptions intensify feelings of lost freedom or financial loss, fostering tax aggressiveness. Our second research objective examines whether NIT ownership perceptions indirectly influence tax behaviour through exchange equity—the perceived balance between tax payments and public goods received (Mason & Calvin, 1978). Stronger NIT ownership perceptions may elevate subjective tax contributions, lowering exchange equity and promoting tax aggressiveness.

By extending tax ownership perceptions of corporate tax decision makers to NIT contributions, this study contributes to understanding psychological mechanisms underlying SME tax behaviour. Outsourcing tax administration to businesses may carry hidden costs, by triggering behavioural responses that increase tax aggressiveness. The potential consequences for tax revenue might be substantial, offsetting gains of externalising administrative costs.

Division 9: Economic Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2598

DISTORTIONS IN TIME PERCEPTION: A NOVEL MEASURE OF NON-PECUNIARY UTILITY

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Compensating wage differentials that employees demand for doing a particular job depend on the job's characteristics. Via a series of experiments, we demonstrate that compensating wage differentials can be predicted by individuals' subjective time perceptions: the shorter participants perceive time spent on a task to be relative to objective time -- the subjective/objective time ratio, or "SOT" -- the lower is the wage that they demand for that task and the more productive they are at performing the task. By varying task enjoyment exogenously within-subject while holding all other task characteristics constant, we establish that task enjoyment causes the variation in SOT and compensating wage differentials. We interpret this as evidence that SOT constitutes an objective measure of non-pecuniary utility derived from a task. We show that SOT correlates with self-reported task enjoyment and predicts compensating differentials better than self-reports. This suggests that SOT captures components of wage demands that are not readily accessible by conscious introspection. Importantly, because the passage of time has a well-defined objective scale, unlike self-reported task enjoyment, it is not impacted by scale use differences between respondents. Our findings establish subjective time measurements as a novel indicator relevant to economists and psychologists, which provides an alternative way for measuring preferences and enriches our understanding of task utility. An intriguing implication is that when performing a task, individuals make wage demands per unit of "felt", rather than per unit of objective, time. Our results open up avenues for improving worker–job matchings by personalizing work environments so that individuals can become more productive. Finally, distortions in time perception help explain certain types of addictive behavior, such as excessive social-media consumption, because they distort the perceived opportunity costs entailed by these behaviors.

Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 12: Responsible consumption and production

Abstract 790

CHOOSING NARROW-APPEAL OPTIONS SIGNALS A STRONGER PREFERENCE

Xu A.*[1], Chen Y.[2], Lu J.[1]

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INTRODUCTION:
In the marketplace, products are often categorized by their appeal, with broad-appeal options catering to mainstream tastes, while narrow-appeal options targeting niche segments. Prior research has focused on consumers by examining when and why they prefer broad- or narrow-appeal options. However, little is known about how observers interpret consumers' preferences based on such choices.

PURPOSE:
This research focuses on observers, investigating how and why they infer consumer preference strength based on choices of broad- or narrow-appeal options. We hypothesize that choosing narrow-appeal (vs. broad-appeal) options signals a stronger preference for those options because consumers who choose narrow-appeal options are considered to be less susceptible to informational influence.

METHOD:
We conducted six scenario-based experiments. In the basic paradigm, participants were randomly assigned to either the broad- or narrow-appeal condition. Knowing that a target had chosen a broad- or narrow-appeal option, participants rated how much the target liked their chosen option (1 = not at all, 9 = very much) and how much they resisted informational influence (1 = not at all, 9 = very much).

RESULTS:
First, the inferred preference was stronger in the narrow-appeal condition than in the broad-appeal condition. Second, the target was considered to resist informational influence more in the narrow-appeal condition than in the broad-appeal condition. Third, informational influence resistance mediated the effect of choice on preference inference.

CONCLUSIONS:
Choosing narrow-appeal options signals a stronger preference for those options than choosing broad-appeal options. This occurs because people believe that someone who chooses a narrow-appeal option resists informational influence to a greater extent.

Division 9: Economic Psychology Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 13: Climate Action SDG 12: Responsible consumption and production

Abstract 141

AN INVESTIGATION OF THE PSYCHOLOGICAL DRIVERS BEHIND SUSTAINABLE INVESTMENTS

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Introduction: Recently there has been a significant increase in the number of investors who decided to build their portfolios by including sustainable investments. This kind of investments has the dual goal of supporting positive social and environmental changes while generating economic returns. From an economic perspective, investors should be guided solely by the profit perspective. However, psychological studies suggest that investment decisions are driven not only by financial goals, but also by investors' desire to generate positive impacts for society and the environment.
Purpose: This study aims to explore the main determinants behind individual investors' choice of socially responsible investing through a comprehensive model including psychological variables, such as attitudes, values, trust, and cognitive factors.
Methods: A quantitative survey was conducted on a representative sample of 500 Italian investors, including both validated scales and ad hoc items. The theoretical model was based on the Theory of Planned Behavior, distinguishing attitudes, values, and perceived behavioral control as main determinants. Separate SEM models were tested for each latent factor, followed by a full SEM with all latent variables.
Results: Taken independently, each latent factor had a significant influence on ESG intentions. In the full model, only attitudes maintained a significant path in determining ESG intentions. The findings show that psychological determinants are key to explain why people invest in sustainable assets beyond purely economic motivations. Values, attitudes, and opinions shaping investment decisions can support the development of communications and interventions that encourage informed choices, ultimately advancing sustainability in the financial sector.
Conclusions: To date, research on the psychology of ESG investors remains limited. This study helps to fill this gap by providing insights into how to promote ESG investments through a better understanding of the psychological drivers that hinder or facilitate such choices.

09 - Division 9: Economic Psychology

RETHINKING FINANCIAL LITERACY: FROM CONCEPTUAL FOUNDATIONS TO BEHAVIORAL AND EDUCATIONAL APPLICATIONS

Friday 24 July 2026 from 16:30 to 18:00

(K-Spadolini)

Paola Iannello (Department of Psychology – Università Ca), Chair

This symposium explores the critical connections between financial literacy, financial behavior, and financial wellbeing, offering a comprehensive overview of the theoretical, empirical, and practical dimensions of these constructs. Financial literacy - defined as the set of knowledge, skills, attitudes, and behaviors that enable informed and effective financial decisions - serves as the foundation for understanding how individuals navigate increasingly complex financial landscapes.
The contributions span diverse yet interconnected themes. One contribution proposes a revised conceptual and measurement framework for financial literacy, highlighting key inconsistencies in current tools and bridging the gap between its theoretical definition and empirical measurement. Other presentations examine financial literacy's protective role in high-risk contexts, such as adolescent and young adult gambling, demonstrating how greater financial knowledge reduces vulnerability to cognitive distortions and debt-related harm, while enhancing long-term financial wellbeing. The symposium also introduces a multidimensional framework of financial resilience that integrates personal, relational, and contextual factors. This approach underscores that financial wellbeing is not determined solely by material resources, but also by psychological and social supports that help individuals cope with adversity. Finally, a learner-centered perspective on financial education is proposed, stressing the importance of psychological constructs in designing effective, personalized interventions. Through gamified and experiential formats, financial education can go beyond knowledge transmission to promote enduring behavioral change.
Together, these contributions illustrate the multifaceted nature of financial literacy, calling for a rethinking of financial literacy as both a protective asset and a resource that demands active cultivation across the life course. This symposium aims to foster an interdisciplinary dialogue that connects theory, empirical evidence, and real-world interventions, emphasizing financial literacy's central role in shaping positive financial outcomes.

Abstract 4095

MEASURING FINANCIAL LITERACY: GAPS, CHALLENGES, AND A PROPOSAL FOR A REVISED FRAMEWORK

Sorgente A.*

Department of Psychology - Università Cattolica del Sacro Cuore ~ Milan ~ Italy

Financial literacy may be broadly defined as the ability to understand and effectively use financial information. This presentation offers a comprehensive review of current approaches to measuring financial literacy and proposes a revised conceptual framework aimed at bridging the gap between its theoretical definition and empirical measurement.

Financial literacy is a multidimensional construct comprising five distinct dimensions, as identified by the OECD (2022): objective financial knowledge, subjective financial knowledge, financial attitudes, financial behaviours, and financial skills. Ideally, each of these dimensions should be assessed across nine key content domains, as proposed by Yakoboski et al. (2024): earning, consuming, saving, investing, borrowing/managing debt, insuring, comprehending risk, go-to information sources, and retirement fluency.

This paper systematically reviews how each dimension has been conceptualized and operationalized in the academic literature, examining whether existing instruments adequately capture the full spectrum of content domains. The analysis reveals significant gaps and inconsistencies: some dimensions are better represented than others, and few tools succeed in encompassing the breadth of relevant financial topics.

In response to these findings, we propose a revised conceptual framework for financial literacy. The updated model retains four of the five OECD dimensions—excluding financial skills, which are considered transversal rather than finance-specific—and focuses on seven of the nine content areas. The two excluded domains (comprehending risk and go-to information sources) are reclassified as general skills rather than strictly financial components.

This revised framework contributes to the development of more precise, balanced, and conceptually aligned tools for measuring financial literacy, with implications for both academic research and policy design.

Abstract 4096

FINANCIAL LITERACY AND GAMBLING IN ADOLESCENTS: FROM UNDERSTANDING TO INTERVENTION.

Donati M.A.*

NEUROFARBA Department ~ Florence ~ Italy

Gambling poses significant financial as well as psychological and behavioral risks. Nevertheless, research on the relationship between Financial Literacy and gambling is relatively scant, with few attentions paid to adolescents (Barone & Graffigna, 2025). This contribution investigates the role of financial literacy on gambling-related cognitive distortions, that play a key role in the development of problem gambling in adolescence (Study 1). Once verified its role, we tested the efficacy of educational activities aimed at increasing financial literacy (Study 2). In Study 1, participants were 1,256 Italian adolescents (55% boys; Mage = 16.7). Financial literacy was measured through an ad-hoc test. Adolescents were classified in two groups based on low or high performance. Based on the effect of financial literacy and impulsivity on debt burden in adults (Ottaviani & Vandone, 2018), we tested a mediation model in which financial literacy had an indirect effect on gambling-related cognitive distortions through impulsivity. This model was confirmed, indicating that adolescents more capable in terms of financial literacy were less likely to develop gambling-related cognitive distortions through impulsivity. Findings persisted after the introduction of sex and age as covariates. In Study 2, participants were 197 Italian adolescents (81% males, Mage = 16.9). Financial Literacy was measured through some items of the Financial Literacy Test (Ranyard et al., 2009). To foster financial literacy, educational activities based on facilitating the comprehension of basic financial concepts and terms and incentivizing the awareness of the meaning of money were developed. The conceptual change model was employed. The activities were verified with experimental and a control group and pre-test and post-test measurement sessions. A significant interaction effect was obtained, indicating that only adolescents in the experimental group significantly improve financial literacy. This contribution will allow researchers to better understand the financial literacy in adolescent gambling.

Abstract 4097

PROBLEMATIC GAMBLING, FINANCIAL LITERACY, AND FINANCIAL WELLBEING OF YOUNG PEOPLE: RESULTS FROM A NATIONAL SURVEY IN FINLAND

Ranta M.*

University of Helsinki, Finland; National Legal Services Authority ~ Helsinki, ~ Finland

The global gambling industry is rapidly growing due to liberal deregulation and digital transformation. Estimates are that the net losses of consumers will be US$700 billion by 2028 (Wardle et al., 2024). Also in Finland, the gambling system is transitioning from a monopoly to a liberated multi-license model in 2027. This change is expected to increase the availability and advertising of high-risk online gambling, raising concerns about increasing gambling-related harms. In 2023, over 1.2 million people experienced various degrees of harm due to their own gambling or of a close one.

Previous research indicates that the risk of developing harmful gambling behaviour is increased by factors such as sociodemographic characteristics (male gender, younger age, low SES) or psychological traits (e.g., impulsivity). The association between financial literacy and financial wellbeing with gambling and gambling-related harms has not been extensively studied, despite money being a central aspect of gambling (Swanton et al., 2019). With less possibilities to regulate companies, individuals need financial skills to resist the luring of gambling companies. Young people at the verge of financial independence are particularly vulnerable and at risk of developing gambling problems as young gamers are attracted by gaming-like gambling products which involve digital or gaming formats (Delfabbro et al., 2020; Oksanen et al., 2024).

In this study, we examine how young people's financial literacy is related to their regular gambling and gambling problems, and conversely, how gambling predicts financial well-being. We utilize survey data of Finnish 15-29-year-olds (N = 1,578) (Wilska et al., 2024). Results suggest that financial knowledge protects young people against gambling. Additionally, gambling may lead to indebtedness and thus impair financial well-being. The results emphasize the importance of financial education in preventing gambling-related harms in a novel gambling context.

Abstract 4098

A COMPREHENSIVE FRAMEWORK FOR FINANCIAL RESILIENCE: THE ROLE OF INDIVIDUAL, RELATIONAL, AND CONTEXTUAL FACTORS

Robba M.*

Università Cattolica del Sacro Cuore ~ Milan ~ Italy

Financial resilience could be defined as individuals' ability to successfully overcome financial shocks and navigate periods of financial adversity. However, literature still does not recognize financial resilience as a multidimensional phenomenon, which depends on factors that are either internal or external to the individual. Indeed, in addition to economic resources, psychological or social factors could also shape how individuals face financial challenges. Building on this gap, a multidimensional framework of financial resilience is proposed, recognizing that personal (e.g., ego-resiliency), relational (e.g., social capital), and contextual (e.g., access to emergency funds) factors jointly influence how people react and adapt to financial hardships. For research purposes, a Latent Profile Analysis (LPA) was performed to explore how dynamic interactions and configurations of the three systems can differently influence financial worries and psychological well-being. A sample of German financially vulnerable households was considered (N = 999; 48.5% females; Mage = 48.22 years, SDage = 10.50). Subsequently, once the clusters were identified, a multivariate general linear model was run to identify which profile(s) reported higher financial worry and psychological well-being. Four clusters were identified through the LPA, representing different configurations of the resilience resources considered in the analysis. Significant differences among profiles for both financial worry and psychological well-being were also found. Specifically, regardless of access to financial resources, individuals who can rely on personal or relational resources generally report higher well-being and lower worry about their financial situation. Our results suggest that financial resilience is not solely a matter of households' material aspects (i.e., financial resources). Different types of resources can impact how individuals react to financial shocks. These findings underscore the importance of adopting a systemic perspective of financial resilience to understand how individuals face financial adversities.

Abstract 4099

DESIGNING LEARNER-CENTRED FINANCIAL EDUCATION PROGRAMMES: THE ROLE OF PSYCHOLOGICAL FACTORS

Aprea C.*

University of Mannheim & Mannheim Institute for Financial Education ~ Mannheim ~ Germany

In an increasingly complex financial landscape, the ability to make sound financial decisions is a critical life skill. Traditional financial education often adopts a one-size-fits-all approach that emphasizes knowledge transmission over behavioural change. However, this approach is rather ineffective, as it does not sufficiently consider participants' specific needs, strengths or difficulties (e.g., Aprea, 2021). This paper argues for a paradigm shift toward learner-centred financial education that takes into account the psychological factors influencing financial behaviour. The paper explores how constructs such as financial self-efficacy, motivation, cognitive biases, emotional regulation, and risk perception shape individuals' financial decisions. Drawing from economics education, behavioural economics, educational psychology, and financial literacy research, it presents a framework for integrating these factors into the design of effective financial education programmes. Emphasis is placed on the importance of tailoring interventions to the learner's developmental stage, context, and prior experiences. Through case studies and evidence from experimental and field research, the paper illustrates how gamification, experiential learning, and game-based approaches can be employed to foster deeper engagement and long-term behavioural change (e.g. Schultheis & Aprea, 2021). Additionally, it discusses how psychological profiling and learner segmentation can enhance the personalization of content and instructional formats. The paper also examines challenges such as overcoming overconfidence, addressing financial anxiety, and avoiding paternalism in program design. It calls for an interdisciplinary approach that combines insights from psychology, education, and finance, and highlights the need for robust evaluation frameworks that go beyond knowledge gains to assess attitudes, behaviours, and long-term outcomes

09 - Division 9: Economic Psychology

Economic Psychology in Organizational Settings

Saturday 25 July 2026 from 08:00 to 09:00

(L-Lorenese)

Division 1: Work and Organizational Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth

Abstract 1092

UNWINDING AFTER WORK: LEISURE SATISFACTION, RECOVERY EXPERIENCES, AND WELL-BEING IN SHIFT-BASED EMPLOYMENT

Cheng Y.*, Lin S.

National Kaohsiung University of Science and Technology ~ Kaohsiung ~ Taiwan

In shift-based work environments, maintaining recovery from job demands is crucial for employees' well-being and sustained performance. While prior studies have confirmed the importance of recovery experiences, most research has focused on day-shift employees and applied cross-sectional designs, limiting insights into dynamic recovery processes across multiple time points. Drawing on the Conservation of Resources (COR) theory and the Effort–Recovery model, this study examines how shift employees' leisure satisfaction and leisure activities from the previous day influence their recovery outcomes. Specifically, we investigate the role of recovery experiences—psychological detachment, relaxation, mastery, and control—in shaping work–life balance, well-being, and emotional exhaustion. Using an experience sampling method (ESM) over a three- to four-week period, data were collected from shift employees at an Electronics Company to capture within-person fluctuations and short-term dynamics in leisure and recovery. Results are expected to extend existing research by addressing gaps in the recovery literature on shift work, highlighting differential effects of recovery experiences, and demonstrating the utility of repeated-measures designs for capturing episodic recovery phenomena. Practically, the findings may inform organizational interventions, such as designing supportive leisure resources and promoting autonomy in recovery opportunities, to help employees sustain health and effectiveness under fixed shift schedules.

Division 9: Economic Psychology Division 4: Environmental Psychology Division 1: Work and Organizational Psychology SDG 7: Affordable and clean energy SDG 13: Climate Action

Abstract 69

CAN NUDGES PROMOTE SUSTAINABLE BEHAVIORAL CHANGE IN WORKPLACES?

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The relevance of the UN Agenda 2030, rising energy costs, and the need to integrate sustainable routines into corporate strategies have brought renewed attention to behavioral interventions as tools for promoting energy savings and reducing CO_2 emissions. In a manufacturing setting, the monitoring of production lines revealed recurrent energy waste, highlighting both a need and an opportunity for behavioral change to support environmental, economic, and operational goals.

One key target behavior identified was the failure to de-energize machinery during unscheduled shifts. This study investigates whether a nudge can increase the de-energization of shop machines when not in use.

A mixed-method approach was adopted. A qualitative phase was first conducted to map the decision-making processes related to the target behavior. Based on the resulting insights and the implementation opportunities offered by the company, the nudge intervention was designed. A subsequent quantitative phase tested its effectiveness through a quasi-experimental study. Additionally, an autoethnography was conducted to explore the challenges of applying nudges in complex organizational environments from the researcher's perspective.

Findings show that the nudge was partially effective in reducing energy waste in the short term, though it left room for improvement. The autoethnography highlighted several process-related dynamics, obstacles, and unexpected events that shaped the intervention's implementation and outcomes.

In conclusion, while nudges remain promising within applied psychology, their application in organizational contexts prompts a critical question: are we still speaking of "nudges" in the traditional sense, if their design and implementation require deep contextual and systemic understanding?

Division 9: Economic Psychology Division 10: Psychology, Law, and Ethics Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1

THE LOVE OF MONEY ATTITUDES TRICKLE DOWN FROM LEADERS TO MEMBERS: OUTCOMES ACROSS 12 NATIONS

Tang T.*[1], Li Z.[2], Cheng B.[3], Chou L.[4], Chou W.[5], Garber I.E.[6], Hung M.[7], Kim K.[8], Lin T.[9], Málovics É.[10], Özbek M.F.[18], Popaitoon P.[11], Sato Y.[12], Sun J.J.[13], Tsai C.[17], Vlerick P.[14], Vynoslavska O.[15], Yokota E.[12], Yoneyama S.[16]

[1]Middle Tennessee State University ~ Murfreesboro, Tennessee ~ United States of America, [2]Texas Woman's University ~ Denton, Texas ~ United States of America, [3]National Taiwan University ~ Taipei ~ Taiwan, [4]National Cheng Kung University ~ Tainan ~ Taiwan, [5]Chung Yuan Christian University ~ Chung Li ~ Taiwan, [6]Saratov State University ~ Saratov ~ Russian Federation, [7]Yuan Ze University ~ Taoyuan City ~ Taiwan, [8]Sogang University ~ Seoul ~ Korea, Republic of, [9]National Chengchi University ~ Taipei ~ Taiwan, [10]University of Szeged ~ Szeged ~ Hungary, [11]Chulalongkorn University ~ Bangkok ~ Thailand, [12]Keio University ~ Tokyo ~ Japan, [13]Renmin University of China ~ Beijing ~ China, [14]Ghent University ~ Ghent ~ Belgium, [15]National Technical University of Ukraine, Igor Sikorsky Kyiv Polytechnic Institute ~ Kyiv ~ Ukraine, [16]Gakushuin University ~ Tokyo ~ Japan, [17]Binghamton University ~ Binghamton ~ United States of America, [18]Gumushane University, Gumushane, Turkey, and Baruch College, City University of New York, New York, United States of America

Corruption reflects greed, money, and risky decision-making. Top-level executives, mostly males, consciously and unconsciously emit their deep-rooted love of money attitudes (avaricious monetary aspirations) via their thoughts, non-verbal cues, perceived demand characteristics, words, and actions to their subordinates, creating value congruence and potential corruption in organizations. This study explores an under-researched topic in economic psychology and work and organizational psychology across cultures. Following social learning theory, leader-member exchange (LMX), and person-supervisor fit, we explore leader-member's value congruence in the love of money attitudes (avaricious monetary aspirations) across 12 nations. We theorize that avaricious monetary aspirations trickle down from leaders to members. Leader-member value congruence in monetary aspirations impacts two organizational outcomes: member creativity (leader-rated) and leader integrity (member-rated). We treat leader/member genders and the Corruption Perceptions Index (CPI) as two moderators. Our data (4,034 leader-member dyads across 12 countries) demonstrate that the trickle-down effect exists across cultures. Interestingly, member creativity is the highest in in male-leader/male-member dyads and the lowest in female-leader/female-member dyads. Leaders' aspirations impact members' creativity directly and indirectly via members' aspirations. This pattern exists among male-leader/male-member dyads and low CPI nations only but not their counterparts. Our cross-level analyses produce two significant three-way interaction effects. We classify 12 countries into high-low CPI groups and use MATLAB to plot three-dimensional visualizations. When leader-member dyads have both high (low) aspirations, we label them as high (low) value congruence. Our findings suggest that with a low leader-member value congruence, member creativity is higher in high-CPI countries than in low-CPI countries. With a high leader-member value congruence, leader integrity is higher in high-CPI countries than in low-CPI countries. These discoveries reveal the intricate mechanisms of potential corruption across cultures. We offer theoretical and practical implications to prospect theory, Monetary Wisdom, LMX, value congruence, genders, cultures, and economic psychology globally.

Abstract 4935

WHY DO "DECENT PEOPLE" ENGAGE IN ILLICIT TRADE? NEUTRALIZATION AND MORAL DISENGAGEMENT MECHANISMS

Versal N.*[1], Brodzka A.[2], Balytska M.[1]

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RESEARCH PUZZLE AND OBJECTIVE

Economic utility alone cannot explain how "decent people" come to see illicit conduct as acceptable, necessary, or defensible. Many participants do not perceive themselves as criminals. The key question, therefore, is how "decent people" reconcile rule-breaking with a positive moral self-image

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IDEA

"Decent people" do not necessarily reject moral norms; they make them flexible enough to accommodate illicit conduct

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THEORETICAL APPROACH

This poster builds on a broader mapping of theories used to explain participation in illicit trade. The initial review grouped theories into two motivational logics: utility-and-opportunity and normative-affective, using a targeted search strategy ("theory name" AND ("illicit" OR "crim*")).

For the purposes of this poster, the focus is narrowed to the psychological mechanisms of self-justification that help explain how actors preserve a positive self-concept while engaging in illicit trade

CONCLUSION

Illicit trade persists not only because it can be profitable, but also because neutralization and moral disengagement make participation morally acceptable to otherwise "decent" people

10 - Division 10: Psychology, Law, and Ethics

Forensic Psychology

Wednesday 22 July 2026 from 08:00 to 09:30

(L-Lorenese)

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1416

THE ROLE OF PERSONAL ORGANIZATION AND CRIMINAL ATTITUDES IN INDIVIDUALS' PARAPHILIC TENDENCIES

Akay Z.B.*, Deniz D.

Istanbul Ticaret University ~ Istanbul ~ Turkey

When reviewing the global literature, paraphilia, personality organization, and attitudes toward crime have been central research topics. However, most studies have treated paraphilia as a disorder and focused on clinical or forensic populations. Yet, both paraphilia and criminal tendencies extend beyond clinical and forensic contexts and represent social phenomena. Accordingly, this study aimed to examine the role of personality organization and criminal attitudes in individuals' paraphilic tendencies.

The study included 114 volunteer participants aged 18 and above, the majority of whom resided in Istanbul. Participants completed the Demographic Information Form, the Sexual Sensation Seeking Scale, the Personality Organization Inventory, and the Measures of Criminal Attitudes and Associates. Additionally, the Paraphilia Assessment Form, developed by the researcher, was used to evaluate participants' cognitive and emotional responses to ten different paraphilic scenarios. To minimize carryover effects, neutral scenes were presented between paraphilic scenes. Data were collected both face-to-face in a university laboratory (n = 56) and online (n = 58). In the laboratory sessions, participants' behaviors were observed, and brief interviews were conducted.

Primitive Defenses were found to differ significantly in relation to pedophilic and necrophilic emotions, and a significant association was observed between frotteurism and negative emotions. Reality Testing and Identity Diffusion did not show strong associations with paraphilic emotions; however, Identity Diffusion was positively related to the liking and acceptance of masochism. Criminal Attitudes were significantly associated with emotions toward zoophilia, with negative emotions linked to zoophilia and positive emotions linked to exhibitionism. Antisocial Intent demonstrated positive associations with the liking and acceptance of fetishism and sadism. Sexual Sensation Seeking showed significant differentiation in emotions toward masochism and fetishism, exhibiting positive associations with positive emotions toward masochism and with the liking and acceptance levels across all paraphilias.

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 710

AN OVERVIEW OF FORENSIC INTERVIEWS IN TURKIYE: CHALLENGES AND RECOMMENDATIONS

Bozkurt M.*

Bingol University ~ Bingol ~ Turkey

Forensic interviews are structured processes in which victims or suspects provide information about an incident under scientific and ethical principles, and the collected data are analyzed from both psychological and legal perspectives. In some cases, these interviews serve as the sole source of evidence, making memory the critical evidence base. However, memory is inherently vulnerable to distortions caused by repeated questioning, suggestive techniques, and interviews conducted by non-experts. Vulnerable populations, such as children, women exposed to violence, or refugees, face additional disadvantages in terms of accuracy, consistency, and resistance to memory errors.

To address these concerns, Turkiye established Child Advocacy Centers in 2010 and Forensic Interview Rooms in 2017. Child Advocacy Centers aim to obtain the testimony of abused children as quickly as possible, in a single session, by a psychologist or social worker to reduce potential memory errors and contradictory statements. Forensic Interview Rooms were developed to extend structured interviewing to other vulnerable groups, such as juveniles pushed to crime and women subjected to violence. Despite their widespread establishment, these institutions have been criticized for underperforming.

One major challenge is the insufficient academic foundation of interviewers. Personnel are often trained through short in-service programs provided by ministries rather than through specialized graduate education in forensic psychology. Currently, only two of Turkiye's 209 universities offer graduate programs in forensic psychology, while one provides postgraduate education in forensic social sciences. Furthermore, limited staffing and the employment of professionals without advanced training reduce the quality and comprehensiveness of interviews.

In conclusion, while the establishment of these institutions represents an important milestone in the development of forensic practices in Turkiye, strengthening graduate-level education in forensic psychology and ensuring adequate personnel capacity remain essential. Improving these areas will enhance the protection of victims' rights and support the healthy functioning of the justice system from a psycho-legal perspective.

Division 10: Psychology, Law, and Ethics Division 2: Psychological Assessment and Evaluation Division 17: Professional Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 1832

SYSTEMIC MODEL OF MODERN METHODS IN FORENSIC PSYCHOLOGICAL EXAMINATION IN CRIMINAL CASES

Mehrabyan M.*

Psychological center "Zhesture" ~ Yerevan ~ Armenia

Introduction: Forensic psychological examination plays a crucial role in criminal justice proceedings, requiring comprehensive assessment of mental state, competency, and psychological factors influencing criminal behavior. Contemporary criminal cases demand standardized psychological evaluation methods that integrate evidence-based assessment tools with clinical expertise to provide reliable expert testimony and inform judicial decision-making.
Purpose: This study aims to develop and implement a systemic model for modern forensic psychological examination in criminal cases, establishing standardized protocols for psychological assessment and enhancing the validity and reliability of expert psychological opinions in legal contexts.
Method: A systematic analysis of current forensic psychological practices was conducted through examination of assessment methodologies, validation of psychological testing instruments, and evaluation of expert testimony standards. The research incorporated cognitive assessment batteries, personality evaluations, risk assessment tools, competency examinations, and sanity evaluations. Data collection involved review of case outcomes, inter-examiner reliability studies, and collaboration with forensic psychologists, legal professionals, and correctional institutions.
Results: The systemic model demonstrated improved consistency in psychological evaluations, enhanced diagnostic accuracy, and increased judicial acceptance of expert testimony. Implementation showed reduced assessment variability between examiners and strengthened correlation between psychological findings and case outcomes. The model successfully addressed challenges in cultural bias, malingering detection, and standardization of competency evaluations.
Conclusions: The systematic approach to forensic psychological examination provides a robust framework for criminal case evaluations, ensuring scientific rigor and legal reliability. This model enhances the quality of psychological expert testimony and strengthens the integration of mental health considerations in criminal justice proceedings.

Division 10: Psychology, Law, and Ethics Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 540

FORGOTTEN AND FATAL: EXPERT TESTIMONY ON PROSPECTIVE MEMORY FAILURE REDUCES GUILTY VERDICTS RELATED TO A HOT CAR DEATH

Ruva C.*, Helmerichs A., Kendall S., Sykes E.

University of South Florida ~ Tampa ~ United States of America

Introduction

This paper presents preliminary data exploring the effects of expert testimony (present/absent), timing of this testimony (before/after the defendant's testimony), and how strongly the case facts support prospective memory failure (PMF; weak/strong) in a case of vehicular heatstroke involving the death of a child by his mother. Importantly, there are disparities in the handling and outcomes of such cases in the criminal justice system (Breitfeld, 2020). Decision makers (e.g., State, triers of fact) need to understand the cognitive mechanisms involved in PMF to appropriately evaluate evidence as it pertains to the standard of proof for aggravated manslaughter. Specifically, the emotional, physiological, and cognitive processes that could lead to PMF including forgetting to do something you planned to do (e.g., dropping a child off). Thus, expert testimony on PMF is needed to educate jurors on how such memory failures could occur.

Method, Results, and Conclusion

Jury-eligible participants (N = 247) read trial transcripts, provided verdicts, and completed an anger measure. While there was no effect of case strength of PMF, findings revealed that mock-jurors exposed to expert testimony were less likely to find the defendant guilty of aggravated manslaughter (22% vs. 35% guilty). Additionally, the timing of the expert testimony affected the proposed sentence length. Mock-jurors who received the expert testimony before (vs. after) the defendant testified provided shorter sentences. Expert testimony also led to lower ratings of mock-juror anger. Finally, PROCESS Model 4 (Hayes, 2021) was used to test the following mediation model: Expert Testimony (X) □ Anger (M) □ Aggravated Manslaughter Verdict (Y). Anger mediated the effect of expert testimony on verdicts: anger was greatest when expert testimony was absent, contributing to a greater likelihood of guilt. Findings suggest that juror education through expert testimony could result in better decision-making in such cases by reducing juror anger.

Division 10: Psychology, Law, and Ethics Division 14: Applied Cognitive Psychology Division 11: Political Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 99

JUSTICE JUMBLED: INTERSECTING IDENTITIES RESULT IN DIFFERING JUROR BIAS

Ruva C.*[1], Helmerichs A.[2], Kendall S.[2]

[1]University of South Florida ~ Sarasota ~ United States of America, [2]University of South Florida ~ Tampa ~ United States of America

This study examines how defendant age (25/65 years), gender (man/woman), and race (Black/White) influence mock-jurors' verdicts in a domestic homicide trial, and whether defendant credibility and other-condemning emotions (OCE) mediate these effects. Jury-eligible participants (N=1146) read trial transcripts, provided murder and tampering verdicts, and completed measures assessing credibility and OCE. The three-way interaction revealed divergent verdict patterns by defendant race. Among White defendants, verdict trends were consistent across murder and tampering charges. Specifically, age x gender effects were observed with gender effects appearing only for young defendants (men: greater likelihood of guilt), and age effects found only for female defendants (older: greater likelihood of guilt). For Black defendants, the pattern differed by charge. For murder verdicts, age effects emerged only for men—young (vs. older) men were more likely to be found guilty. For tampering verdicts an age x gender effect was observed. Specifically, gender effects appeared only for young defendants (women: greater likelihood of guilt), and age effects emerged only for women (young: greater likelihood of guilt). Contrary to young White women, young Black women were treated more harshly than their young male or older female counterparts. Additionally, older Black defendants received greater leniency than older White defendants across both charges. Mediational analyses (Process Models 10 and 12, respectively) indicated that credibility and OCE explained race effects for older male defendants in murder trials, while credibility mediated race effects for young female defendants. For tampering verdicts, OCE mediated age × gender effects at all levels, but only for young defendants did race influence outcomes. Specifically, young Black women elicited higher levels of OCE, increasing their probability of guilt, whereas young White men elicited higher OCE levels, resulting in greater punitiveness. Findings underscore the complexity of juror decision-making, emphasizing the importance of intersectional analyses in examining bias within legal contexts.

Division 10: Psychology, Law, and Ethics Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 976

THINK TRAUMA LEGAL: AN INTERDISCIPLINARY ADAPTATION OF THINK TRAUMA TRAINING FOR UNACCOMPANIED MINOR LEGAL PROVIDERS

St Jean N.*

Northwestern University, Feinberg School of Medicine ~ Chicago ~ United States of America

Introduction: Forcibly displaced persons rates rose to more than 123 million in 2024 due to growing, complex global challenges (i.e., political unrest, climate change, discrimination). Fifty million are youth under 18 years who are not accompanied by a legal guardian to a new country (i.e., unaccompanied minor (UM)). Legal support for UMs seeking asylum is crucial to wellbeing. Globally, 85% of UM's who have legal representation obtain asylum compared to 15% who do not; but the number of UMs needing representation far exceeds capacity. Interdisciplinary collaborations between psychologists and attorneys to train legal providers on key trauma tenets and its impact has the potential to expand legal workforce capacity and more effectively represent UMs in courts.

Purpose: Clinical researchers at Northwestern University and the National Immigrant Justice Center (NIJC), a Chicago-based immigration law firm, partnered to adapt an evidenced-based, trauma training curriculum, Think Trauma, to meet the unique professional needs of UM legal providers.

Methods: Between 2022-2024, a team of psychologists and legal providers convened. An initial needs assessment of the legal partners was followed by monthly meetings to identify and adapt core training components, iteratively refine content, and identify facilitators and barriers of implementation for Think Trauma Legal (TTL). Using the Dynamic Adaptation Process (DAP) implementation science framework, post hoc qualitative, thematic analyses from feedback of pro-bono, immigration lawyers, and the iterative work processes were conducted.

Results: Results suggest 1) attorneys involved in immigration proceedings report understanding trauma is essential, and 2) following early TTL training efforts, they report increased understanding about the impact of trauma and enhanced ability to utilize this knowledge in their work.

Conclusion: Interdisciplinary efforts to train legal providers on the impact of trauma can expand global workforce capacity and open opportunities for greater number of UMs to have effective, trauma-informed legal representation in court.

10 - Division 10: Psychology, Law, and Ethics

Ethics and Governance in Psychology

Wednesday 22 July 2026 from 09:30 to 11:00

(L-Lorenese)

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2186

FROM JUSTICE TO JUDGMENT: A NATIONAL ANALYSIS OF JUVENILE REGISTRATION AND NOTIFICATION POLICIES IN THE UNITED STATES

Wettstein J.*

Columbia University ~ New York City ~ United States of America

This study examines the evolution and current state of juvenile sex offender registration and notification (JSORN) laws in the United States, focusing on adolescents adjudicated for illegal sexual behavior (AISB). Originally designed to rehabilitate rather than punish, the juvenile justice system has increasingly adopted adult-oriented practices, with sex offender registration being one of the most significant shifts. While the federal Sex Offender Registration and Notification Act (SORNA) established minimum requirements, states retain broad discretion, resulting in wide variation in qualifying offenses, minimum registration age, duration, removal mechanisms, community notification, and collateral restrictions. Evidence shows these policies rarely reduce recidivism, while creating significant barriers to reentry and contributing to psychological distress, housing and employment instability, and social isolation, especially among minoritized youth. Building on the Juvenile Law Center's 2020 review, this project will provide the first nationwide, up-to-date analysis of JSORN provisions from 2020 to 2025. Using a mixed-methods approach, state statutes and regulations will be systematically coded across multiple variables using Thomas Reuter's Westlaw database, with results compared longitudinally to identify changes over time. These findings will be contextualized with current research in adolescent development, criminology, and therapeutic jurisprudence to assess alignment with developmental science and evidence on recidivism. Anticipated outcomes include a comprehensive dataset and comparative profiles that highlight legislative patterns, persistent inconsistencies, and the broader impacts of these laws on youth development and public safety. By integrating empirical research with legal analysis, this study seeks to inform reforms that balance accountability with rehabilitation, promote equitable treatment of youth, and guide policymakers toward developmentally appropriate, evidence-based approaches to managing AISB.

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1656

ARTIFICIAL INTELLIGENCE AND PSYCHOLOGY: TOWARD GLOBAL PRINCIPLES FOR ETHICAL AND INCLUSIVE PRACTICE

Elgier A.*, Clinton A., Leader J.F., Humphrey M.E., Rovira A., Jindal K., Ho D.

Global Psychology Alliance - American Psychological Association ~ Washington DC ~ United States of America

Artificial Intelligence (AI) is rapidly transforming the landscape of psychology, influencing research, clinical practice, education, and policy. While significant progress has been made in outlining ethical frameworks, there remains a critical gap in developing principles that reflect diverse international contexts. The Global Psychology Alliance (GPA) Working Group on Digitalization and Psychology was created to address this challenge by bringing together professionals from multiple regions, including Latin America, Africa, Asia, Europe, and North America. The purpose of this presentation is to share the initial outcomes of this collaborative effort: the drafting of global principles for the responsible use of AI in psychology. These principles cover key areas such as ethical foundations, professional competence, human oversight, privacy and security, accessibility and inclusion, and training and education. Importantly, they are designed not only to ensure ethical and evidence-based practice but also to be adaptable to the realities of different cultural and regulatory environments. The method guiding this work has been a participatory, consensus-building process involving psychologists from over 80 countries. Survey, group discussions, and iterative drafting have been used to integrate perspectives and identify both common priorities and region-specific concerns. Preliminary results indicate broad agreement on the need for transparency, human oversight, and validation of AI tools, while also highlighting challenges such as inequitable access to technology and risks of algorithmic bias. In conclusion, this presentation emphasizes the importance of advancing globally informed principles that can guide psychology in leveraging AI responsibly. By incorporating diverse perspectives, this initiative aims to contribute to an international framework that supports innovation, protects rights, and promotes equity.

Division 10: Psychology, Law, and Ethics Division 18: History of Applied Psychology Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions

Abstract 1653

IMPLEMENTING THE NEW PSYCHOLOGIST CODE OF CONDUCT IN AUSTRALIA

Phillips R.*

Psychology Board of Australia ~ Melbourne ~ Australia

The Psychology Board of Australia Code of Conduct (the Code) sets out the standards of conduct the Board expects from psychologists. The Board's paramount consideration is public protection and public confidence in the safety of the services psychologists provide in Australia. The Board's first Code of Conduct came into effect in 2025 after 6 years of development, thus implementing a regulatory code and moving away from the traditional Code of Ethics. The preparatory work included researching tribunal decisions and coronial recommendations, complaint themes, the scientific literature, and codes of conduct of other jurisdictions. An expert advisory group undertook a gap analysis to prepare a draft code for consultation.

The new Code has moved from general high-level principles that are complemented by ethical guidelines towards a single document of expectations that describes behaviours that are required or prohibited in practice. The Code deliberately embeds cultural safety as a core requirement for safe and effective practice, including expanded guidance on Aboriginal and Torres Strait Islander health and cultural safety. The Code also includes revised expectations for professional boundaries to highlight that the power imbalance and risk of exploitation, the extent of the relationship, and vulnerability of the client are the most relevant factors.

The presentation will provide an overview of the development of the new Code, the process of consultation and implementation, and key learnings that have supported a safe transition for the Psychology profession.

Division 10: Psychology, Law, and Ethics Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2525

SAFEGUARDING RESEARCH MATTERS: LOW DISTRESS AND STRONG SUPPORT FROM CHILDREN AND ADOLESCENTS

Russell D.*

Australian Catholic University ~ Melbourne ~ Australia

Background: Ethical concerns about involving young people in research on sensitive topics such as abuse prevention often centre on potential distress. Yet, little empirical evidence exists on how children and adolescents experience such participation and whether they perceive it as valuable.
Method: Data were drawn from a national survey of 4,952 children and adolescents aged 10–18 years (M = 13.9) across youth-focused settings (schools ~90%, sports clubs, religious ministry programs). Participants reported on safeguarding in the organisation that invited them to participate, perceived importance of research, willingness to participate after seeing the questions, and whether and how much the survey upset them. Predictors included age group, gender, Indigenous status, confidence in adults to respond to safety concerns, perceived barriers to help-seeking, and organisational safety climate.
Results: Most participants (89.7%) reported no distress; 10.3% indicated being upset. Despite this, 87.6% would participate again, and 64.8% rated participation as “quite” or “extremely” important. Logistic regression showed distress was less likely among older students (OR = 0.70) and those perceiving stronger safety climate (OR = 0.39) and fewer barriers (OR = 0.56). Gender and Indigenous status predicted higher odds of distress. Ordinal regression indicated perceived importance was positively associated with confidence in adults (β = .24), fewer barriers (β = .40), and stronger safety climate (β = .32), but not age. Males were less likely to rate participation as highly important.
Conclusions: Findings challenge assumptions that sensitive research is broadly harmful. While a minority experience distress, most endorse its importance and would participate again. Ethical practice should include safeguards for vulnerable groups and strengthen approaches that respect children’s rights to be heard. Results highlight opportunities for meaningful child and adolescent participation, including co-design of sensitive research, ensuring safeguarding studies reflect young people’s perspectives and priorities.

Division 10: Psychology, Law, and Ethics Division 8: Health Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 2608

MEDICALLY ASSISTED DYING (MAID) FOR PSYCHIATRIC CONDITIONS—ETHICAL ANALYSIS AND THE ROLE OF PSYCHOLOGISTS

Searight R.*, Lamma S., Anderson M.

Lake Superior State University ~ Sault Sainte Marie ~ United States of America

Medical Assistance in Dying (MAID) has become an evolving issue in law, medicine, and ethics across multiple countries. First introduced in Oregon in 1997 under the Death with Dignity Act, physician-assisted death has since been legalized in 11 U.S. states and in Canada. While originally restricted to patients with terminal medical conditions, some jurisdictions have extended eligibility to individuals with severe psychiatric disorders. This expansion has generated significant ethical, clinical, and cultural debate.

A widely publicized 2024 debate in the Canadian Parliament regarding MAID for mental health conditions drew close attention from U.S. mental health professionals. Although Canada legalized MAID in 2016, implementation of psychiatric-only eligibility has been postponed until 2027, reflecting the complexity of the issue.

Available data suggest that psychiatric-only MAID cases remain rare but are gradually increasing, particularly in Belgium and the Netherlands. Patients most frequently present with mood disorders, personality disorders, and histories of suicidality, with comorbidity common. Psychologists can play a critical role in evaluating decisional capacity, yet concerns remain, as psychiatric illness may impair judgment, concentration, or stability of preferences. Frameworks such as the Appelbaum and Grisso model emphasize communication, understanding, appreciation, and reasoning, but many evaluations lack systematic application of these criteria.

Treatment efficacy further complicates the debate: while some psychiatric conditions are treatment-resistant, evidence-based therapies are often underutilized or inaccessible due to systemic barriers, raising justice-related concerns. Ethical discussions highlight tension between autonomy and mental health professionals' duty to prevent suicide. From a principlist perspective, autonomy is frequently prioritized, yet beneficence and nonmaleficence caution against premature death when effective treatments may exist. Religious and cultural perspectives overwhelmingly oppose MAID, emphasizing divine sovereignty and the inherent value of life.

The Canadian debate underscores unresolved questions about the irreversibility of suffering, treatment access, safeguards, and the societal implications of psychiatric MAID.

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 160

ETHICAL PRACTICE IN THE MAJORITY WORLD: A FRAMEWORK FOR PSYCHOTHERAPISTS TRAINED IN THE MINORITY WORLD.

Zhou Y.*

University of Iowa ~ Iowa City ~ United States of America

Therapists trained in the minority world with Western psychological models often face significant ethical dilemmas when returning to practice in the majority world contexts, where cultural norms and systemic conditions may differ significantly from their training environments. Without a critical lens and intentional decolonization efforts, well-intentioned practices can inadvertently reimpose colonial power dynamics in mental health care. This presentation will build on a recent article, which has been accepted for American Psychologist, that critiques the implicit universality of Western ethical standards and proposes a culturally responsive ethical framework tailored to majority world contexts. Key principles include cultural contextualization, relational ethics, social justice advocacy, integration of Indigenous practices, and reflective practice. Through a detailed case study adapted from a real-life event, the article illustrates the application of this framework for therapists in navigating complex dilemmas that arise at the intersection of cultural dissonance, systemic inequities, and global power dynamics. Recommendations for training programs are provided, emphasizing the integration of international competence, decolonial approaches, and community-based learning to better prepare therapists for culturally attuned and ethically sound practice.

10 - Division 10: Psychology, Law, and Ethics

Trust, Culture, and Social Regulation

Wednesday 22 July 2026 from 11:00 to 13:00

(L-Lorenese)

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 111

MALE CULTURAL HEGEMONY LOSS AND THE FAR-RIGHT SUCCESS

Altungy P.*[1], Liébana S.[1], Velo C.[2]

[1]Universidad Europea de Madrid ~ Madrid ~ Spain, [2]Universidad Europea de Valencia ~ Valencia ~ Spain

One of the defining features of the 21st century may well be the growing polarization that societies—particularly in the West—are experiencing. While this polarization is often framed within the political arena, it extends far beyond, permeating other social domains such as culture, economics, generational divides, and gender dynamics. Concerning the latter, recent years have seen a rise in voices pointing to a widening gender gap, not only in economic terms but also in matters of identity. Increasingly, more men, including those from younger generations, report feeling “socially rejected” simply for being men.

Simultaneously, support for right-wing and far-right ideologies has grown across Western societies. Could these phenomena be interconnected? This article seeks to integrate insights from political science and philosophy within a psychological framework to explore the underlying causes of this social, political, and gender polarization. It examines the decline of male social hegemony as an example of significance loss—an experience that fuels heightened uncertainty and, in turn, drives increased support for conservative and far-right policies, particularly among men.

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 16: Peace, Justice and Strong Istitutions

Abstract 1795

SOCIAL PSYCHOLOGY EXPERIENCES FROM CONSULTATIONS WITH INDIGENOUS COMMUNITIES FOR THE DEVELOPMENT OF ROAD PROJECTS IN GUANAJUATO

García Y Barragán L.F.*, Correa Romero F.E., Espinoza Romo A.V.

Universidad de Guanajuato ~ León ~ Mexico

Expanding road infrastructure in territories with indigenous communities requires an approach that guarantees respect for their collective rights and self-determination. In Guanajuato, Mexico, this process involves establishing consultation procedures with indigenous peoples and communities in accordance with international standards, particularly Convention 169 of the International Labour Organisation (ILO). This poster outlines the outcomes of consultations conducted in 2024 for two road projects involving 13 indigenous communities. Our aim is to highlight the related psychological procedures, challenges and lessons learned.

The right to free, prior and informed consultation is a fundamental collective human right for indigenous peoples. It is recognised nationally in the Political Constitution of the United Mexican States and internationally in ILO Convention 169 and the United Nations Declaration on the Rights of Indigenous Peoples. In Guanajuato, these processes are based on the 'Protocol for the Implementation of Consultations with Indigenous Peoples and Communities', and the guiding principles of these consultations include good faith, freedom of participation, the cultural relevance of methodologies, the provision of complete and impartial information (including social, cultural, and environmental impact studies), and the active pursuit of agreements. The absence or defect of any of these elements may invalidate the procedure.

Identified needs for these processes include including training on human rights and indigenous rights in a preparatory phase, and establishing ongoing dialogue between ejido leaders, indigenous authorities, and state government authorities.

These experiences demonstrate that consultations with indigenous communities can lead to agreements and prevent conflicts. However, they also highlight a disconnect between the communities' needs and the government's proposals, which, while it may be positive for the state, does not necessarily result in direct benefits for the communities.

Division 3: Psychology and Societal Development Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1462

PREDICTING FERTILITY INTENTIONS WITH THE THEORY OF PLANNED BEHAVIOUR: A THREE-LEVEL META-ANALYSIS

He N.*, Liang Y.

Shaanxi Normal University ~ Xi'an ~ China

Fertility intentions serve as a critical predictor of fertility behaviors. While numerous studies have examined the predictive utility of the Theory of Planned Behavior (TPB) in predicting fertility intentions, empirical findings remain inconsistent. To systematically assess the explanatory power of the TPB in explaining fertility intentions, this study employed a three-level meta-analysis approach using random effects model, synthesizing data from 33 studies encompassing 128 effect sizes and 47, 923 participants. Results revealed significant associations between TPB components and fertility intentions, with attitude demonstrating the strongest correlation (r+ = 0.41), followed by subjective norms (r+ = 0.30) and perceived behavioral control (r+ = 0.23). Moderator analyses indicated that gender, childbearing history, and GDP per capita significantly influenced the strength of these relationships, but not by individualistcollectivist cultural background or temporal framing. These findings elucidates the relationship between TPB variables and fertility intentions, providing theoretical support for future interventions aimed at enhancing fertility intentions and the construction of a fertility-friendly society.

Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2336

PSYCHOLOGICAL DYNAMICS OF FAKE ACCOUNT USE: THE RELATIONSHIP BETWEEN CYBER DISSOCIATION, PSYCHOLOGICAL TRAUMA, OBSESSIVE BEHAVIORS, AND TENDENCY TO VIOLENCE

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[1]Istanbul University-Cerrahpasa ~ Istanbul ~ Turkey, [2]Bingöl University ~ Bingöl ~ Turkey

The use of fake accounts is increasing on social media platforms, which are particularly prevalent among young people. The purpose of this study is to examine the psychological dynamics of fake account use in the context of obsessive behaviors, childhood traumas, dissociative experiences, and tendency to violence. The study sample consisted of 102 university students aged 18-30 and 51 of the participants used fake accounts, while 51 did not. Participants were administered a Demographic Information Form, Childhood Trauma Questionnaire, Dissociative Experiences Scale, Violence Tendency Scale, and Maudsley Obsessive-Compulsive Inventory. Questions related to cyber dissociation were included in the Demographic Information Form. These questions include: “How much time do you spend on social media?”, “When presenting yourself to others on social media, do you project a personality that differs from your real-world self?”, “After spending time on social media, do you feel difficulty readjusting to the real world?”, “Do you clearly perceive a distinction between the online world and the real world?”, and “Are there times when you feel lost in your online identity and detached from the real world?"

Analyses revealed that individuals who used fake accounts had significantly higher childhood trauma scores than those who did not. These participants also scored higher on subscales related to emotional and physical abuse and neglect. Furthermore, significant and positive correlation was found between childhood trauma, dissociative experiences, obsessive-compulsive symptoms, and tendency to violence in participants using fake accounts. Additional analyses conducted regarding cyber dissociation also revealed significant differences between participants using fake accounts. Consequently, the relationships between these variables suggest that fake account use is not merely a digital act but also a behavioral pattern that may have psychological roots.

*This study was produced from Neşe Yılmaz Gürten's Master’s thesis at the Institute of Forensic Sciences and Legal Medicine, Istanbul University-Cerrahpaşa.

Division 1: Work and Organizational Psychology Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions

Abstract 1183

THE ANTECEDENTS OF UNETHICAL PRO-ORGANIZATIONAL BEHAVIOR: THE ROLES OF PERSONALITY, INDIVIDUALISM, AND THE BRAZILIAN JEITINHO

Porto J.B.*[1], Kwantes C.T.[2]

[1]University of Brasilia ~ Brasilia ~ Brazil, [2]University of Windsor ~ Windsor ~ Canada

Unethical behaviors exploit others for personal or organizational gain. When benefiting a company, they are termed pro-organizational unethical behaviors, often encouraged for competitive advantage. However, research shows that they harm stakeholders, such as customers, highlighting their unethical nature. Studying unethical behavior presents multiple challenges, including the analysis of cultural differences. The objective of this research was to examine the antecedents of unethical pro-organizational behavior. Individual personality variables, such as propensity to trust and extroversion, were considered, as well as the universal cultural dimensions of individualism and collectivism, and the emic dimension of Jeitinho. The concept of Jeitinho was developed in Brazil and reflects a problem-solving mechanism that involves creativity and amiability, often involving deception, cunning, and norm violations to overcome adverse situations and achieve a goal. The concept has two dimensions: Jeitinho simpático involves creativity and amiability to promote positive social interactions, and Jeitinho Malandro, which involves deception and cunning. A sample of 323 Brazilian university students answered the questionnaire. A hierarchical multiple regression analysis indicated that the variables did not explain the variance of unethical pro-organizational behavior, except Jeitinho Simpatico (beta=-.06, p<.01) and Jeitinho Malandro (beta=.25, p<.01) (R2=.11, R2Adj=.08, p<.001). The results indicate that the dimensions of jeitinho have opposite effects on behavior, challenging the notion that this concept is inherently harmful. This study underscores the importance of tailoring explanatory models to the local context to develop effective strategies for mitigating inappropriate behaviors.

Division 10: Psychology, Law, and Ethics Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2639

THE IMPACT OF POLICE TREATMENT, LACK OF TRUST IN THE LEGAL SYSTEM AND HAVING A VOICE IN THE LEGAL PROCESS ON REVENGE DESIRE IN VICTIMS OF CRIME

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Criminal victimization is linked to an increased risk of violent offending, often driven by revenge (Heber, 2014). Long-term revenge desire can also harm victims' wellbeing (Stuckless, 1997). To mitigate revenge's harmful effects, researchers have explored the psychosocial and contextual predictors of individual differences in revenge desire. For example, how revenge desire is impacted by criminal justice. While past research has focused on outcome justice, little is known about how procedural justice impacts revenge desire. This study used a cross-sectional survey (N = 236) to examine whether poor treatment by legal personnel and reduced trust in the legal system were associated with greater revenge desire among crime victims. It also investigated whether having a voice in the process reduced revenge desire. ANOVA results showed that victims who experienced the worst treatment and the greatest decline in trust exhibited significantly higher revenge desire. However, having a voice in the process was not significantly related to revenge desire. Both crime type and time since the crime affected revenge desire. These findings suggest that respectful treatment by legal personnel and efforts to build trust in the justice system may help reduce victims' desire for revenge, which could lower violence and support victims' mental health.

Division 10: Psychology, Law, and Ethics Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 71

CAUSAL JUDGMENTS AND THE MORAL VALENCE EFFECT: THE ROLE OF AMBIGUITY AND MORAL FEATURES

Passemar A.*[1], Trémolière B.[1], Verkampt F.[2]

[1]Laboratoire CLLE, Université Toulouse Jean Jaurès ~ Toulouse ~ France, [2]Laboratoire LAPCOS, Université Côte d'Azur ~ Nice ~ France

In criminal cases, jurors are expected to evaluate evidence rationally, make objective causal inferences, and reach fair decisions that can profoundly affect the lives of both victims and defendants. However, psychological research suggests that this is not necessarily the case: when judging whether someone has caused a harmful outcome, individuals appear to be influenced, under certain conditions, by the moral valence assigned to the agent's motivations (i.e., whether these motivations are praiseworthy or blameworthy). The present research examines whether the moral valence effect on causal judgments is more likely to emerge under causal ambiguity, that is, when the agent's action is a necessary condition (but for the event) but not the most direct cause of the harm due to the presence of an intervening factor with a stronger causal link. In two pre-registered studies (N = 425), participants read short scenarios in which the moral valence of the agent's motivations (Studies 1 and 2) and that of the victim (Study 2) were orthogonally manipulated. They were then asked to judge the extent to which the agent was the cause of the negative outcome. Although the agent's action was not the actual cause of the outcome, the blameworthy (vs. praiseworthy) agent was more selected as the cause of the harm. However, a negative (vs. positive) evaluation of the victim reduced causal attributions to the agent, regardless of the agent's moral valence. Moreover, exploratory analyses may have revealed a "black sheep effect": men were less likely than women to attribute causality to a blameworthy agent. These findings deepen our understanding of how agent and victim evaluations shape causal judgments. They also reflect critical issues in legal contexts, where moral evaluations may implicitly influence causal attributions and blame, even in the absence of clear causal links.

10 - Division 10: Psychology, Law, and Ethics

Ray Bull, University of Leicester, England

Wednesday 22 July 2026 from 13:00 to 13:30

(L-Lorenese)

Abstract 4643

The Ethical Interviewing of Suspects - Ray Bull

Bull R.*

10 - Division 10: Psychology, Law, and Ethics

UNITED STATES AND INTERNATIONAL PERSPECTIVES ON THE UPCOMING AMERICAN PSYCHOLOGICAL ASSOCIATION ETHICS CODE

Wednesday 22 July 2026 from 13:30 to 15:00

(L-Lorenese)

Lindsay Childress-beatty (American Psychological Association ~ Wa), Chair and Discussant

The American Psychological Association (APA) is revising its 2002 Ethical Principles of Psychologists and Code of Conduct (Ethics Code or Code) to be a transformational new Code that guides psychologists into the future. This symposium will provide a comprehensive overview of the draft Code from a global perspective. Presenters will highlight the new draft Code's expanded scope that more accurately reflects the wide variety of work activities and settings in which psychologists are engaged as well as the resulting necessity for mental health professionals to develop new competencies. The dynamic nature of ethics and emerging ethical issues such as those related to technology (e.g., artificial intelligence, telepsychology, big data), competencies, confidentiality, testing, and informed consent, as well as human rights. Presenters include several ethics experts involved in the drafting of the new Code as well as international ethicists with expertise regarding ethical principles and the Universal Declaration of Ethical Principles for Psychologists (UDEP). All will bring their unique national, as well as global, perspectives. By engaging in a critical examination of the ethical principles under revision in the new draft, the tension between the national characteristics of Ethics Codes and global ethical connections will be illuminated. Congress attendees will be able to reflect on their own national ethics codes, the current pressing issues in ethics globally, and the commonalities with the UDEP and the APA Ethics Code.

Abstract 3300

NEW AND UPDATED ETHICS STANDARDS OF THE REVISED APA ETHICS CODE

Leach M.*

University of Louisville ~ Louisville, Kentucky ~ United States of America

The American Psychological Association's Ethics Code Task Force has been developing the next iteration of its ethics code. The current code was developed almost a quarter-century ago and the psychological landscape has changed significantly in that time. Because of these changes, its ethics code must be evaluated and updated to better reflect current thinking and practices. Standards of practice have changed, and the revision not only reflects these changes but also considers future developments. The code is structured differently but maintains important components needed to guide psychologists toward ethical work. It has also expanded its scope to more accurately reflect the vast work activities and settings in which psychologists are engaged. Included in this revision is new language and intent to existing standards but also the inclusion of new standards. These standards are incorporated into every category and include areas related to multiple relationships, technologies, public presentations and accountability, informed consent, confidentiality, interdisciplinary settings, international research, data sharing teaching and supervision, sexualized relationships, and third-party testing observations, among others. The new version attempts to delineate health and non-health service providers when appropriate. Overall, the Ethics Code Task Force, comprised of individuals representing a range of diverse backgrounds and professional expertise, is developing a code that has reconsidered each section of the current code, with an eye on current and future ethical behaviors.

Abstract 3301

USING THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS TO REFLECT ON THE NEWLY REVISED VERSION OF APA'S ETHICS CODE

Gauthier J.*

Laval University ~ Quebec City, Quebec ~ Canada

The American Psychological Association (APA) has been in the process of revising its Ethical Principles of Psychologists and Code of Conduct (also known as the APA Ethics Code) since 2018. A first draft of the revised code was released for public consultation in December 2024, which yielded more than 2,650 comments from a broad range of contributors, including psychologists, graduate students, professional organizations, and members of the public. A new draft is anticipated to be available for public comment in early 2026. A final version of the revised Code will be submitted to the APA Council of Representatives for adoption upon the completion of the work. The purpose of this presentation is to reflect on the newly revised version of the APA Ethics Code from a global perspective, using the Universal Declaration of Ethical Principles for Psychologists (2008) as a reference. Comments will focus on: (a) the structure of the Code; (b) the ethical principles to be considered and balanced in ethical decision making; (c) the ethical standards defining the rules of conduct to adhere to; and (d) the potential of the Code to become an effective educational and training tool to learn to think ethically and develop global thinking about ethics. Let it be noted that the Universal Declaration of Ethical Principles for Psychologists describes ethical principles that are based on shared human values. It was developed under the auspices of the International Union of Psychological Science and the International Association of Applied Psychology and unanimously adopted by both organizations in 2008.

Abstract 3302

THE APA CODE OF ETHICS: AN ITALIAN PERSPECTIVE FOR A STRONGER PSYCHOLOGY

Zara G.*

Department of Law, University of Turin ~ Turin ~ Italy

Psychology as a science and as a profession works in the service of humanity. Psychologists are therefore directly involved in promoting the well-being and self-determination of individuals and their communities (beneficence), promoting social justice, respecting persons and peoples (fairness), advocating for human and civil rights, preventing harm (non-maleficence), and developing a scientific mindedness. The APA Code of Ethics is a source of inspiration, guidance and information for many countries in Europe and Italy in particular. The APA Code of Ethics is currently being revised, and a second new draft is in preparation, which is expected to be made available to the public in 2026. In a society that is constantly changing and challenged by numerous individual, social, cultural and technological problems, mental health and interpersonal relationships are exposed to various forms of stress. Therefore, it is of utmost importance that psychologists act not only competently but also with integrity and responsibility in their daily practice and understand the ethical implications of their professional behaviour. The APA Code of Ethics is designed to ensure that these goals are not only achieved but also strengthened. Because of the complexity of the APA Code of Ethics, the focus here is on a critical examination of some of the ethical principles under revision, such as fostering personhood, acting from social justice, encouraging participation, and supporting scientific research, but also examining the ethical use of AI, which are crucial for making psychology a profession that builds ethical bridges between America and Italy and with the rest of the world.

10 - Division 10: Psychology, Law, and Ethics

PSYCHOLOGY, LAW, AND ETHICS: RECENT DEVELOPMENTS AND EMERGING ISSUES

Wednesday 22 July 2026 from 15:00 to 16:30

(L-Lorenese)

Janel Gauthier (Laval University ~ Quebec ~ Canada), Chair and Discussant

The connection between psychology, law, and ethics is a complex and multifaceted relationship that influences the functioning of legal systems. Psychology offers insights into human behavior, which can be applied to enhance understanding of legal processes, such as criminal responsibility and courtroom dynamics. Legal principles and psychological theories interact to shape legal decision-making and policy formulation. This intersection raises critical questions about ethical practices and the implications of psychological insights in legal frameworks. By exploring this dynamic relationship, we can enhance our understanding of justice and human behavior, and improve legal outcomes and ensure ethical practices. The purpose of this symposium is to highlight recent developments and emerging issues in psychology, law, and ethics, and the interplay between these fields. It involves four speakers and a chair/moderator from four different countries (Canada, Italy, the United Kingdom, and the United States). The first paper demonstrates how research has informed ethical investigative policies and practices worldwide. The second paper focuses on the ethical issues involved in the evaluation of parental conflict and decisions regarding child custody, with special attention to the specifics of assessment in transcultural families and same-sex families. The third paper highlights commonalities and differences in ethical standards for psychologists across countries and cultural interpretations of these standards. The fourth paper aims to show how restorative justice offers an ethic capable of moving beyond punitive logic, instead fostering a generative responsibility grounded in listening, mutual recognition, and the co-construction of shared solutions. The presentation of these papers will be followed by remarks from the Chair and a question and answer period during which the audience will have the opportunity to comment and ask questions.

Abstract 3251

ETHIC TOPIC ON EVALUATION ABOUT CHILD CUSTODY AND PARENTAL CONFLICT

Pajardi D.*

University of Urbino ~ Urbino ~ Italy

One of the judicial contexts in which judges appoint psychologists as legal experts is that of parental conflict and decisions regarding minor children. Insight into family dynamics, assessing their characteristics and potential impact on children's health, and providing the judge with information to decide on child custody is a professional activity with strong ethical, as well as scientific and methodological, value. Observation, interviews, and any psychodiagnosis of adults and minors must be conducted not only in accordance with the methodology indicated by scientific literature and ethical guidelines, but also taking into account the impact this assessment and the resulting decisions have on people's lives, especially on the protection of minors and their needs in relation to their stage of development. Psychologists must have specific training in forensic psychology that allows them to operate in accordance with the laws and practices of the judicial context and to maintain the scientific and methodological independence of their discipline. Meeting and assessing individuals in this context requires ethical behavior that is respectful toward those being assessed, with attention to identifying both critical issues and resources, and proper positioning in one's professional role, both as a judge's expert and as a lawyer's expert. Some particularly important or timely points will be analyzed, such as the promotion of interventions for families and minors (mediation, parental coordination), and the specifics of assessment in transcultural families and same-sex families.

Abstract 3252

COMMONALITIES AND DIFFERENCES AMONG NATIONAL CODES OF ETHICS IN PROFESSIONAL PSYCHOLOGY

Leach M.*

University of Louisville ~ Louisville ~ United States of America

As the profession of psychology continues to gain greater acceptance across the globe it is prudent for psychologists to evaluate common ethical components that comprise ethical behaviors. Documents such as the EFPA Meta-Code and the Universal Declaration of Ethical Principles for Psychologists help develop common ethical principles across countries, acting as foundations from which to develop codes of ethics. Recently there have been research efforts to identify common ethical standards across national codes of ethics. Identifying these standards establishes common features of expected ethical practices across countries. However, though common standards may be found across different codes, the interpretation of these standards is likely to differ due to cultural contexts. The purpose of this presentation is to highlight some ethics code standards found to be common across countries, cultural interpretations of these standards when possible, and discussion of differences found among codes. A presentation of trends across code development will be included. These research efforts can assist psychological associations with developing and refining their codes of ethics.

Abstract 3253

RESTORATIVE JUSTICE AS RELATIONAL ETHICS: TRANSFORMING INJUSTICE, FOSTERING COEXISTENCE, AND PROMOTING WELL-BEING OF PEOPLE AND COMMUNITIES

Patrizi P.*

University of Sassari ~ Sassari ~ Italy

Restorative justice can be understood as an ethical and cultural paradigm that addresses not only interpersonal conflicts but, above all, injustices in their multiple forms, including systemic and structural ones. At its core lies the recognition of harm and the commitment to address it through dialogical and transformative processes, capable of alleviating consequences and opening new possibilities for justice.
This paradigm rests on a solid value framework—dignity, responsibility and accountability, solidarity, and non-domination—that guides practices and distinguishes them from a mere set of tools. Restorative practices embody a relational ethic that restores voice and power to individuals and communities, making justice a process of shared truth-seeking through dialogue. The contribution aims to show how restorative justice offers an ethic capable of moving beyond punitive logic, instead fostering a generative responsibility grounded in listening, mutual recognition, and the co-construction of shared solutions. Special attention will be given to the value of “non-domination” (Braithwaite) and to the conception of responsibility as an ecological and relational process (De Leo), which highlight the paradigmatic difference from the ethics of retributive justice. These perspectives also show strong affinities with psychological ethics and practice, united by the commitment to human dignity, the building of healthy relationships, and the promotion of well-being. Finally, some implications for contemporary culture will be discussed: How can restorative ethics guide institutions, communities, and professional practices toward more inclusive and just models? What challenges emerge in translating restorative values into norms, policies, and organizations? Starting from these questions, the presentation will propose restorative justice as an ethical horizon able to transform not only responses to harm but also our very idea of democratic coexistence.

10 - Division 10: Psychology, Law, and Ethics

Violence, Justice, and Rehabilitation

Thursday 23 July 2026 from 08:00 to 10:00

(L-Lorenese)

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development SDG 5: Gender Equality

Abstract 1357

GENDER, CRIME AND LEGAL EDUCATION: EXPLORING PERCEPTIONS FEMALE CRIMINALITY THROUGH THE LENS OF LL.M. STUDENTS

Kriti C.*

Manipal Academy of Higher Education ~ Manipal ~ India

The academic conversation around female criminality in India has always focused on the causation of offending. The research in the field has been quite oblivious of human perceptual biases. This unobserved gap forms the cornerstone of the current research. The primary goal was to look at the female criminality landscape through the lens of legal professionals. The study interviewed senior law students of leading private universities in India. Criminality has been shaped by socio-economic, cultural, and legal factors. The indispensable rationale of the research was to analyse the Indian criminal justice system's approach to female offenders. The investigation raised questions of intellectual, preference, choice, and causation of offensive behaviour among women in the country. Theoretically, female criminality in India has been linked to factors like stress of mismanaging work-life balance, distrust in social systems, and oppression beyond human conditions. The present research was conducted to corroborate these claims from the perspective of future law professionals in the country. The data from the interview reveals a multitude of causal and attributive factors assigned to female criminality beyond stress and distrust, with great emphasis on choice, disregard of the law, and a blatant opposition to normative behaviour. The analysis that ensued highlights hesitance to acknowledge any deviance from expected social roles, thereby unveiling an implicit prejudicial treatment of female offenders. The study was conceptualised on the premise that there exists a systemic disparity in dispensing gender-sensitive justice, and the results of the research have reiterated a similar treatment. The results also help in explaining the latent perceptual biases for the disparity. The objective of the research is to provide a holistic overview of perceptions of female offenders in the country, which would lead to targeted interventions that would aid an equitable and fairer criminal justice system.

Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions

Abstract 1091

THE ROLE OF OF VOLUNTEER PROBATION OFFICERS IN FACILITATING SOCIAL REHABILITATION

Tsai W., Lin S.*

National Kaohsiung University of Science and Technology ~ Kaohsiung ~ Taiwan

In the judicial system, probation officers play a crucial role in safeguarding the rights and safety of individuals under protective supervision, as well as serving as a bridge between these individuals and society. The origin of the probation system can be traced back to volunteer work in the United States, with a history of only 200 years, and it has been developed for less than 50 years in our country. Despite this, it has received relatively little attention and related research within the judicial system, while the roles of probation officers and volunteer probation officers are relatively unknown in society in Taiwan. This study aims to explore the roles played by volunteer probation officers in assisting individuals with social rehabilitation. Through this research, the aim is to enhance societal awareness of the work of volunteer probation officers, understand their significance within the judicial system, and provide an empirical basis for future policy development. The subjects of this study are divided into three categories: individuals under protective supervision, former cases, and volunteer probation officers. Through interviews, insights are gained into their views on volunteer probation officers and various experiences and perspectives during this process are shared.

This study adopts the interview method, conducting in-depth interviews with current probationers under protective supervision, individuals whose cases have been closed, and those serving as volunteer probation officers. Through the self-reports of those under protective supervision, the study delves into their perceptions and feelings about volunteer probation officers, as well as the impact and benefits of these officers on their social rehabilitation journey. The findings reveal that volunteer probation officers provide necessary support and resources during the social rehabilitation process, with their impact and benefits being recognized by those under supervision.

Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 882

BEHIND BARS, BEYOND MOTHERHOOD: NARRATIVES OF INCARCERATED WOMEN IN INDIA

Mathur S., Mittal S.*

Bennett University ~ Greater Noida ~ India

Motherhood is a central axis of identity for women. Incarceration profoundly disrupts women's maternal roles, yet little is known about how incarcerated mothers in India experience and narrate motherhood. This study explores how incarcerated women in India narrate their maternal experiences while negotiating prison life. Based on thematic analysis of open-ended interviews with 30 incarcerated mothers in India, this study examined three questions: (1) What emotional experiences do incarcerated women report in relation to their role as mothers? (2) What concerns do they express about their children's well-being and future during imprisonment? and (3) How does incarceration affect the way women perceive and narrate their maternal identity? The findings reveal that guilt, sadness, and longing dominate women's emotional landscapes, rooted in separation from their children and uncertainty about their maternal capacities. Mothers frequently expressed anxiety about their children's treatment, safety, and future prospects, underscoring the persistent bond between maternal identity and caregiving despite physical absence. Incarceration also reshaped maternal identity, as women struggled with disrupted motherhood, fear of rejection by spouses, and the stigma of being simultaneously labelled "prisoner" and "mother."

An intersectional lens highlights how caste, class, poverty, and patriarchy compound this vulnerability amplifying both maternal distress and institutional neglect. Women from marginalized communities faced compounded vulnerabilities: economic precarity, social stigma, and institutional neglect amplified the harms of maternal incarceration. This study contributes to feminist criminology and psychology by foregrounding incarcerated women's voices in India, a context often overlooked in global prison research. It argues for gender-sensitive prison policies that safeguard maternal roles, provide psychological support, and address the intersecting inequalities shaping women's incarceration.

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development SDG 5: Gender Equality

Abstract 1186

THE IMPACT OF NEUTRALIZATION TECHNIQUES ON THIRD-PARTY EVALUATIONS OF COERCIVE CONTROL

Lavédrine M.*[1], Meyer T.[1], Testé B.[2]

[1]Univ. Paris Nanterre ~ Nanterre ~ France, [2]Univ. Rennes 2 ~ Rennes ~ France

Introduction: Neutralization techniques encompass a set of justifications intended to excuse or conceal transgressive behavior. The two major forms are denial of responsibility and denial of behavior. Such techniques are frequently employed by perpetrators of coercive control, an insidious form of Intimate Partner Violence (IPV). Purpose: This research examines the effect of neutralization on third-party judgments in situations involving coercive control. Method: Participants (N = 561) first read a victim's testimony of coercive control before being randomly assigned to one of three conditions. In the control condition, participants completed the questionnaires directly. In the two experimental conditions, they were additionally exposed to a perpetrator testimony containing either denial of responsibility (victim-blaming) or denial of behavior (minimization). Measures assessed perceived responsibility, moral judgment, social judgment, and approval of sanctions. Results: Although the victim was consistently evaluated more favorably than the perpetrator, neutralization techniques significantly influenced third-party evaluations by reducing the responsibility of the perpetrator and increasing the perceived acceptability of his behavior. Both forms of denial decreased approval for sanctions against the perpetrator. However, denial of responsibility had a broader and stronger impact than denial of behavior, including higher attribution of responsibility to the victim. Conclusions: Neutralization techniques shape evaluations of coercive control, potentially increasing passivity in the face of allegations. Third parties play a critical role in contexts of deprivation of liberty such as coercive control, not only by detecting the abuse or providing social support, but also by contributing to the victim's protection from the perpetrator. A better understanding of the impact of neutralization could help mitigate these risks and strengthen interventions in support of victims.

Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being

Abstract 506

FAMILY SUPPORT AS A PROTECTIVE OR RISK FACTOR? A PSYCHOSOCIAL ANALYSIS OF FEMALE OFFENDERS

Şeker F.D.*

Trabzon University ~ Trabzon ~ Turkey

This study investigates the relationship between perceived family support and criminal behavior among incarcerated women, adopting a psychosocial perspective. Recognizing that criminal behavior emerges from a complex interplay of individual vulnerabilities, environmental stressors, and social dynamics, this research places particular emphasis on the role of family support as a potential protective factor in the lives of female offenders.

The study was conducted with 191 female inmates incarcerated at the İzmir Women's Closed Penal Institution in 2024. A descriptive and correlational research design was employed. Data were collected through the Personal Information Form, the Multidimensional Scale of Perceived Social Support (MSPSS), and the Fagerström Test for Nicotine Dependence (FTND). The analyses were conducted using SPSS 25, including descriptive statistics, correlation analysis, MANOVA.

The findings revealed significant negative correlations between perceived total social support scores and various risk indicators: criminal recidivism ($r = –.178$, $p < .05$), lifetime substance use ($r = –.148$, $p < .05$), cigarette use ($r = –.170$, $p < .05$), and having a family history of criminal behavior ($r = –.190$, $p < .01$). Furthermore, family support levels were found to be significantly associated with nicotine dependence levels ($F(4,157) = 3.850$, $p < .005$), suggesting that low perceived support may increase vulnerability to addictive behaviors.

These results highlight the critical importance of strengthening familial bonds and enhancing psychosocial support systems for incarcerated women. Such efforts may contribute to reducing recidivism, promoting rehabilitation, and fostering reintegration. Additionally, the study emphasizes the need for gender-responsive policies in the criminal justice system that account for the distinct psychosocial experiences and needs of women offenders.

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2572

CHARACTERIZING INCARCERATION-RELATED MORAL INJURY

Thomas K.*

Yale School of Medicine ~ New Haven ~ United States of America

The United States has one of the highest rates of incarceration in the world, with over 10 million people released from U.S. prisons and jails each year. People with histories of incarceration have high rates of posttraumatic stress disorder (PTSD), likely due, in part, to exposure to violence and abuse during incarceration. Untreated PTSD symptoms are associated with poor emotional regulation, impulsivity, substance use, and risk taking, all of which increase one's risk of recidivism. Despite the high rates of trauma exposure and PTSD in formerly incarcerated people, there are currently no evidence-based treatments for PTSD for people returning home from incarceration. One construct that may hold promise as a point of intervention for PTSD treatment in people with histories of incarceration is moral injury. Originally studied in combat veterans, moral injury refers to perpetrating or witnessing acts of transgression that violate deeply held moral beliefs and expectations. While it has been posited that experiences of moral injury are likely common in people with histories of incarceration, little research has examined experiences of moral injury as a potential population-specific risk factor for PTSD. Thus, the goal of this study is to collect survey data and conduct qualitative interviews with people who are formerly incarcerated to characterize experiences of incarceration-related moral injury. Preliminary analyses of survey data reveal high rates of reported moral injury exposure (94.5%) and a strong association between experiences of moral injury and severity of PTSD symptoms. Qualitative interviews are ongoing and will be analyzed with the goal of creating a conceptual framework of incarceration-related moral injury. Clinical implications and areas for future research will be discussed.

Division 10: Psychology, Law, and Ethics Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2357

A PSYCHOSOCIAL LENS ON THE JUSTICE SEEKING PROCESS FOR DOMESTIC VIOLENCE VICTIM-SURVIVORS: A MULTI-SITED QUALITATIVE STUDY FROM NORTH INDIA

Rathore M.*, Sharma A.

Indian Institute of Technology, Jodhpur ~ Jodhpur ~ India

Psychology is increasingly being applied to address real world problems of violence, systemic marginalization and gender equality. In this light, the aim of this paper is to discover and highlight the role of psychosocial aspects of the court in journeys of Domestic Violence (DV) victims-survivors from India. This paper employs 6 months of courtroom ethnography, semi-structured interviews and focused group discussions to understand the psychosocial aspects of the justice seeking process. The participants included a diverse mix of DV victim-survivors, lawyers, judges and crisis support workers. A multi-sited approach included two districts from a North-Indian state. Some of the sites were: courtrooms, waiting areas in courts, parking lots, canteens and domestic violence support centers.

The thematic findings of the study showcases: 1. Lived experiences of courtroom trials: DV victim-survivors where they narrate their in-depth emotions and thoughts on navigating the court and its psychological impact. The informants describe battling multiple identities in the court i.e of a victim, survivor, mother and their own 'self' in the becoming. Dealing with the patriarchal court context also forms a trauma trigger detailed in the theme. 2. The making of a DV case detailed through ethnographic observations from lawyer- client interactions. A certain type of reframing of cases as a civil issue is witnessed which dilutes the 'violence' from the domestic violence case 3. The last theme explains the relevance of employing feminist and psychosocial principles through an example of crisis centers for domestic violence. The DV shelters integrate resilience and recovery with its crisis response to the victim-survivors. The study concludes the importance of addressing and applying psychosocial dimensions in the state's response to DV. This study holds potential for replication to address Violence against Women at a global level.

10 - Division 10: Psychology, Law, and Ethics

Georgia Zara, University of Turin, Italy

Thursday 23 July 2026 from 13:00 to 13:30

(L-Lorenese)

Abstract 4644

Divisional Invited Keynote

Zara G.*

10 - Division 10: Psychology, Law, and Ethics

HOW ARTIFICIAL INTELLIGENCE IS CHANGING PSYCHOLOGICAL SCIENCE: ETHICAL AND METHODOLOGICAL CONSIDERATIONS

Thursday 23 July 2026 from 15:00 to 16:30

(L-Lorenese)

Dennis Stolle (American Psychological Association ~ Was), Chair and Presenter

This symposium will bring together psychological scientists from diverse subdisciplines and from three countries to explore how artificial intelligence is reshaping the research process in psychology. Panelists will address both current and future uses of AI in generating new psychological science, with emphasis on industrial-organizational, clinical, and social/personality psychology, as well as cross-cutting ethical issues.

The session will walk through the traditional steps of research—literature review, experimental design, development of stimulus materials, data collection, data analysis, and beyond—showing how AI can be implemented at each stage. Examples will illustrate how AI tools can increase efficiency and generate novel insights, while also raising important methodological and ethical questions.

Central to the discussion is the dual focus on feasibility and responsibility: not only can AI be used in these steps, but should it be used? Panelists will examine concerns such as bias in AI-generated materials, transparency in AI-driven analyses, and risks of overreliance on machine outputs in place of human judgment. By considering these issues alongside the opportunities, the symposium will help participants think critically about integrating AI into their own research practices.

The novelty of this symposium lies in its focus on emerging methodologies and the ethical dilemmas they create. While AI has begun to make inroads into psychological science, a comprehensive and systematic discussion of its role across the entire research cycle is rare. By explicitly pairing technical applications with ethical considerations, the session will offer a forward-looking perspective that is both innovative and practical.

The symposium is highly relevant to the Congress because research methods are foundational to nearly all areas of applied psychology. As AI expands the boundaries of what is possible, understanding its uses and limits will be critical for scholars, practitioners, and institutions alike.

Abstract 3361

ADVANCEMENTS AND ETHICAL CONSIDERATIONS IN AI-DRIVEN PSYCHOLOGICAL RESEARCH METHODS

Stolle D.*, Chan M.

American Psychological Association ~ Washington, DC ~ United States of America

As artificial intelligence reshapes the research landscape, psychology faces both unprecedented opportunities and pressing challenges in adapting its methods. This presentation, offered from the dual perspective of symposium chair and presenter, will provide a broad overview of the latest developments in AI-based research methods and their implications for the field. Drawing on a background that bridges social and personality psychology, applied research, and law, the session will highlight how emerging technologies are being integrated into consulting, organizational, and applied research contexts. Specific attention will be given to the ways in which AI is transforming methodological practices, from survey and experimental design to data analysis and real-time adaptation of research materials. The presentation will also address the likely directions in which these technologies are moving, including advances in large language models, predictive analytics, and human–AI interaction in research settings. Beyond individual applications, the discussion will consider the broader role of professional associations in shaping standards, fostering ethical practice, and developing best-practice guidelines to ensure validity, transparency, and equity in AI-driven research. Attendees will gain an understanding not only of the cutting-edge uses of AI in psychological research, but also of the institutional responsibilities and professional values that should guide its adoption. This integrative perspective situates AI not merely as a technical tool but as a transformative force that will require coordinated leadership and ethical foresight to shape the future of psychological science.

Abstract 3363

ARTIFICIAL INTELLIGENCE'S IMPACT ON CLINICAL RESEARCH AND PRACTICE

Leader J.F.*

European Federation of Psychologists' Associations ~ Brussels ~ Belgium

The integration of artificial intelligence into psychology is reshaping both research and clinical practice. This presentation will offer perspectives from a scholar–practitioner whose work bridges academic research and applied therapeutic settings. With a research background in mixed reality and augmented therapy, combined with ongoing clinical practice, this contribution highlights the dual opportunities and challenges of bringing AI into psychology. On the research side, AI enables new approaches to study design, data analysis, and the development of innovative therapeutic tools, yet also raises questions about validity, generalizability, and the role of human judgment in scientific inquiry. In the clinical realm, AI-driven technologies intersect with therapeutic practice in ways that can augment treatment, enhance accessibility, and support individualized care, but also demand careful attention to ethics, trust, and the preservation of the therapeutic relationship. The presentation will examine issues such as the transparency of AI systems, potential bias in training data, and the responsibility of psychologists to evaluate emerging technologies with scientific rigor and ethical sensitivity. Special emphasis will be placed on how AI tools can both enrich and complicate mixed reality and augmented therapy methods, providing new modes of engagement for clients while also introducing questions of autonomy, competence, and oversight. Attendees will gain an integrated understanding of how AI simultaneously advances psychological research and reshapes clinical practice, as well as strategies for responsibly adopting these technologies to ensure that innovation aligns with professional values and client well-being.

Abstract 3364

ETHICS IN PSYCHOLOGICAL SCIENCE IN THE AGE OF ARTIFICIAL INTELLIGENCE

Childress--Beatty L.*

American Psychological Association ~ Washington, DC ~ United States of America

Artificial intelligence (AI) is rapidly transforming psychological science, offering new tools for research design, data collection, and analysis. At the same time, these innovations raise complex ethical questions that require careful consideration by the field. This presentation will examine the ethical challenges and opportunities posed by the integration of AI into psychological research. Broad ethical considerations will be explored, including the potential bias in AI systems, global fairness and equity issues, deskilling and pipeline issues, and the possible impact on research integrity, as aspects of research are increasingly automated using AI. This presentation will also highlight how the APA's Ethical Principles of Psychologists and Code of Conduct provides guidance for the ethics of emerging research practices that involve AI. Particular attention will be paid to issues of transparency and informed consent, confidentiality and privacy, data security, and accountability when researchers employ AI-based tools such as large language models or machine learning algorithms. The responsibilities of psychologists to maintain competence as technology evolves will also be considered. Attendees will gain a clearer understanding of how psychologists can balance innovation with ethical responsibility, ensuring that the use of AI advances science while protecting participants and upholding public trust. This session will equip psychological scientists with the tools to navigate the ethical landscape of AI in research responsibly and effectively.

Abstract 3365

A DECISION FRAMEWORK FOR USE OF LLMS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND BEYOND

Behrend T.*

Michigan State University ~ East Lansing ~ United States of America

The rapid growth of large language models (LLMs) has created new opportunities for developing materials in psychological surveys and experiments, yet systematic guidance on their effective use remains limited. This presentation discusses a decision-making framework outlining five distinct applications of LLMs in research contexts: (1) LLM as research assistant, (2) LLM as adaptive content creator, (3) LLM as external resource, (4) LLM as conversation partner, and (5) LLM as research confederate. Each use case highlights potential benefits as well as challenges for implementation, validity, and ethics. The presentation will include guidance, based on newly published research, on ensuring internal and external validity when incorporating LLMs, including considerations of prompt engineering, model selection, alpha and beta testing, study launch, and ongoing monitoring. The presentation will further address ethical issues such as transparency, participant consent, bias auditing, and responsible oversight in LLM-based research. While LLMs can substantially expand the methodological toolkit for psychological science, their value depends on careful research design and adherence to established ethical principles. Researchers must combine expertise in both experimental methodology and LLM functionality to ensure valid, reproducible, and ethical applications.

10 - Division 10: Psychology, Law, and Ethics

Poster Session 1 - Division 10

Thursday 23 July 2026 from 15:40 to 17:10

(X- Poster 3)

Division 10: Psychology, Law, and Ethics Division 5: Education and School Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1177

BEYOND PUNITIVE MEASURES: INTERNALISATION OF VIRTUE ETHICS AS AN ALTERNATIVE APPROACH TO CURB HOMOPHOBIC BULLYING BEHAVIOUR IN THE DIGITAL ERA

Adewoye S.E.*

University of South Africa ~ Pretoria ~ South Africa

Although the South African Constitution guarantees democracy, diversity and inclusion, there is no explicit legislation that regulates usage of digital platforms and social media where homophobic bullying behaviour could be perpetrated. Consequently, when laws or regulations guiding conduct in cyber space are lacking or weak, personal moral virtues tend to become cyber space users primary behavioural guidepost. Given the significance of virtue ethics as a set of ethical ideas that predispose people to comprehend what they should do in the face of an ethical dilemma and raise their possibility of acting on moral ideals, little is known about how virtue ethics approach can be conceptualized to inform the reduction of online moral concern such as homophobic bullying among adolescents in South Africa. In light of this, the purpose of this study is to conceptualised value ethics approach as an alternative measure to curb homophobic bullying behaviour among adolescent in the digital era. The risks surrounding online activity underlie the necessity to develop a non-punitive, yet effective, approach to reduce homophobic bullying behaviour amongst early adolescents in South Africa.

Division 10: Psychology, Law, and Ethics Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 558

PERCEPTION ON THE PODIUM: WITNESSES, EVIDENCE, AND JURY INSTRUCTIONS IMPACT GUILT AND CREDIBILITY PERCEPTIONS IN A MOCK DRUG TRIAL

Helmerichs A.*, Melei E., Usherenko A., Heffner A., Ruva C.

University of South Florida ~ Tampa ~ United States of America

Introduction:
This study assesses the effects of witness type (informant/police officer), jury instructions (no mention/mention witness' ulterior motives), and evidence type (drugs/cash) on mock jurors' verdicts and witness/defendant credibility ratings in a case of possession of crack cocaine with intent to distribute. Research has identified many possible ulterior motives that both police officer and civilian informant witnesses could have for testifying in trial (Thompson, 2012; e.g., maintaining public perception, monetary gain). In trial, jurors are instructed to consider a witness' potential vested interest in the trial outcome. However, this instruction is omitted when police witnesses testify (Johnson, 2017). This study analyzes whether including the same instruction for police officer witnesses would influence perceptions of witness/defendant credibility and ultimately trial outcomes.

Method, Results, and Conclusion:
Mock jurors (N = 355) read a trial transcript, provided verdicts, and completed defendant/witness credibility scales. With the police (vs. informant) witness, mock jurors had more confidence in the defendant's guilt and found the defendant to be more credible-- specifically when there were drugs in the defendant's system (vs. copious amounts of hidden cash). Regardless of witness type, witness credibility ratings were higher in the cash (vs. drug) evidence conditions but only when the jury instructions failed to tell participants to consider the witness' potential ulterior motives for testifying. Finally, the police officer (vs. informant) witness was seen as more credible when: (a) ulterior motive jury instructions were provided and (b) when presented with cash (vs. drug) evidence. These findings suggest that while the jury instructions may not impact juror perceptions in the way we expected, mock jurors perceive the credibility of police witnesses differently than civilian informants, which in turn can impact participants' perceptions of the defendant's guilt.

Division 10: Psychology, Law, and Ethics Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1314

A MEDIATING MODERATION: THE ROLE OF IMPULSIVITY AND SELF-REGULATION ON THE RELATIONSHIP BETWEEN MENTAL TIME TRAVEL AND MORAL DECISIONS

Melinte G.*, Golu F.

University of Bucharest, Department of Psychology and Cognitive Science ~ Bucharest ~ Romania

Mental time travel (MTT) — the ability to mentally project oneself into the past or future — has been implicated in moral cognition through its role in anticipating the consequences of actions. Within a dual-process framework, involuntary MTT has been linked to intuitive moral judgments, whereas voluntary MTT may support deliberate reasoning, with impulsivity and self-regulation as plausible factors shaping this process. The present study examined whether self-regulation mediates, and impulsivity moderates, the relationship between MTT and moral judgments, testing whether voluntary MTT predicts self-regulation more strongly than involuntary MTT, and whether the indirect effect of MTT on moral judgments through self-regulation is attenuated at higher impulsivity.

A sample of 138 Romanian adults (aged 18–59; M = 23.37; 115 women) completed measures of voluntary and involuntary MTT, the impulsivity scale, a self-regulation scale, and 90 moral vignettes spanning six foundations (care, fairness, liberty, authority, loyalty, sanctity). A multivariate Bayesian moderated-mediation model was estimated in R (brms) across the six foundations. Both forms of MTT produced credibly null effects on self-regulation (involuntary b = 0.09; voluntary b = 0.10), and all 12 moderated-mediation indices fell within ±0.005 of zero. Higher self-regulation predicted lower acceptability of sanctity violations (b = −0.22, 95% CrI [−0.43, −0.01]).

In conclusion, MTT alone appears insufficient to account for moral judgments, consistent with the view that automatic cognitive processes exert limited influence on deliberate moral reasoning. Hence, other individual differences may better explain how recalled and simulated decisions shape daily moral choices.

Division 10: Psychology, Law, and Ethics Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 415

PERSONALITY AND DIGITAL RISK: A STUDY ON CALLOUS-UNEMOTIONAL TRAITS AND AGGRAVATED SEXTING ACROSS 11 COUNTRIES

Ragona A.[1], Morelli M.[2], Ruggeri L.*[3], Cattelino E.[3], Chirumbolo A.[4]

[1]Department of Developmental and Social Psychology, Sapienza University of Rome ~ Rome ~ Italy, [2]Department of Dynamic and Clinical Psychology, and Health Studies, Sapienza University of Rome ~ Rome ~ Italy, [3]Department of Human and Social Sciences, University of Valle d'Aosta ~ Aosta ~ Italy, [4]Department of Psychology, Sapienza University of Rome ~ Rome ~ Italy

Introduction: Sexting, defined as the sharing of sexually suggestive or provocative content via new technologies, is widely considered as a common sexual behavior among adolescents and young adults. In the literature, two main types of sexting have been studied: experimental and aggravated. Experimental sexting is seen as a normal way of exploring sexuality during interactions with others and is considered part of normal developmental stages. Aggravated sexting, also known as non-consensual sexting, on the other hand, involves sharing someone's explicit content without their consent and has caught researchers' attention because of its possible negative consequences. Prevalence rates of non-consensual sexting vary between countries, influenced by gender and age. The present study examined the relationship between three facets of callous-unemotional traits (i.e., callousness, uncaring, unemotional) and the sharing of non-consensual sexts across different relationship contexts (i.e., acquaintances, strangers, partners).

Method: Data were collected in 11 countries: Belgium, China, Czech Republic, Ireland, Italy, Malaysia, Poland, Russia, Turkey, Uganda, and the USA. The final sample comprised 6093 young adults (3682 girls; 2401 boys), aged 13 to 30 (M = 20.35; SD = 3.63). The participants completed self-report questionnaires, including the Sexting Behavior Questionnaire and the Inventory of Callous Unemotional Traits, translated into the language of each country.

Results: The results from a logistic mixed-model show that callous-unemotional traits can predict non-consensual sexting. Specifically, people who are more callous and uncaring, but less unemotional, are more likely to share explicit content without consent, especially with partners and strangers. Additionally, younger people and women were more likely to take part in all types of non-consensual sexting compared to older people and men.

Conclusions: These results will hopefully help in the development of prevention and intervention programs for young people, aimed at promoting healthy and conscious relationships, respect for others, and responsible use of technology.

10 - Division 10: Psychology, Law, and Ethics

PSYCHOLOGY AND HUMAN RIGHTS: SILENCE, COMPLICITY, AND ACCOUNTABILITY

Thursday 23 July 2026 from 17:30 to 19:00

(M-Lorenese)

Polli Hagenaars (Centre for Counseling C5 ~ Amsterdam ~ N), Chair

At the heart of the Universal Declaration of Human Rights (UDHR) lies the recognition of the inalienable and equal worth of every human being. A psychology that is truly grounded in human rights must internalize this principle—not only in its values but also in its epistemology, methodologies, and practices. This commitment is not a static one; it is a continuous and evolving endeavour.

Historically, psychology has fallen short of this ideal. The discipline has too often failed to serve all of humanity equitably. In some cases, psychologists have been complicit in human rights violations; in others, they have remained silent in the face of injustice. These failings demand not only reflection but action: a reparative psychology that acknowledges past wrongs and commits to standing up for human dignity in the present and future.

This symposium seeks to explore both the shadows and the strengths of psychology in relation to human rights. It is structured around four interconnected themes:

• Introduction and Epistemological Injustices

Unpacking how dominant ways of knowing in psychology have marginalized voices and experiences.

• Examples of Wrongdoings

Historical instances where psychologists actively participated in or justified harmful practices.

• Silence and Indifference

Situations where psychologists failed to speak out against societal abuses, perpetuating harm through inaction.

• Pathways towards Reparation

Highlighting initiatives, practices, and ethical commitments that embody the lessons learned—and charting a course for a more just psychology.

This symposium is a call for awareness – accountability and meaningful action. By confronting past and present injustices, psychology can move toward a future where it truly serves the dignity and rights of all.

Abstract 3435

PSYCHOLOGIES HARMS TO SEXUALLY DIVERSE INDIVIDUALS

Sinacore A.*

McGill University in the Department of Educational Counselling Psychology. ~ Montreal ~ Canada

Conversion therapy or reparative therapy is defined as any therapeutic attempt to change an individual's sexual orientation to heterosexual. That is, historical and presently around the world gay, lesbian and bisexual people have been subjected to conversion therapy or reparative therapy which can results in serious negative outcomes including anxiety, depression, suicidal ideation, relationships challenges, and sexual dysfunction (e.g., Haldeman, 2001; Shidlo & Schroeder, 2002; Beckstead & Morrow, 2004; Glassgold et al., 2009). According to the policy statement put forth by the Canadian Psychological Association (CPA), "There is no evidence that the negative effects of conversion or reparative therapy counterbalance any distress caused by the social stigma and prejudice these individuals may experience." As such, the CPA put forth a statement opposing the application of conversion and reparative therapies citing many of the harms this type of therapy causes to sexual minority individuals. Given the evidence of the dangers of conversion and reparative therapies and the fact that is continues to occur it is important for psychology as a discipline and psychologists as individuals to recognize that this form of treatment violates our codes of ethics. The codes clearly state to do no harm. As such, the presenter will review the historic and current research related to these types of therapies and will argue they need to be discontinued and deemed unethical. As well, recommendation for sexuality affirming care will be put forth.

Abstract 3442

PSYCHOLOGY, ETHICS, AND VIRTUE: REFLECTING ON THE ETHICAL RESPONSIBILITIES OF PSYCHOLOGISTS TO SOCIETY

Gauthier J.*

School of Psychology Laval University ~ Quebec City ~ Canada

Psychology functions as a discipline within the context of human society. As a science and a profession, it has ethical responsibilities to society. Most psychology ethics codes include the concept of responsibility to society, which involves a commitment to work in respectful ways to change aspects of society that can lead to serious ethical violations, and to encourage the development of social structures and policies that improve the condition of all individuals, groups, and communities in society. But how does psychology meet these responsibilities? Do these responsibilities include actively speaking out against injustice and societal abuses and opposing discriminatory policies and laws? If so, what does this mean for psychology, both collectively as a discipline and individually as psychologists? Must psychologists be accountable for the profession's failure to serve all of the members within a society equitably? If so, how does psychology, both collectively as a discipline and individually as psychologists, demonstrate ethical accountability for errors or acts that add to, rather than diminish, oppression? The purpose of this presentation is to reflect on the ethical responsibilities of psychologists to the societies in which they live and work. The Universal Declaration of Ethical Principles for Psychologists, which describes shared human values, will serve as a reference for commenting on these responsibilities. Examples of what an organization can do on behalf of a discipline to answer for unethical conduct and ensure that future conduct is ethical will be presented.

Abstract 3467

SILENCE, COMPLICITY, AND ACCOUNTABILITY: RESEARCHER ETHICS IN CONFLICT-AFFECTED SOCIETIES

Reeder D.L.*

Utrecht University ~ Utrecht ~ Netherlands

In conflict-affected societies, what researchers cannot say is shaped by safety, politics, and access. This presentation draws on fieldwork in the Nineveh Plains of Iraq after the ISIS occupation to examine both how communities endured and how the act of documenting that endurance surfaced ethical dilemmas of silence, complicity, and accountability.

Semi-structured interviews revealed practices such as faith-based coping and symbolic resistance. Documenting these everyday strategies required discretion, which in turn shaped the ethical challenges of the work. While the project was not intended as rights documentation, these survival strategies revealed human rights dimensions. Conversations often moved from experiences under ISIS occupation to the years that followed. These accounts revealed how laws and social norms continued to constrain rights and shape daily life, while also highlighting the tension between silence as protection and silence as complicity. All insights are presented in aggregated and anonymized form, with sensitive details withheld to safeguard participants, collaborators, and the researcher.

This protective stance raised difficult questions: how can researchers balance protective silences with accountability both to participants whose safety must be protected and to the integrity of the scholarly record? This presentation does not resolve these questions but argues that raising them openly is essential. Standard protocols do not anticipate such dilemmas, yet they shape both the practice of conflict-affected research and the knowledge it yields.

Abstract 3485

SILENCE IS NOT AN OPTION

Cooper S.*

University pf Pretoria ~ Johannesburg ~ South Africa

Recalling his own human rights abuses, including interaction with psychologists during apartheid, the presenter will critique current compromises and silences in psychology.
In a world increasingly engulfed by war, division, injustice, othering and sectarian narratives that imprison human potential and serve the few, ways to free the human spirit will be explored.

11 - Division 11: Political Psychology

Intergroup Relations and Social Inequality 1

Thursday 23 July 2026 from 17:00 to 18:30

(S-Monumentale)

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology Division 11: Political Psychology SDG 9: Industry, innovation and infrastructure SDG 16: Peace, Justice and Strong Istitutions

Abstract 1681

ATTITUDES TOWARD AI DATA-DRIVEN TOOLS IN POLICYMAKING: A SYSTEMATIC LITERATURE REVIEW

Barsanti A.*[1], Vacondio M.[1], Schiavo G.[2], Napolitano M.[2], Zancanaro M.[2], Esposito G.[1]

[1]Department of Cognitive Science, University of Trento ~ Trento ~ Italy, [2]Fondazione Bruno Kessler ~ Trento ~ Italy

Introduction: While existing research has largely emphasized technical and legal aspects of Artificial Intelligence (AI) applied to policymaking processes, the human dimension—attitudes, perceptions, and acceptance of relevant stakeholders —remains fragmented and underexplored.
Purpose: To synthesize empirical evidence on how data-driven AI tools are perceived, adopted, and evaluated by relevant stakeholders, such as citizens and policymakers, within public policy-making processes. Results will advance the understanding of psychological and social factors in AI data-driven policy making processes.
Methods: A PRISMA-compliant systematic literature on experimental, quasi-experimental, and qualitative studies retrieved from Scopus and Web of Science before 1st July 2025 (pre-registered (protocol: osf.io/zwgr7). From 1232 records screened, 58 studies met the inclusion criteria.
Results: Barriers such as limited digital skills, organizational constraints, inadequate algorithmic understanding, and concerns over privacy, security, and trust were identified. Facilitators included stakeholder involvement in design and decision-making, transparent communication of AI capabilities, and governance frameworks stressing fairness, accountability, and ethics. Psychological factors were central: trust emerged as the main predictor of acceptance, mediating the effects of transparency, perceived usefulness, and privacy, while fairness perceptions, resistance to change, and job insecurity also shaped attitudes.
Conclusions: These findings provide the first comprehensive synthesis of attitudes toward data-driven policy tools. Beyond the policy perspective, they offer applied psychology concrete entry points for intervention—such as designing training and change management programs, developing trust-building and communication strategies, and addressing job insecurity and resistance to change—to foster responsible and psychologically sustainable AI integration in the public sector.

Division 11: Political Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 57

NEOLIBERAL IDEOLOGICAL BELIEFS, MORAL DISENGAGEMENT, AND EROSION OF CIVIC ENGAGEMENT FOR REFUGEES

Hornung S.*, Höge T., Unterrainer C.

University of Innsbruck ~ Innsbruck ~ Austria

Introduction: The so-called European refugee crisis is driven by people fleeing from the consequences of climate change, human rights violations, wars, and poverty. Changing migration patterns aggravate social tensions and hostility towards displaced people, instigated and exploited by political right-wing populism in many European host countries.
Purpose: This study examined the role of the political-economic ideology of neoliberalism in psychological processes of moral disengagement from inhumane treatment of refugees and the resulting erosion of civic engagement for human rights of migrants in Austria and Germany. Its core assumption was that the individualistic, competitive, instrumental logic of neoliberal capitalism justifies collective moral disengagement from the suffering of asylum seekers.
Methods: A purposive online survey among students and employed persons in Austria and Germany (N=276; mean age 29 years) was analyzed using multiple regression and bootstrapping. Neoliberal ideological beliefs were measured with a validated 24-item scale (subdimensions: individualism, competition, instrumentality). A 16-item scale initially developed in Australia was adapted to assess moral disengagement from the treatment of refugees in the European context. Civic engagement was captured with nine dichotomous items adapted from a feminist activism checklist, including influencing others, circulating petitions, attending protests, donating money, political volunteering. Included control variables were age, gender, education, income, and subjective social status.
Results: Moral disengagement from the treatment of refugees fully mediated the negative relationship between neoliberal ideological beliefs and civic engagement for the human rights of migrants. A significant positive interaction suggests an unexpected compensatory relationship of neoliberal ideology and moral disengagement. Limitations include a non-representative convenience sample and reliance on self-report measures.
Conclusions: Roots of politically lamented moral disengagement and lacking concern of citizens for the basic human rights of refugees are found in the socially corrosive ideology of free-market capitalism, emphasizing complete self-reliance, competition for resources, and instrumentality of humans for economic ends.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 176

HOW ACTIVISM MAY BE SIMILARLY OR DIFFERENTLY MOTIVATED: A CROSS-CULTURAL COMPARISON OF TAIWAN AND THE U.S.

Lee I.*[2], Kim H.S.[1]

[1]University of California, Santa Barbara ~ Santa Barbara ~ United States of America, [2]National Taiwan University ~ Taipei ~ Taiwan

Previous researchers have suggested that people in collectivistic societies are connected with others through relational ties and are intragroup-oriented (e.g., Yuki & Takemura, 2013). There have been virtually no studies focusing on how these individuals may view disadvantaged groups to which their significant others belong (i.e., extended disadvantaged group members). Applying the cultural analysis of intergroup dynamics in activism for disadvantaged groups, we investigated whether people engaged in past activism due to their direct and extended group membership with disadvantaged groups. According to a survey data (N = 743 adult participants in Taiwan and N = 717 adult participants in the U.S.) targeting activism for sexual minorities and mental patients, respectively, we separated people into four groups according to how they relate to sexual minorities or mental patients: Directly disadvantaged groups (those who consider sexual minorities or mental patients as their important ingroups), extended disadvantaged groups (those who have significant others who are sexual minorities or mental patients), other disadvantaged groups (those who have disadvantaged group memberships other than sexual minorities or mental illness), and advantaged group (those who report not having any disadvantaged group membership). We found that in comparison to other disadvantaged group members, directly disadvantaged group members are more likely to engage in past activism for their own groups. This tendency is much stronger in the U.S. than in Taiwan for sexual minorities. In addition, in comparison to those with other disadvantaged group memberships, extended disadvantaged group members are more likely to engage in past activism for sexual minorities and mental patients, respectively, in Taiwan, but not in the U.S. We plan to conduct another survey study refining some of our measures. We expect to explore potential mediators to shed light on how activism may be similarly or differentially motivated in Taiwan and the U.S..

Division 11: Political Psychology Division 3: Psychology and Societal Development SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1689

ANTI-REFUGEE ATTITUDES IN TÜRKIYE: CONSIDERING THE ROLES OF ETHNIC AND POLITICAL IDENTIFICATIONS AND PERCEPTIONS OF REALISTIC AND SYMBOLIC BENEFITS

Ozdemir F.*[1], Saka N.[1], Gül E.[1], Tanriverdi A.[1], Kara H.N.[2]

[1]Bursa Uludag University ~ Bursa ~ Turkey, [2]Istanbul University ~ Istanbul ~ Turkey

Ongoing conflicts have made Türkiye both a refuge and, more often, a transit zone for various refugee groups. Research shows that examining the antecedents of negative attitudes towards refugees is crucial for promoting intergroup harmony. However, while most existing studies focus on perceptions of threat, relatively little attention has been paid to the potential benefits of the presence of refugees. This study aimed to investigate anti-refugee attitudes towards Syrian/Palestinian/Ukrainian people and to test the mediating role of Turkish people's perceptions of the realistic/symbolic benefits they derive from the presence of refugees in the relationship between ethnic/political identifications and anti-refugee attitudes. After obtaining ethical approval, 336 Turkish university students (186 women, 150 men, aged 18 to 44 years, M = 24.56, SD = 6.11) responded to the scales online. According to the main results, anti-refugee attitudes towards Syrians were stronger than those towards Palestinians and Ukrainians. Second, Turkish people's perceptions of realistic (economic) and symbolic (cultural) benefits were stronger for Ukrainians, Palestinians, and Syrians, respectively. Lastly, symbolic benefit perceptions were stronger than realistic benefit perceptions. Based on the multiple mediation models, people who were more strongly attached to Turkish identity were less likely to associate the presence of Syrian, Palestinian (excluding realistic benefit), and Ukrainian refugees with realistic and symbolic benefits. In turn, these people were more likely to express anti-refugee attitudes. Moreover, people who more strongly identified with right-wing political ideology were more likely to perceive the presence of Syrian and Palestinian refugees as realistic and symbolic benefits. In turn, these people were more likely to accept Syrian and Palestinian people. Lastly, people with right-wing political ideology were less likely to perceive Ukrainian refugees as a symbolic benefit and more likely to indicate anti-refugee attitudes. The study results are expected to be useful for researchers/professionals working on related topics.

11 - Division 11: Political Psychology

Poster Session 1 - Division 11

Thursday 23 July 2026 from 17:15 to 18:45

(X- Poster 3)

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1189

HOW DOES THE STRUCTURAL EQUATION MODELING ADDRESS THE ROLE OF PERSONAL VALUES IN SHAPING POLITICAL TRUST AND PERCEIVED DISCRIMINATION?

Dindar N.*[2], Saraç M.[1]

[1]Hacettepe University Institute of Population Studies ~ Ankara ~ Turkey, [2]Middle East Technical University Department of Business Administration ~ Ankara ~ Turkey

Discrimination is a major social problem undermining individuals' well-being. This study examines how personal values influence political trust and, in turn, perceptions of discrimination. It focuses on three values of Schwartz's value framework: conformity, tradition, and security. Prior research has mainly investigated political trust as a consequence of discrimination. However, the current study presents a different perspective through examination of political trust as a possible antecedent of perceived discrimination. While most previous studies have concentrated on people's perceptions of their experiences of discrimination, this study addresses whether they define themselves as members of a group that has been discriminated against. Although some of the relationships between the constructs have been analyzed separately by previous research, analyzing them as a whole complex model by structural equation modeling (SEM), an appropriate way to analyze relationships between social constructs, is an important methodological contribution.

Data were derived from the European Social Survey Round 11, conducted in the United Kingdom in 2023 with a sample of 1684 individuals aged 15 and over. SEM was used to test the mediation model linking individual values, political trust, and perceived discrimination. These concepts can be evaluated as difficult to measure, and it is worth investigating the factors affecting them.

Findings show that conformity, tradition, and security positively affect political trust. Political trust also positively affects conformity, tradition, and security and negatively affects perceived discrimination. Using cross-sectional data from a single country may limit causality and cross-cultural generalizability. Self-administered questionnaires may have led to social desirability bias that could affect the survey responses. Observable variables were measured by one or two items, which may introduce measurement error. Despite these limitations, results provide important insights for policymakers to build trust by considering different personal values for the safety and well-being of people from different demographic groups.

Division 11: Political Psychology Division 7: Applied Gerontology SDG 13: Climate Action

Abstract 765

A BUFFER AGAINST BACKLASH: HOW THE DESIRE FOR GOVERNMENTAL INTERVENTION MODERATES THE EFFECT OF REGULATORY DEPTH ON CLIMATE POLICY ACCEPTANCE

Grelle S.*, Hofmann W.

Ruhr University Bochum ~ bochum ~ Germany

Systemic climate policies are essential for addressing environmental crises, but often face public resistance due to their intrusiveness. Drawing on the Integrative Public Policy Acceptance (IPAC) framework, we examine how the Desire for Governmental Intervention (DGI) shapes climate policy acceptance as a function of regulatory depth. Across two online studies (NStudy1 = 565, Nobs = 11,300; NStudy2 = 971, Nobs = 11,652), participants evaluated climate policies across multiple environmental domains. As expected, higher regulatory depth reduced policy acceptance, while higher DGI increased it. Crucially, DGI buffered the negative effect of intrusiveness: individuals with a strong DGI were more likely to accept even highly intrusive measures such as taxes or bans. This buffering effect was consistently observed, with the evidence strongest at the between-person level. These findings highlight DGI as a key motivational factor for climate policy acceptance. Strengthening this desire may be crucial for increasing public support of ambitious yet necessary systemic climate interventions.

Division 11: Political Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 922

PUBLIC OPINION SURVEY ON GENDER EQUALITY IN A TOKYO SUBURB

Kobayashi A.*

Council for Gende Equality in Kawagoe City ~ Saitama ~ Japan

Many Japanese local governments have conducted public opinion surveys on gender equality. However, these data have not been analyzed sufficiently. This study examined whether Japanese people's thoughts on gender equality differ depending on their current situation to promote diversity more effectively. Data were drawn from respondents to a public opinion survey on gender equality (N = 1,296) conducted in a suburban city near Tokyo between June and July 2023. First, multiple correspondence analyses (MCAs) were conducted separately by participants' gender, focusing on responses regarding current gender role situations and perceptions of gender equality. MCA results were plotted two-dimensionally to illustrate relationships between items. Second, hierarchical cluster analysis using Ward's method classified respondents by gender into five groups based on the two-dimensional coordinates. Third, the study tested for differences in attitudes toward gender equality and experiences of harassment among these groups. Finally, the findings were used to discuss strategies for promoting gender equality effectively and addressing obstacles that hinder progress.

Division 11: Political Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1708

PERCEIVED STIGMA, IDENTITY MANAGEMENT STRATEGIES, AND PSYCHOLOGICAL WELL-BEING AMONG MAINLAND CHINESE STUDENTS IN HONG KONG

Lin S.*

Education University of Hong Kong ~ Tai Po ~ Hong Kong

Perceived stigma undermines mainland Chinese students' sociocultural adaptation in both university settings and the wider Hong Kong context (Mak & Cheung, 2010). While extensive research has demonstrated the adverse effects of stigma on student adjustment (e.g., Bhowmik et al., 2018), less is known about the identity-management processes underlying the long-term effect of perceived stigma on sociocultural adaptation. Self-group distancing (i.e., physically or psychologically distancing from one's stigmatized group) may offer short-term protection from stigma and negative evaluation, but this strategy ultimately hampers students' long-term adjustment. Perceived membership permeability—the belief that one can move from the stigmatized ingroup into the host majority—further shapes these responses by making individual mobility appear feasible and potentially incentivizing distancing. A two-wave longitudinal study of 190 mainland Chinese students in Hong Kong tested a process model with two aims: (1) to examine self–group distancing as a mediator between perceived stigma and subsequent sociocultural adaptation; and (2) to assess perceived membership permeability as a moderator of the stigma-to-distancing pathway. Students reported perceived stigma, self–group distancing, and baseline adaptation at the start of the 2024/25 academic year; sociocultural adaptation was reassessed six months later. We controlled for student age, gender, length of stay, Cantonese proficiency, and prior sociocultural adaptation. Results found that self–group distancing mediated the association between perceived stigma at Time 1 and sociocultural adaptation at Time 2. Both stigma and self-group distancing exerted unique, negative effects on sociocultural adaptation six months later. Notably, perceived membership permeability moderated the stigma-to-distancing link: higher stigma predicted greater self–group distancing primarily among students who perceived greater membership permeability. These findings indicate that both perceived stigma and perceived membership permeability interact to drive self-group distancing, which in turn negatively predicted sociocultural adaptation over time.

11 - Division 11: Political Psychology

Intergroup Relations and Social Inequality 2

Thursday 23 July 2026 from 18:00 to 19:00

(G-Spadolini)

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2203

NARRATIVE ARGUMENTATION ANALYSIS ON SOCIAL MEDIA COMMENTS: THE CASE OF CECILIA SALA ITALIAN JOURNALIST'S ARREST

Magioglou T.*[1], Coen S.*[2], Magni G.[1]

[1]University of Westminster ~ London ~ United Kingdom, [2]University of Salford ~ Manchester ~ United Kingdom

The paper explores how anonymous commentators construct and negotiate social and political identities in the specific case of Cecilia Sala, Italian journalist who was arrested in Iran in December 2024 and liberated in January 2025. We discuss how a new methodological approach, Narrative Argumentation Analysis (Magioglou, forthcoming), offering an open structure, can be used to explore how social media users construct and negotiate political identities in three key moments of the case: the arrest, the beginning of the negotiations and the liberation of the journalist. The threads analysed were both in English and in Italian and they are compared for the type of controversies they put forward. By analysing discourses around ethnicity and immigration in the context of political ideological narratives, the study provides insights into the ideological identity construction processes in the digital age. The presentation highlights how the construction of political identities can become crystallised in a binary dynamic of “In” opposed to “Out” or become more flexible through a dialogical process.

Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1856

SEEING GROUPS AS ESSENTIAL: INDISPENSABILITY, RACISM, AND COLLECTIVE ACTION

Pereira Da Costa L.*[1], Soro J.[1], Bierwiaczonek K.[2], Lopes R.[3], Hermano F.[3]

[1]HEI-Lab: Digital Human-Environment Interaction Labs, Lusófona University ~ Lisbon ~ Portugal, [2]Department of Psychology, University of Oslo ~ Oslo ~ Norway, [3]Escola de Psicologia e Ciências da Vida, Lusófona University ~ Lisbon ~ Portugal

Contemporary political polarization is often fuelled by narratives portraying minority groups as dispensable or undeserving, emphasizing their alleged lack of contribution to society. Such beliefs may foster negative attitudes and weaken support for social justice. Perceived indispensability, both functional (e.g., contributions to health, education, or culture) and identity based (as integral to national identity), may counteract these effects by framing minorities as essential members of society. This study examined whether perceptions of indispensability relate to different forms of collective action through modern racism. The study employed a correlational design with 269 White participants (Mage = 22.09, SD = 6.68; 81.4% female). Perceptions of indispensability were measured with the Functional and Identity Indispensability Scale, racism with an adaptation of the Modern Racism Scale, and collective action tendencies with items covering low-cost and high-cost action, working in solidarity, and raising ingroup awareness. Four mediation models were conducted, one for each form of collective action. Results indicated that functional indispensability consistently relates to collective action, though pathways differed by action type. For low-cost action and working in solidarity, effects were both direct and indirect via reduced racism, whereas for high-cost action and raising awareness, effects were mainly indirect. Identity indispensability showed no significant effects. These findings underscore the value of emphasizing minorities' indispensability in public policies and political discourse as a pathway to reduce prejudice and foster broader engagement in social justice initiatives.

Division 11: Political Psychology SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Istitutions

Abstract 4779

Ruptures into societal trust: A case study on drivers to extremism and radicalization among youth

Petrescu C.*[1], Ignățoiu--Sora E.[1], Negut A.[1], Mihalache F.[1], Lambru M.[2]

[1]Research Institute for Quality of Life, Romanian Academy ~ Romania ~ Romania, [2]University of Bucharest - Faculty of Sociology and Social Work, Research Institute for Quality of Life, Romanian Academy ~ Bucharest ~ Romania

Introduction
The rise of radicalization and extremism across Europe necessitates nuanced, intersectional approaches to prevention and intervention. This paper explores the societal challenges landscape, focusing on the unique vulnerabilities, needs, and pathways of young women into extremism across four European nations: France, Greece, Italy, and Romania.
Background
The theoretical foundation of this research integrates several leading psychosocial explanations of extremism. Prominent scholars define extremism as “a vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs” (Scarcella et al., 2016). Key frameworks include the influence of personality traits, core motivational drives such as the quest for significance, the need for belonging and identity, and the need for cognitive closure (Gruda and McCleskey, 2025; Doosje et al., 2016; Hogg, 2015; Kruglanski et al., 2021). Crucially, the theoretical baseline applies a distinct gendered lens, exploring how militancy can paradoxically act as a form of empowerment (Sunde et al., 2020), a means to escape familial constraints (Oppetit et al., 2019), or a mechanism for ideological protectionism (e.g., defending traditional family values or racial purity) (Pearson, 2023).
Purpose
The primary aim of this research is to establish a comprehensive societal baseline that informs human-centric, gender-aware prevention developments. Specific objectives include: (1) mapping the individual and structural push-and-pull drivers of radicalization, particularly for women and girls; and (2) deconstructing the intersectional dynamics (such as socio-economic background, age, and digital literacy) that shape extremist pathways.
Method
Developed under the Horizon project AMALTHEA between February and May 2026 , the study employs a robust, mixed-methods research design anchored in an intersectional perspective. The methodology includes a desk review, semi-structured expert interviews (8 experts), and co-creation workshops (4 participatory sessions with groups of 10-12 young people).
Results
The radicalization process is rarely linear or mono-causal; rather, it is the result of a complex interplay between individual vulnerabilities, structural grievances, and enabling environments. Findings indicate that a lack of trust in democracy and in the structures of society constitutes the first and major rupture from which a person engages in the process of extremism and possibly radicalization. Proposed outcomes of this case study include a refined mapping of gender-specific vulnerability typologies relevant to the four country context.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1744

TESTING THE EFFECTS OF POLITICAL RHETORIC TOWARDS MUSLIMS AS A FACILITATOR AND BARRIER FOR INTERGROUP CONTACT

Shayegh J.*[1], Choma B.[2]

[1]Ulster University ~ Coleraine ~ United Kingdom, [2]Toronto Metropolitan University ~ Toronto ~ Canada

Introduction
Intergroup contact fosters positive social relations, yet political rhetoric is a key influence on intergroup attitudes. While research shows that rhetoric can shape prejudice, little is known about its impact on readiness for intergroup contact. We conceptualise rhetoric as a form of vicarious contact, investigating whether politicians' rhetoric facilitates or inhibits willingness to engage in future interactions with Muslims.

Purpose
We examined the effects of both positive and negative political rhetoric on contact readiness, measured through contact perceptions (how positive interactions are expected to be) and contact intentions (willingness to engage). We also tested intergroup trust, intergroup anxiety, and perceptions of authority norms as potential mediators.

Method
Two experimental studies were conducted with non-Muslim participants randomly assigned to one of three conditions: exposure to positive political rhetoric about Muslims, negative rhetoric, or a control condition. Study 1 (n = 435) employed a smaller sample, while Study 2 (n = 636) used a higher-powered design to replicate and extend findings.

Results
Across both studies, positive rhetoric consistently increased positive contact perceptions and intentions, largely explained by greater intergroup trust. In Study 1, negative rhetoric did not affect contact readiness. In Study 2, negative rhetoric showed conditional effects: participants with lower social dominance orientation (SDO) reported higher intergroup anxiety and less positive perceptions of contact, while those with average or higher SDO showed no significant differences from control.

Conclusions
Findings indicate that political rhetoric, operating as vicarious contact, shapes public willingness to engage with Muslims. Positive rhetoric reliably facilitated readiness for intergroup contact, whereas negative rhetoric produced conditional effects dependent on ideological orientations. These results contribute to understanding both inhibitors and facilitators of contact and highlight political rhetoric as an underexplored avenue within contact theory, thereby opening new pathways for examining how different sources of rhetoric may impact intergroup relations.

11 - Division 11: Political Psychology

Polarization and Political Attitudes

Friday 24 July 2026 from 08:00 to 10:00

(K-Spadolini)

Division 14: Applied Cognitive Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 16: Peace, Justice and Strong Istitutions

Abstract 2594

THINKING RIGIDLY, BELIEVING STRONGLY: COGNITIVE PREDICTORS OF CONSPIRACY ENDORSEMENT

Amighetti E.*, Iannello P., Salvi C., Antonietti A., Cancer A.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

The 2024 U.S. presidential election campaign was marked by an assassination attempt on Donald Trump, which sparked intense public debate and fueled various alternative explanations, including claims that the attack was staged by Trump himself or orchestrated by his opponents.
Grounded in literature on individual differences in conspiratorial thinking, the present work investigated the psychological factors associated with adherence to such conspiracy-based explanations, with particular attention to features of psychological rigidity as captured by the construct of Socio-Cognitive Polarization (SCP). SCP is a multidimensional construct encompassing conservative political ideology, absolutistic thinking, and xenophobic attitudes, reflecting a higher level of inflexibility in processing complex or ambiguous information.
In Study 1, we investigated the cognitive underpinnings of socio-cognitive rigidity by administering a battery of cognitive measures (cognitive flexibility, fluid intelligence, field (in)dependence, generalized overconfidence) to evaluate their predictive role in accounting for individual differences in SCP. The goal was to identify a cognitive profile underlying higher levels of socio-cognitive rigidity.
In Study 2, we compared responses collected before and after the assassination attempt to assess whether beliefs in related conspiracy theories shifted following Trump's election as president. Participants were grouped into two clusters based on their levels of psychological rigidity. Those classified as less rigid demonstrated lower SCP, fewer conspiratorial tendencies, and better problem-solving abilities, whereas more rigid individuals showed the opposite pattern. Interestingly, even participants characterized by lower levels of rigidity were somewhat more inclined to endorse all kinds of conspiracy theories about the attack after the election results.
Findings from these studies advance our understanding of the ways in which socio-cognitive rigidity influences how individuals interpret complex socio-political events and emphasize the relevance of addressing cognitive mechanisms underlying biased reasoning to inform educational and psychological interventions aimed at promoting critical thinking and mitigating the spread of misinformation.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2113

WOMEN AS RESOURCES: HOW ETHNIC THREAT INFLUENCES ATTITUDES TOWARDS WOMEN

Bacigalupo A.*[1], Sengupta N.[1], Sibley C.[2]

[1]University of Kent ~ Canterbury ~ United Kingdom, [2]University of Auckland ~ Auckland ~ New Zealand

Introduction: In recent years, the Western world has been characterized by policies reversals regarding women's issues. A prime example is the overturn of Roe v. Wade in the United States, which made abortion a right protected by the constitution. At same time, ethnonationalism and anti-immigration sentiments have been on the rise, causing a spike in hate crimes towards and harmful rhetoric aimed at ethnic minorities.

Purpose: In these two studies, we want to establish whether there is a connection between realistic and symbolic threats and attitudes towards women. In particular, we hypothesize that symbolic threat and realistic threat from non-native immigrant groups will lower support for workplace gender equity policies in the NZ European population, controlling for benevolent and hostile sexism. In the same way, we hypothesize that realistic threat from non-native immigrant groups and warmth towards immigrants will be significant predictors of lower support for elective abortions, controlling for benevolent and hostile sexism.

Methods & Results: In study 1 (N = 4,629) through a multiple regression we find that symbolic threat, but not realistic threat, significantly and negatively predicts support for policies benefitting women in the workplace. In study 2 (N = 8,729) through a multiple regression we find that realistic threat, but not warmth towards immigrants, significantly and negatively predicts of support for elective abortions.

Conclusions: These results demonstrate the interconnected nature of ethnic prejudice and attitudes towards women in a majority population perceiving either realistic or symbolic threat from immigrants. In particular, it appears that, under perceived threat, women may be seen as competitors or resources, to be controlled in their autonomy in order to maintain dominant ethnic hierarchies. Finally, these findings highlight the importance of citizens' attitudes towards policies supporting marginalized communities.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2501

WHEN POWER SMILES: GENDERED FACIAL EXPRESSIONS AND POLITICAL ETHOS IN MEXICO

Garcia--Meraz M.*

Universidad Nacional Autónoma de México ~ Mexico ~ Mexico

Introduction:
Facial expressions are central to political communication, particularly for women leaders navigating the double bind between authority and warmth. This study investigates how President Claudia Sheinbaum's smiles function as multimodal resources in the construction of her political ethos across debates, speeches, and official messages.
Purpose:
To develop a bio-behavioral inventory of political smiles and analyze their emotional, rhetorical, and perceptual roles in Mexico's first female presidency.
Method:
A multimodal mixed-methods design integrated (1) automatic facial coding with FaceReader™ based on FACS, (2) inferential modeling of smile frequencies across communicative contexts, (3) text mining and sentiment analysis of speech transcripts, and (4) perceptual validation with 103 university students who rated authenticity, warmth, intensity, and threat.
Results:
Across 2,000+ video segments, five facial configurations were identified: open, isolated, Duchenne (+25), controlled, and special smiles. Open smiles dominated institutional and celebratory contexts (≈ 90%), whereas Duchenne smiles appeared more frequently in late-cycle debates, signaling authenticity and affective intensity. Regression models confirmed contextual modulation: isolated smiles increased toward the end of campaigns, and controlled smiles appeared mainly in recorded messages. Sentiment analyses revealed emotional shifts mobilization in mayoral debates (fear + trust), confrontation in presidential debates (anticipation + anger), celebration in public speeches (joy + trust), and solemnity in recorded messages (sadness + confidence). Perceptual ratings showed that Duchenne smiles were judged most authentic and warm, while controlled smiles elicited higher perceived threat.
Conclusions:
Smiles act as strategic performances balancing courtesy and authenticity within gendered expectations of leadership. By coupling facial coding, computational linguistics, and perceptual validation, this study provides an integrative model for understanding affective communication and symbolic power in contemporary political leadership.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1111

TERROR-INDUCED CONSERVATISM IN A LIBERAL ELECTORATE IN THE U.S.: ISSUE-BASED SHIFTS WITHOUT IDEOLOGICAL TRANSFORMATION

Cheung V.*

University of San Francisco ~ San Francisco ~ United States of America

American voters' decade-long slide toward conservatism (Gallup, 2024) may be a result of migrant crises and even the COVID-19 pandemic. Terror Management Theory (TMT) considers threats a motivator for voters to seek stability and security, which conservative ideologies often provide. Although TMT enjoyed broad support from earlier studies, recent replications struggled to reproduce the conservative shift. This presentation starts by describing two published studies by the presenter to highlight specific difficulties of using four threats to shift participants toward conservatism in four countries. The presentation then describes two new experiments that found partial support for TMT by successfully shifting participants' policy stance but not their overall ideology toward conservatism.

Retail theft and mob robberies have been rampant in liberal cities in America in recent years. Among the possible culprits is legislation that curtailed how low-level offenders are punished. For example, California voters passed Proposition 47 in 2014 and downgraded many "nonviolent" offenses from felonies to misdemeanors if the dollar value involved was below $950. A TMT-informed hypothesis posits that reminders of retail crime would rally participants behind security policies and even make them embrace conservatism.

Two experiments were conducted by recruiting participants in San Francisco, California (206 adults; 98 college students). Participants viewed either a video of retail crimes or local tourist attractions. They were also asked to revise the $950 threshold in pre- and post-test (within subject), by proposing an ideal threshold and also the minimum and maximum thresholds that they would endorse in a fictitious ballot measure. Significant mixed-level interactions and simple comparisons, across both studies, on a majority of the thresholds, showed that the experimental group (not the control group) significantly reduced the thresholds and became tougher on crime. However similar analyses did not find sweeping ideological shifts toward conservatism due to the exposure to the crime video.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 264

BEYOND MONOLITHS: IDEOLOGICAL HETEROGENEITY AND THE DIVERSE EXPRESSIONS OF CONSERVATISM IN INDIA

Mishra S.*

Indian Institute of Management Indore ~ Indore ~ India

Scholars have widely documented ideological differences, usually in liberal-conservative terms. Political psychology and political science research increasingly shows that these models—especially the unidimensional left-right spectrum—may oversimplify political ideas, especially in diverse societies with unusual historical paths. This is especially true in non-Western countries where political conflicts may differ substantially from Western ones. This paper extends this line of research by arguing that conservatism's great intra-ideological heterogeneity is rooted in a interaction of many psychological motivations, socio-cultural value systems, and historical-contextual factors. Interactions with the socio-cultural and historical milieu shape psychological predispositions towards security, threat, and social hierarchy, challenging general conceptualisation of simply a unidimensional left-right placement. India's politics demonstrate such diverse conservatism. Moving beyond monolithic descriptions, Indian conservatism is a complex tapestry of pre-colonial traditions, 19th-century socio-religious reform movements that often became revivalism, reactions to colonial modernity, and post-independence political dynamics. These threads were shaped by a unique philosophical viewpoint on state-society relations, different religious worldviews, and social structures like the caste system, which prioritises communal solidarity over government power. The lack of a societal revolution like those in some Western nations and reform movements that reinterpreted or revived tradition rather than challenged it produced a fertile field for diverse conservative beliefs rather than a single political position. This historical route dependence means ideological growth may differ widely between states. This study shows that Indian conservatism has many ideological profiles that support distinct socio-cultural ideals, economic views, and state functions using latent class analysis based on a vignette questionnaire. Many emphasise societal agency and the limits of state involvement in social and religious affairs, decoupling "cultural" and "economic" conservatism, as current political psychology generally defines it. This can help develop theories anchored in diverse global realities, needed to better understand the motivational and psychological bases of ideological beliefs.

Division 11: Political Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 16: Peace, Justice and Strong Istitutions

Abstract 2024

A SYSTEM DYNAMICS APPROACH TO SIMULATING THE EFFECTS OF PSYCHOLOGICAL FACTORS ON TERRORISM

Yeniceri Z.*[1], Ercil Y.[2], Gokmen Y.[2], Tonbul G.[3], Baserdem E.O.[1]

[1]Baskent University, Department of Psychology ~ Ankara ~ Turkey, [2]Baskent University, Department of Public Relations and Publicity ~ Ankara ~ Turkey, [3]Atilim University, Department of Software Engineering ~ Ankara ~ Turkey

A comprehensive understanding of the multifaceted phenomenon of terrorism requires a multidisciplinary approach integrating psychology, data science, and systems modeling. This study proposes a novel method for detecting psychological indicators of terrorism using a keyword categorization technique based on importance and semantic proximity, enabling user-defined subgroups. Another objective was to process large datasets with minimal resources, enhance keyword efficiency, and simplify literature analysis. To this end, a simulation-based application was designed to examine the effects of psychological dimensions on terrorism by combining large-scale literature analysis with system dynamics modeling.

An extensive corpus was compiled by collecting abstracts from 7,244 unique articles published between 1976 and 2023 (5,295 from Web of Science and 1,949 from Scopus). After preprocessing, the dataset consisted of 1,126,722 word tokens. In order to identify psychological indicators relevant to terrorism, 9,456 keywords were extracted using Shannon's entropy difference. A novel clustering score formula was then implemented, integrating entropy difference and cosine similarity scores, yielding four heterogeneous submatrices -experts, novices, public figures, and the general public- each containing 20-24 million keyword pairs and capturing symmetrical associations among psychological constructs.

Network analysis was conducted to identify main and sub-topics associated with terrorism. The results revealed clusters of psychological concepts strongly associated with terrorism, including social polarization, absolutism, threat orientation, hate, violence, and discrimination. These dimensions were treated as variables within a system dynamics framework. Based on these findings, an interactive simulation application was developed to model the influence of psychological factors and their interactions on terrorism.

The application contributes methodologically by linking text-mined constructs with dynamic simulation, offering a replicable and resource-efficient tool for analyzing complex phenomena. This study highlights the practical relevance of systematically exploring psychological factors shaping terrorism and provides a platform for scenario-based training and policy analysis.

11 - Division 11: Political Psychology

PERSPECTIVES OF POLITICAL PSYCHOLOGY

Friday 24 July 2026 from 10:00 to 11:30

(K-Spadolini)

Klaus BOEHNKE (Constructor University ~ Bremen ~ Germa), Chair

Political Psychology is a branch of Applied Psychology that deals with the psychological conditions and consequences of political events. Political Psychology conducts interdisciplinary research with political science, political sociology and other sciences on the personal factors of political behavior in groups and among individuals. The term was introduced in 1860 by Adolf Bastian. Modern Political Psychology deals with topics such as electoral politics, public policy design, leadership, elite decision-making, intergroup relations, personality and political ideology, political violence, and conflict resolution. Examples of research questions include the origins of racism, determinants of voting behavior, subjective determinants of wars, and the role of leaders. It is thus clear that political psychology is a theoretical, methodologically diverse, geographically widespread, and universally applicable discipline that also has the potential to understand better and address the urgent challenges of the modern world. The symposium offers distributions from different angles.

Abstract 4908

IS AUTHORITARIANISM AN INHIBITOR OF POLITICAL ACTIVISM IN DIFFERENT CENTRAL EUROPEAN COUNTRIES?

Boehnke K.*, Edis B.

Constructor University ~ Bremen ~ Germany

The presentation is based on representative samples from Poland, Hungary, Slovakia, the Czech Republic, and Germany (N > 1000 per country). The first focus is whether authoritarianism and political activism can be assessed validly across the five countries using identical instruments. Subsequently, MANOVAs are presented to show country differences in both authoritarianism and political activism. Slovakia exhibits the highest level of authoritarianism, whereas political activism is highest in Poland. The main question is to what degree authoritarianism curbs political activism. SEM analyses show that the relationship between authoritarianism and political activism is strongest in Germany and weakest in Slovakia. In summary, authoritarianism is a persistent yet weak negative predictor of political activism across all Central European countries, with the relationship significantly stronger in Germany than in Slovakia and the Czech Republic.

Abstract 3390

HOW SHOULD PUBLIC GOODS BE DISTRIBUTED -- POLITICAL CONSENSUS AND DISAGREEMENT

Simunovic D.*, Srivastava A.

Constructor University ~ Bremen ~ Germany

Public spending is a fundamental topic in any democracy, since the benefits and services which result from it (such as urban infrastructure, drinking water supply, the police, public healthcare and education) make communal life in complex modern societies possible. Yet, we are witnessing politicized disagreement about which public benefits and services deserve more, or less, funding. Movements such as Defund the Police on the left or calls to privatize the NHS on the right showcase this trend. Previous research found that individual support for public spending comes from various personal and (perceived) societal factors: demographic characteristics (e.g., socio-economic status), political orientation (e.g., neoliberalism), attitudes towards co-beneficiaries (e.g., prejudice against ethnic minority beneficiaries), and institutional (dis)trust. In this work, we examine how these factors affect the preferences for funding various public spending goals. We distinguish two such broad goals, as being both theoretically relevant and intuitive: universal and security resources. We show that preference for spending on one or the other type of resource is upheld by a different cluster of socio-political attitudes, where prejudice against potential outgroup beneficiaries and institutional trust play a key role.

Abstract 3392

COMPARING PREDICTIVE MODELS OF POLITICAL ENGAGEMENT AND RADICALIZATION AMONG ADOLESCENTS: A PRELIMINARY LOOK AT AN ONGOING LONGITUDINAL STUDY

Reiter J.*

Universität Wien ~ Vienna ~ Austria

As children enter adolescence, their understanding of society and their place in it begins to expand, and they develop political views and ideas about whether and how they might participate in shaping society. This decision process may lead to disengagement and political apathy, democratic engagement, or indeed radicalized engagement that is marked by support for undemocratic, violent means. Across disciplines (psychology, political science, and criminology), different theoretical frameworks are used to explain what turns adolescents towards versus away from radicalization – e.g., the quest for significance model, the uncertainty-identity-model, a justice seeking and unfairness judgement model, a criminological model based on general strain theory, and a gender-identification based model. This talk presents data from an ongoing longitudinal study running from 2024 – 2026 (6 waves total) in five Austrian states (Vienna, Upper Austria, Carinthia, Burgenland, and Salzburg). 1616 students in the 8th grade of different school types (Mage = 13.97 years, SD = .88 years, 49 % female / 48 % male / 4 % other) participated in the first wave of data collection in spring of 2024, with data collections taking place in the autumn and spring of each year. Using one lesson in school to participate in the study, students filled in a survey containing various age-adjusted measures of predictors pertaining to the above-mentioned explanatory models. This talk presents preliminary analyses of the distribution and prevalence of these predictors in the sample and their relations to different political attitudes and behavioural outcomes, such as voting intentions, attitudes towards voting, engagement in collective action, and support of radicalized and violent political means.

Abstract 3393

WAR, WHAT IS IT GOOD FOR? VALUE JUSTIFICATIONS OF WAR AND POLITICAL BEHAVIOR IN AUTHORITARIAN RUSSIA.

Ponizovskiy V.*

Durham University ~ Durham ~ United Kingdom

What role does propaganda play in shaping political action in authoritarian context? Drawing on the framework of value-instantiating beliefs, we examine how propaganda alters the motivational meaning of events by linking them to basic human values, using the Russian invasion of Ukraine as a case study. We surveyed 973 Russian citizens in August 2022 to assess how they construed the war in Ukraine in terms of consequences for their core values such as security, benevolence, and achievement. We show that individuals systematically vary in meanings they assign to the war. Cluster analysis revealed two dominant profiles of value construals, differentiated by perceived consequences for conservation values. The construal profiles explained substantial variance in behavioral intentions, beyond right-wing authoritarianism, social dominance orientation, and national identity. Mediation analyses confirmed that the value construals account for substantial proportion of the relationship between media exposure and intentions for political action. Our findings offer a novel cognitive-motivational mechanism for modelling the effects of propaganda on behavior, suggesting the power lies not only in persuasion or fear, but in shaping the people's perceptions of moral affordances and threats.

Abstract 3394

(UN)DEMOCRATIC CITIZENS? GERMANY AND THE VISEGRAD COUNTRIES COMPARED

Deutsch F.*

Constructor University ~ Bremen ~ Germany

It is a well-established finding that while people express support for democracy as a preferred way to govern their country, they increasingly voice dissatisfaction with the way their country is run. Populism, skepticism toward democratic institutions, and distrust in political elites are on the rise. However, this trend varies significantly across different countries. This presentation offers an overview of some findings from the project "Political culture, democratic values, and misinformation: Detecting democratic footholds & weaknesses", which explores the political culture in four Visegrad countries – Poland, Hungary, Czechia and Slovakia – along with Germany. We examine the extent to which people in these societies adhere to democratic values and how susceptible they are to misinformation or conspiracy theories. This research is situated within the context of a broader 'crisis of democracy'. The data collection for this project was funded by the International Visegrad Fund and included an online survey with five representative national samples, totaling over 5.300 respondents.

11 - Division 11: Political Psychology

Ronald Fischer, D'Or Institute for Research and Education, Brazil

Friday 24 July 2026 from 13:00 to 13:30

(S-Monumentale)

Abstract 4620

Presidential Address

Fischer R.*

11 - Division 11: Political Psychology

Charles Harb, Doha Institute, Qatar

Friday 24 July 2026 from 13:30 to 14:00

(S-Monumentale)

Abstract 4645

Blind Spots in Western Political Psychology: Insights from Research in the Arab Region - Charles Harb

Harb C.*

11 - Division 11: Political Psychology

PSYCHOLOGY IN THE WORLD OF RAPID GEOPOLITICAL CHANGE

Friday 24 July 2026 from 14:00 to 15:30

(S-Monumentale)

Prakash Padakannaya (Christ University ~ Bangalore ~ India), Chair
Anna Leybina (Lomonosov Moscow State University ~ Mosc), Co-Chair

The contemporary world is marked by rapid geopolitical, technological, and social transformations that directly affect the epistemology and practice of psychology. Traditional boundaries of psychological inquiry are increasingly blurred, as global challenges such as inequality, conflict, technological disruption, and shifting international alliances reshape both the conditions of human life and the contexts of psychological research. This symposium explores how psychology can respond to these changes by integrating diverse perspectives from across regions and traditions.

The presentations examine multiple dimensions of psychology's evolving role in a geopolitically dynamic world. Contributions from Africa and South Asia highlight psychology's entanglement with colonial histories, its complicity in systemic inequalities, and the urgent need for decolonial, liberation-oriented approaches. Other perspectives emphasize psychology's responsibility to address international cooperation, sustainable development, challenges, and emerging global identities such as those embodied by the Global South. Presentations from China and India also suggest reexamining the contemporary theories of self and identity. Finally, a unifying call is made to move beyond fragmentation toward dialogue and cooperation, ensuring that psychology can guide humanity through this period of uncertainty and transformation. By bringing together insights from Indonesia, Nigeria, South Africa, India, and Russia, the symposium underscores that psychology must not only adapt to rapid change but also play an active role in shaping a more just, inclusive, and progressive global future.

Abstract 3721

MOVING BEYOND NARROW IDENTITIES AND BORDERS: THE GEOPOLITICS OF BEHAVIOR

Siddiqui N R.*

Aligarh Muslim University ~ Aligarh ~ India

Human behaviour influenced by the “Others” and the “Social situation” is a basic tenet of social psychology, but we seldom come across research that incorporates the underpinnings of international relations when examining psychological outcomes. In fact, mainstream social psychology has been accused of being ahistorical, apolitical, and decontextualized. The neoliberal forces shaping the world's agenda, whether ideological, economic, or political, have impacted social order that is increasingly interconnected. What happens in a distant corner of the world gets communicated very fast and it mobilises people across the world on a sectarian basis. Thus, the social situations have undergone a conceptual shift in geopolitics, where psychological phenomena are less tied to fixed geographical boundaries. The evolving, diverse identities (e.g., the Global South) often share common interests, transcending traditional state groupings. The rising socio-economic and political power of the Global South, exemplified by the BRICS nations, is moving forward to safeguard its economic interests by strengthening its new identities, to face new challenges to the colonial and Cold War-era notions of national and regional superiority. Social psychology, and primarily its identity theories, facilitate a conceptual and practical understanding of contemporary geopolitics at both conceptual and practical levels. The paper addresses the challenging task of developing theoretical frameworks for understanding emerging national and regional identities, thereby enhancing their understanding of the contemporary dynamics of international interactions.

Abstract 3723

ROLE OF NATIONAL PSYCHOLOGICAL ORGANIZATIONS AT THE TIME OF GLOBAL CRISES

Matulessy A.*

Indonesian Association of Psychology, HIMPSI ~ Jakarta ~ Indonesia

Amid rapid changes and challenges at the global level, the National psychological organizations can play a vital role in reducing the severity of crises and promoting human welfare. They can address discord, inequality, and trauma linked to global tensions through research, advocacy, and collaboration with governments and international bodies. Upholding scientific integrity and neutrality, these organizations can bridge trust across cultural and political divides, fostering dialogue, reducing conflict, and advancing collective well being of humanity. In my presentation, I highlight how HIMPSI, Indonesia's professional psychology association, has incorporated this responsibility with vision and pragmatism to address national needs while engaging constructively in global dialogue.

Nationally, HIMPSI comes up with effective mental health initiatives during pandemics such as COVID 19, supports leadership selection across institutions, conducts psychological assessments for political candidates, and contributes to recruitment processes for the police, scholarship programs, and migrant worker placements. It has also partnered with over 100 psychology faculties and collaborated with the government and civil society to protect children and women. These efforts reflect psychology's role in strengthening governance and reducing social tensions.

Globally, HIMPSI is an active member of IUPsyS, APPA, ARUPS, GPA, and BRICS+ Psychology. Its participation reflects Indonesia's diplomatic stance of neutrality and harmony, while reinforcing psychology's role as a bridge across divides. Upholding academic freedom and scientific integrity, HIMPSI emphasizes collegial collaboration and mutual respect. In doing so, it contributes to reducing conflicts and advancing psychology as a discipline that supports both national resilience and global cooperation.

Abstract 3725

FANON'S EMANCIPATION WITHIN THE PSYCHOTHERAPY ROOM: TOWARDS DECOLONIAL THERAPEUTIC METHODS IN SOUTH AFRICA

Hollander Den D.*, Baig Q.

Psychological Society of South Africa (PsySSA), South Africa ~ Cape Town ~ South Africa

Psychology in South Africa has a conflicted history. It was once instrumentalised to justify colonialism and apartheid, as exemplified by Verwoerd's use of psychological knowledge to engineer systemic oppression. Yet psychology also contributed to liberation, through the voices of Sobukwe, Biko, Black Consciousness, the Truth and Reconciliation Commission, and the establishment of professional bodies such as PsySSA. Despite these advances, structural violence—manifest in economic inequality, poor public health and education, corruption, and disrupted family systems—continues to undermine the relevance and efficacy of psychotherapy. As Gordon Lewis observed, "there can be no hope for [mental health] efforts of normalisation in an abnormal society." This presentation applies Frantz Fanon's emancipatory framework to the South African therapy room, critically examining how decolonial methods can be developed within psychotherapeutic practice. It draws on socio-political analysis, clinical reflection, and liberation psychology to interrogate the conditions under which agency and psychological emancipation can occur. Mental health cannot be narrowly defined as the absence of symptoms but must also encompass freedom from structural violence. Fanon's insistence that emancipation is achieved through agency, not bestowed, necessitates therapeutic practices that foster liberation rather than compliance. In a context marked by poverty, gender-based violence, xenophobia, and failing public services, conventional Eurocentric approaches risk silencing rather than empowering clients. The paper argues for training and practice reforms that embed decolonial praxis within psychotherapy. It offers critical recommendations for developing "emancipatory therapeutic methods of liberation" that align clinical work with the broader project of social transformation in postcolonial South Africa.

Abstract 3727

FROM DIVISION TO DIALOGUE

Leybina A.*, Veraksa A., Leonov S.

Lomonosov Moscow State University, Moscow ~ Moscow ~ Russian Federation

The world is undergoing unprecedented geopolitical, technological, and social transformations. Psychology, as both a science and a practice, cannot remain untouched. The rapid rise of artificial intelligence and the forthcoming impact of quantum computing promise to reshape not only psychological research methods but also the very nature of human experience. To remain relevant, psychologists must stand together at the forefront of these changes, ensuring that our discipline evolves in step with the challenges/ opportunities of the new era. Yet, instead of uniting, our global community often faces fragmentation. Tensions rooted in politics, national origin, or ideological differences risk overshadowing our shared professional mission. Separation, negativity, and even exclusion undermine the very principles of psychology and divert energy away from addressing the profound issues before us. These challenges, if approached constructively, could become drivers of growth, forcing us to confront biases and reimagine collaboration in more inclusive ways. Countries historically positioned outside the traditional centers of psychological science have now accumulated substantial theoretical and practical potential. Their contributions must not be overlooked if we are to build a truly global psychology. As an illustration of this principle, recent research on digital childhood will be presented, demonstrating how nations can collaborate to address emerging challenges and contribute to the progress of humanity. It is time to move beyond stereotypes and divisions, and to embrace complexity as a source of strength. Only through inclusive dialogue and cooperation can we create a progressive psychology capable of guiding humanity in an era of rapid change.

11 - Division 11: Political Psychology

WALKING IN THE STEPS OF OUR ANCESTORS: REIMAGINING INDIGENOUS PSYCHOLOGY ACROSS THE GLOBE

Friday 24 July 2026 from 15:30 to 17:00

(S-Monumentale)

Michelle Johnson-Jennings (University of Washington ~ Seattle ~ Uni), Co-Chair

This international symposium brings together Indigenous psychologists and scholars from Aotearoa New Zealand, Australia, Turtle Island (Canada and the United States), the Pacific, and Asia to position Indigenous psychology as a distinct and vital discipline. It seeks to transform the structural and cultural conditions that continue to harm Indigenous peoples. Building on the foundational contributions of Distinguished Professor Linda Tuhiwai Smith and Professor Aileen Moreton-Robinson—whose work in Indigenous research and decolonising methodologies has reshaped how knowledge is produced and validated—this symposium highlights the leadership of Indigenous psychologists in driving systemic change across professional domains. These include:

• Reforming regulatory frameworks to incorporate Indigenous definitions of ethics, competence, and care

• Designing culturally-grounded training programmes and qualifications

• Advancing Indigenous research methodologies rooted in sovereignty, community voice, and place-based knowledge systems

Framed as a human rights imperative, the decolonisation of psychology is both urgent and necessary. Decolonial practice challenges the dominance of Western psychological traditions that are grounded in settler-colonial and white normative ideologies while drawing engaging in restorative practice. Drawing on research and practice, presenters will share Indigenous-led solutions that prioritise life promotion, land-based healing, and the restoration of mauri (life force). Across diverse contexts, Indigenous psychologists are implementing culturally grounded frameworks that affirm Indigenous strengths, identities, and worldviews.

Two core themes underpin the symposium: resistance to the racism embedded in psychology, and global Indigenous solidarity. Presenters will also explore the significance of movements such as land back and Indigenous ecologies of love as essential to decolonisation—reconnecting communities to language, land, cultural identity, and healing.

Abstract 3160

LOVE AS METHODOLOGY: RELATIONAL PRACTICE IN INDIGENOUS PSYCHOLOGY

Johnson--Jennings M.*, Evans--Campbell T.

University of Washington ~ Seattle ~ United States of America

This symposium, led by two Indigenous professors, explores love as a research approach within Indigenous psychology, highlighting how relationality, reciprocity, and care serve as both methodology and medicine. Rooted in decolonizing frameworks, this work examines how Indigenous knowledge systems disrupt dominant paradigms that often pathologize or marginalize Indigenous peoples. The presenters will underscore Indigenous contributions to psychology, demonstrating how frameworks of love, kinship, and cultural continuity expand and transform the discipline itself. By positioning research as an act of resistance, this symposium shows how Indigenous approaches counter erasure, reclaim voice, and advance sovereignty in the face of ongoing colonial structures. It also illustrates how Indigenous psychology fosters collective resilience and wellbeing, particularly during times of political turmoil when communities are confronted with intensified threats to justice, land, and life. Decolonizing and resistance are presented not only as tactics of survival but also as pathways toward healing, social justice, and the flourishing of future generations.

Abstract 3161

INDIGENOUS PSYCHOLOGY: VIEWING THE WORLD THROUGH THE LENS OF SPIRITUALITY AND RELATIONAL PRACTICE

Valentine H.*[1], Fitzpatrick M.[2]

[1]Massey University ~ Palmerston North ~ New Zealand, [2]University of Waikato ~ Hamilton ~ New Zealand

Māori, the Indigenous people of Aotearoa New Zealand, have long drawn on Māori ancestral knowledge systems—to engage with the world through language, relationships, and cultural rituals. Central to this worldview is Māori spirituality, which is inseparable from wellbeing. Research increasingly affirms the role of spirituality in psychological care, particularly for Indigenous communities whose healing practices are deeply relational and spiritually grounded. Psychology in Aotearoa has historically privileged Western frameworks, yet Indigenous psychologists are leading transformative change. Drawing on practice- and research-informed insights, this presentation highlights how Māori relational practices and cultural rituals—such as 'The Gateway - Te Tomokanga', the ceremonial process of entering a marae (Māori meeting place)—offer powerful models for psychological engagement. These rituals embody values of connection, respect, and collective wellbeing, and provide culturally grounded pathways for education, care, and healing. This presentation draws on three research projects: reclaiming Indigenous knowledge in psychology, spiritual care in health systems, and anti-racism in psychology. It affirms Indigenous psychology as a distinct and vital discipline—one that promotes sovereignty, cultural identity, and relational healing, and fosters global Indigenous solidarity

Abstract 3162

TRANSFORMING AUSTRALIAN PSYCHOLOGY THROUGH INDIGENOUS LEADERSHIP AND RELATIONALITY: EXAMPLES FROM THE AUSTRALIAN INDIGENOUS PSYCHOLOGY EDUCATION PROJECT

Dudgeon P., Selkirk B.*

University of Western Australia ~ Perth ~ Australia

Indigenous psychology is a global decolonising movement that challenges the dominance of Western paradigms by privileging Indigenous worldviews and knowledge systems. In Australia, this movement is being led by Aboriginal and Torres Strait Islander psychologists who are reshaping psychology education and practice as a matter of epistemic justice and health equity. Central to this transformation is the Australian Indigenous Psychology Education Project (AIPEP), an Indigenous-led initiative committed to increasing Indigenous representation in psychology higher education and the workforce. AIPEP applies culturally grounded methodologies and decolonising theory to practice, affirming Indigenous knowledge systems and relational values such as respect, reciprocity, and responsibility. AIPEP is influencing transformational change at all levels from national policy and regulation, to organisational and service delivery, to individual learning journeys. One key initiative that exemplifies multi-level transformational change is the AIPEP Community of Practice, a national collective of psychology university educators who share a commitment to decolonising and Indigenising psychology curricula, building cultural responsiveness, and supporting the success of Aboriginal and Torres Strait Islander psychology students. This presentation will outline the principles and practices underpinning AIPEP, highlight critical outcomes and innovations, and reflect on personal and professional experiences of facilitating this national movement. We also address ongoing challenges and future directions necessary for sustaining the momentum of decolonising psychology in Australia.

Abstract 3163

MĀORI APPROACHES TO RESHAPING PSYCHOLOGY CURRICULA

Masters--Awatere B.*[1], Valentine H.[3], Rowe L.[4], Waitoki M.[2]

[1]University of Waikato ~ Hamilton ~ New Zealand, [2]~ Hamilton ~ New Zealand, [3]Massey University ~ Palmerston North ~ New Zealand, [4]Te Whare Wananga o Raukawa ~ Otaki ~ New Zealand

Across Aotearoa New Zealand Māori psychologists affirm the strength of their knowledge traditions and call for psychology to be reshaped through Indigenous ways of knowing, being, and doing. The persistence of settler-colonial paradigms has limited the meaningful integration of Indigenous cultural knowledge, languages, and traditions within the discipline. The dominance of a monocultural framework continues to overlook the lived realities and specific needs of Indigenous communities, contributing to persistent inequities in health and wellbeing outcomes despite the global reach of Western psychological models. Central to Indigenous approaches to healing and wellbeing is a principle often overlooked in psychology—aroha, or love—as an interconnected and transformative force. Recognising this, there is an urgent need to design curricula that actively challenge the settler-colonial and racist foundations embedded within psychological practice. Our panel brings together senior Māori academics and practitioners who have long championed Indigenous content in psychology. We will describe the development of Kaupapa (Māori centered) Māori minor and major programmes and explore how curriculum design, informed by Indigenous ways of knowing, can serve as a powerful tool for decolonisation. This approach equips future psychologists to serve their communities while sustaining cultural identities, knowledge systems, and relational responsibilities. We draw on experiences of developing pedagogies that recenter Indigenous knowledge to reshape teaching and curriculum at the University of Waikato and Massey University. Both Universities offer training pathways to registration as a psychologist and are the only Universities with a dedicated Indigenous psychology unit or centre. We finish with a discussion of the implications for community-based practice.

11 - Division 11: Political Psychology

Democracy & Trust

Saturday 25 July 2026 from 09:00 to 10:30

(L-Lorenese)

Division 11: Political Psychology Division 3: Psychology and Societal Development SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 2072

RETHINKING THE LIBERAL–CONSERVATIVE DIMENSIONS OF MORAL CONCERNS: A PERSPECTIVE ON INDEPENDENCE-UNIFICATION (IU) VALUES IN TAIWAN

Sung C.T.*[1], Lin C.[2]

[1]London School of Economics and Political Science (LSE) ~ London ~ United Kingdom, [2]Norwegian School of Economics (NHH) ~ Bergen ~ Norway

Moral foundations theory (Haidt & Joseph, 2007)—care, fairness, ingroup loyalty, authority, and purity—has been widely used to examine conservative–liberal ideology. Research in Western contexts generally finds that liberals emphasise individualising values (care and fairness), whereas conservatives distribute endorsement more evenly across the five foundations. In Taiwan, however, political ideology is primarily framed around the Taiwan independence–China unification (IU) divide rather than the conservative–liberal spectrum. Some scholars suggest that independence can be regarded as liberal, while unification and status quo positions align with conservatism, but direct evidence remains limited. This study therefore investigates the intersection of moral foundations, IU attitudes, and liberal–conservative ideology in Taiwan.

Using survey data (N = 1,097), we find that the moral foundations of liberals and conservatives in Taiwan do not fully align with Western patterns. While liberals score significantly higher on care and fairness compared to conservatives—consistent with prior findings—they also score higher on ingroup loyalty, a result opposite to that observed in some Western studies. Moreover, self-identified liberals are strongly associated with Democratic Progressive Party (pro-independence) support and pro-independence attitudes, whereas conservatives are more closely tied to Kuomintang (pro-unification) support and status quo preferences.

We argue that the strong ingroup loyalty among Taiwanese liberals reflects solidarity to challenge the status quo and pursue independence. Thus, care and fairness appear to reflect bottom-up moral intuitions shaping liberal attitudes, while ingroup loyalty in Taiwan reflects a top-down force. Political elite messaging—such as discourse on the “China threat” or “resisting China, safeguarding Taiwan”—may reinforce these ingroup values, leading self-identified liberals to display stronger group solidarity.

Division 11: Political Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1556

PERCEIVING DEMOCRACY BEYOND POLITICS: DEMOCRATIC VALUES AS PSYCHOLOGICAL RESOURCES PREDICTING YOUNG ADULTS' WELL-BEING, HOPE, AND TRUST

Akin Sari B.*

Baskent University ~ Ankara ~ Turkey

Democratic values such as freedom, equality, and justice are fundamental to civic life and have traditionally been studied within political science. However, their role as psychological constructs remains underexplored. This study positions the perception of democratic values as an emerging field in applied psychology, framing it not only as a political orientation but also as a potential protective factor for psychological well-being. Exploring this perspective will provide insights into how sociocultural orientations contribute to mental health and resilience in young adults. By conceptualizing democracy as a psychological resource, the study will investigate how democratic value perception relates to well-being, future hope, and trust among young adults in Türkiye. The study aims to introduce democratic value perception as a novel construct in psychology, bridging social and political psychology with well-being research. A quantitative, cross-sectional design will be employed with a sample of young adults (a minimum of 300 participants aged 18–25). Data will be collected using validated scales measuring democratic values, well-being, hope, and trust. The research protocol is presently under ethics committee review. Correlational and regression analyses will be conducted to examine the relationship between democratic value perception and psychological well-being and its predictive role on well-being. Findings will be presented and critically discussed to highlight their implications for applied psychology. It is anticipated that democratic values may function as protective psychosocial resources, fostering resilience and psychological well-being. The study is expected to contribute to preventive mental health approaches and has practical implications for higher education policies, suggesting that value-based psychoeducational programs may enhance both democratic participation and well-being. By situating democratic value perception as a psychological construct, this research is presumed to provide a transdisciplinary contribution that underscores democracy not only as a political system but also as a source of psychological health and social sustainability.

Division 11: Political Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 702

LEADER PERSONALITY TRAITS AND CROSS-NATIONAL EMPATHY: EXPERIMENTAL EVIDENCE FROM UKRAINE WAR COVERAGE

Balmas M.*

The Hebrew University of Jerusalem ~ Jerusalem ~ Israel

Contemporary politics has witnessed increasing personalization, with national leaders becoming dominant figures in international media coverage. This trend raises critical questions about how foreign leaders' perceived characteristics influence public attitudes toward their nations' citizens, particularly during crises requiring international support. This research investigates which specific personality traits of national leaders most effectively promote empathy and pro-social behavior toward their citizens among foreign publics. We examine whether communal traits (warmth, morality) versus agentic traits (competence, determination) differentially impact cross-national empathy and helping behavior. We conducted experimental studies in Israel (N=354) and the United States (N=386) shortly after Russia's invasion of Ukraine. Participants were randomly assigned to read fictitious news articles highlighting different personality traits of President Zelensky (warmth, morality, competence, or determination) or served as controls. We measured empathy toward Ukrainian families in distress, general empathy toward Ukrainians, willingness to help, and actual monetary donations. Across both countries, participants exposed to articles emphasizing Zelensky's warmth or morality demonstrated significantly higher levels of empathy toward Ukrainian citizens and greater pro-social behavior compared to those exposed to competence- or determination-focused coverage. In Israel, twice as many participants in the warmth condition made actual monetary donations compared to other conditions. No significant differences emerged between control groups and competence/determination conditions. National leaders seeking to cultivate international empathy and support should emphasize communal rather than agentic personality traits in their public communications. These findings have important implications for crisis communication, international relations, and understanding how media personalization affects cross-national solidarity during humanitarian crises.

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 11: Political Psychology SDG 16: Peace, Justice and Strong Istitutions

Abstract 1641

PROMOTING COOPERATION AND SOCIAL CAPITAL THROUGH INTERMEDIATE PROCESSES

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[1]University of Salento ~ Lecce ~ Italy, [2]University of Modena and Reggio Emilia ~ Modena ~ Italy

In the context of contemporary democracies, the decline of traditional forms of association requires a new understanding of the social mechanisms that generate trust and cooperation. This contribution presents a research program that investigates the role of intermediate processes (IPs) - defined as collective actions that combine identity motivations with supra-individual public normative goals - as catalysts of social capital. The central hypothesis is that IPs promote social capital by generating "semiotic capital," that is, shared and high-dimensional systems of meaning (operationalized in terms of symbolic universes) that facilitate social coordination.

The research program consists of a number of complementary studies: (1) a territorial study analyzing the association between IPs, symbolic universes, and proxies of social capital in Italian regions; (2) a survey of a representative Italian sample measuring individual exposure to IPs, semiotic capital, and cooperative attitudes; (3) a simulation study that integrates an IP parameter to predict levels of cooperation; and (4) an experimental study using the prisoner dilemma, testing whether the introduction of a negotiated IP compared to a simulated norm increases cooperation in subsequent rounds.

The results demonstrate that active participation in IPs enhances the dimensionality of meaning, promotes cooperative behavior, and strengthens the semiotic space essential for social cohesion. This research seeks to provide an empirically grounded model of how new forms of collective action can effectively connect individuals, institutions, and the public good.

Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1334

IDENTITY COMMITMENTS, APPRAISALS OF MODERNITY, AND PSYCHOLOGICAL WELL-BEING: EVIDENCE FROM TWO STUDIES

Stecko L.*

Wyzsza Szkola Ksztalcenia Zawodowego ~ Wroclaw ~ Poland

Understanding how identity commitments translate into psychological well-being is central to societal development in rapidly changing, globalized contexts. A promising account posits that attitudes toward modernity—how people appraise contemporary social change—constitute a proximal mechanism linking who one is (identity) to how one feels (well-being). Testing this identity → attitudes → well-being pathway clarifies when identity commitments foster resilience versus vulnerability at the population level.

Identity was assessed with the Sociocultural Identity Model (SIM), which captures three transversal dimensions—Fidelity (clarity and depth of commitments), Activity (goal-directed engagement), and Ideology (coherent value orientation)—each expressed across multiple life domains (e.g., work/education, social ties, personal development). Appraisals of modernity were modeled as perceived benefits and perceived threats; ambivalence was computed from these two components to index the co-occurrence of positive and negative evaluations (benefits–threats–based ambivalence index), rather than measured as a separate scale. Psychological well-being was indexed with established multidimensional measures. Two studies (combined N = 930, ages 18–60) employed path models with age and gender covariates, alternative scoring checks, and bootstrapped confidence intervals.

Stronger identity commitments showed moderate positive associations with well-being. Benefits of modernity related small-positively, whereas threats and computed ambivalence related small-negatively to well-being. Crucially, modernity appraisals partially mediated the identity–well-being link, indicating that the socio-cognitive framing of societal change helps explain why firmer commitments predict better psychological functioning. Effects were convergent across SIM facets and domains, with Fidelity and Activity yielding the most consistent patterns; results were robust across alternative specifications.

Findings embed identity development within globalization processes by demonstrating that evaluations of modernity are a tractable mechanism connecting commitments to well-being. Implications include screening for elevated ambivalence, psychoeducational strategies that recalibrate appraisals of societal change, and integrating identity-focused work with communication about modernity's opportunities and risks—actionable levers for counseling, community programs, and policy communication aimed at strengthening well-being in contemporary societies.

Division 11: Political Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1551

THE SEARCH FOR DEMOCRATIC VALUES IN TÜRKIYE: ANALYSIS OF GOOGLE TRENDS

Uyar Suiçmez T.*

Baskent University ~ Ankara ~ Turkey

Examining how citizens interact with democratic values on the World Wide Web would provide insight for applied areas of psychology. The current research aims to collect information about the popularity of democratic values, such as Freedom, Equality, and Justice in Türkiye, and uses the Google Trends tool, which is a public website that offers data based on Google Search that shows how frequently a particular search term is entered in comparison with all other search terms in different regions and languages. Parallel to the research aim, Türkiye was chosen as a region, and the years between 2020-2025 were selected as the time range to observe the flow. As a result, it is evident that in 2020, these three democratic values were viewed as distinct terms, with Justice being the most popular. Moreover, when examining the trends, it is evident that in 2023, all three terms started to be searched at the same level of popularity. Specifically, Freedom remained at a moderate level for five years, excluding interim periods. Additionally, Justice remained at a moderate to high level for five years, excluding interim periods. Equality, on the other hand, was the least popular search term until 2023, but its search popularity increased dramatically thereafter. Although there was a partial loss of popularity at the end of the approximately one-year period, it was observed that the three terms were still searched with very similar frequency. These changes, given importance to democratic values as seen in the flow of Google Trends, suggest a dynamic nature of them in Türkiye. These quantitative results, however, need to be evaluated in a context. To achieve this aim, all the results will be discussed by evaluating them in the context of data from news sources related to political perspectives and economic developments, thereby providing a contextual framework.

12 - Division 12: Sport Psychology

Poster Session 1 - Division 12

Friday 24 July 2026 from 08:15 to 09:45

(X- Poster 3)

Division 12: Sport Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2509

AN EXAMINATION OF EMOTIONAL CONTAGION THROUGH SPORTS VIDEO VIEWING

Aiba E.*[1], Matsuda K.[2]

[1]Yokohama National University ~ Yokohama ~ Japan, [2]Josai University ~ Sakado ~ Japan

Sports have the power to fascinate people, and emotions are considered one of the key factors underlying this appeal. This study examined the extent to which emotional contagion occurs when viewers watch a medal-winning scene in a track and field relay event. To assess emotional contagion, participants were asked to rate their own emotional states in terms of four affective dimensions—high-arousal positive, low-arousal positive, low-arousal negative, and high-arousal negative emotions—based on the scale developed by Ito et al. (2018). They then estimated the athletes' emotional states using the same scale. A higher correlation between these two sets of scores was interpreted as a stronger indication of emotional contagion. Participants' general susceptibility to emotional contagion was also assessed using the Emotion Contagion Scale (Doherty, 1997), and the results suggested that individuals who are generally more susceptible to others' emotions also tend to experience stronger emotional contagion during sports spectating. Furthermore, the cues—facial expressions, attitudes, or behaviors—that participants referred to when estimating the athletes' emotions were also examined. The results provided insights into the conditions under which emotional contagion occurs during sports spectating. These findings indicate that this method can serve as an effective approach for identifying emotional contagion phenomena in real sports contexts. Based on these results, future research will investigate how emotional contagion among teammates influences team performance in group sports.

Division 12: Sport Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2079

"LET THEM PLAY … BUT NOT WITH ME": EXPLORING STUDENT-ATHLETES' ATTITUDES TOWARDS TRANSGENDER INDIVIDUALS' PARTICIPATION IN VARSITY SPORTS

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A debate is raging over whether transgender athletes should be allowed to participate in elite sports. Perspectives on the issue of transgender individuals' participation in sports are influenced by societal attitudes towards gender identity and inclusivity. Knowledge of attitudes plays a key role in the effective implementation of interventions to reduce prejudice towards transgender people. The present study examined the attitudes of 118 varsity athletes from three universities in Western Canada towards transgender athletes' participation in varsity sports. Participants were supportive of transgender individuals generally and transgender athletes participating in sports specifically. That support for transgender individuals and athletes was especially true for those participants who knew someone transgender personally and those participants of a minoritized sexual orientation. There was less support for transgender athletes competing in the gender category of their choosing. Participants higher in religious fundamentalism and right-wing authoritarianism, and participants with a conservative political orientation, expressed more negative attitudes than other participants towards transgender individuals and transgender athletes. Surprisingly, self-compassion was unrelated to attitudes. The implications of these results are discussed for researchers studying attitudes towards transgender athletes and for psychologists treating and supporting transgender and cisgender varsity athletes.

Division 12: Sport Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1034

NEW FORMS OF PHYSICAL ACTIVITY AND MENTAL HEALTH PREVENTION. THE EFFECTIVENESS OF A 4-WEEK CROSSFIT INTRO TRAINING IN REDUCING THE SEVERITY OF STRESS, ANXIETY, AND DEPRESSION SYMPTOMS – PRELIMINARY REPORT FROM A POLISH STUDY

Dębski P.*[1], Czyz K.[2], Debska--Janus M.[3], Meisner M.[2], Smolarczyk J.[1], Turska--Czyz D.[1], Piegza M.[1], Badura--Brzoza K.[1], Skalski--Bednarz S.B.[4]

[1]Medical University of Silesia ~ Katowice ~ Poland, [2]Humanitas University ~ Sosnowiec ~ Poland, [3]Jerzy Kukuczka Academy of Physical Education in Katowice ~ Katowice ~ Poland, [4]Catholic University of Eichstätt-Ingolstadt ~ Eichstätt ~ Germany

Introduction: CrossFit® – A Unique Functional Training Methodology is an innovative training program that combines strength, endurance, and gymnastics development. Its primary goal is the comprehensive development of motor skills, thereby contributing to improved physical fitness in participants. Preliminary reports also indicate that this type of training may be important in improving the psychological functioning of participants.
Objective: To evaluate the effectiveness of a 4-week CrossFit Intro training in reducing the severity of symptoms of stress, anxiety and depression.
Material: 84 mentally healthy Polish adults participated in the study. 40 individuals (52.5% men), participated in a 4-week CrossFit Intro training group, while 44 individuals (29.5% men), participated in a control group, not taking part in any functional training.
Methods: The experimental group underwent a 4-week CrossFit Intro training program. Both the experimental and control groups were measured twice (before and after the intervention) for the severity of stress, anxiety, and depression symptoms. PSS-10 and HADS scales were used. The paired t-test was used to examine the significance of changes in the both groups.
Results: In the experimental group participating in the 4-week CrossFit Intro training, a significant decrease in the severity of stress symptoms (mean I = 20.50; mean II = 13.28; $p < 0.001$), anxiety (mean I = 8.20; mean II = 5.28; $p < 0.001$) and depression (mean I = 7.13; mean II = 3.58; $p < 0.001$) was observed. In the control group, only a much less pronounced decrease in the severity of stress symptoms was observed (mean I = 16.02; mean II = 13.80; $p < 0.01$), while no significant changes were noted in the severity of anxiety and depression symptoms.
Conclusions: CrossFit Intro training can be an effective method of enhancing the psychological functioning of participants by supporting the reduction of the severity of psychopathological symptoms related to stress, anxiety and depression.

Division 12: Sport Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 2502

VIRTUAL REALITY-BASED COGNITIVE TRAINING TO ENHANCE DECISION-MAKING IN FOOTBALL ATHLETES

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In team sports, success and failure often depend on athletes' decision-making skills, which rely on perceptual and cognitive abilities. Virtual reality (VR) can simulate realistic sporting scenarios, allowing athletes to practice reading the game, processing information, and making rapid, accurate decisions. Despite its promise, evidence on the effectiveness of VR training for enhancing perceptual-cognitive skills remains limited. This study investigates whether VR training improves decision-making accuracy and whether these improvements transfer to underlying cognitive functions.

Twenty-eight youth football players from a professional club participate in a within-subjects study during the competitive season. Participants are tested at baseline (T0), after four weeks of control (T1), and after four weeks of VR-based cognitive training (T2). A total of 55 videos are recorded using a GoPro Max in HERO mode. These consist of variations of seven base formations, including passing, shooting, and dribbling. Training involves watching 15 videos via a Meta Quest headset, three times per week. Videos play up to a decision point, prompting players to verbalise their intended course of action, and then resume to show the optimal response. Players view the scenario from a first-person perspective, visualising themselves performing the action. Twenty unique videos are used for assessment at T0, T1, and T2. The primary outcome is decision-making accuracy within 1.5 seconds. At each time point, np-tests (TMT-L, Go/No-Go) from the Vienna Test System are administered to explore far-transfer effects on response inhibition, cognitive flexibility, and information processing speed. At T2, participants complete questionnaires assessing embodiment, sense of presence, and the perceived usefulness and ease of use of VR.

VR can be a valuable tool for off-field training, enhancing decision-making accuracy by providing immersive, safe, and repeatable scenarios. This study provides insights into designing effective VR-based cognitive training and explores its far-transfer effects on cognition.

Division 12: Sport Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1897

STRESSORS AND EXPECTED PERFORMANCE OF SOCCER ATHLETES: THE ROLE OF SPORT CONFIDENCE AND COGNITIVE APPRAISAL

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Introduction: Youth sports are often viewed as a way for athletes to develop a healthy lifestyle and various skills. However, this is not always the case, and participation in sports can sometimes have a negative impact on young players' growth. To understand how athletes handle competition stress, it is essential to examine their perceptions of physical, emotional, behavioral, and cognitive stressors, as well as the coping strategies they employ to manage them.
Purpose: This study aimed to provide a framework for understanding how athletes evaluate stress before a competition and how stress relates to cognitive appraisal, sport confidence, and performance expectations.
Method: The participants were 327 male youth athletes, aged 15–19 years (M = 16.90; SD = 1.00), who competed in the Portuguese National Football League and completed a questionnaire 24 to 48 hours before their match, using the critical incident methodology. The evaluation protocol included the Questionnaire of Competitive Stressors in Sport, the Primary and Secondary Cognitive Appraisal Scale, the Sport Confidence Inventory, and the Sport Performance Perception Questionnaire. Path analysis was conducted to test the conceptually proposed mediation models.
Results: Results revealed that opponents were the main source of stress for athletes and that the more athletes stressed about their opponents, the more they tended to perceive the situation as threatening (and less challenging), the lower their perceptions of coping and sport confidence, which, in turn, predicted lower expectations of individual and collective performance.
Conclusions: Perceiving stress as a challenge or threat impacts the confidence and expected performance of young athletes. Our study supports previous findings on stress adaptation and offers insights for coaches and sports psychologists. Changing athletes' perceptions of competition through questioning and restructuring their thoughts can help them develop more adaptive thinking during high-pressure, stressful situations.

Division 12: Sport Psychology Division 5: Education and School Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1096

THE ROLE OF MOTIVATION AND SELF-DETERMINATION THEORY IN MINDFULNESS TRAINING OUTCOMES AMONG ADOLESCENT FOOTBALL PLAYERS

Mascarenhas D.A.M.*[1], Pai K K.[1], Rao R.[2], Narasimhan A.[2]

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Background: Adolescence is a critical developmental phase. In sport context, these dynamics are intensified as athletes navigate both performance demands and developmental transitions. Self-Determination Theory (SDT) highlights autonomy, competence, and relatedness as its components and motivational orientations. Although mindfulness interventions are gaining prominence in applied sport psychology, their effectiveness among adolescent athletes remains uncertain. Furthermore, adolescent football players are exposed to mental pressure given the nature of the sport. Examining the predictive role of SDT and motivational factors may guide strategies to facilitate mindfulness outcomes among adolescent football players. Objective: This study aimed to evaluate the predictive role of SDT and motivational factors on the changes in flow and mindfulness following Mindful Sport Performance Enhancement (MSPE), a sport-specific mindfulness intervention among adolescent football players. Method: The study participants included 105 adolescent football players (Mean-age 14.4, 79% males). A pre-post interventional study was employed, obtaining self-reported measures on Physical Education Autonomy, Relatedness, Competence (PE-ARC), Physical Education Motivation (PEMS), Mindfulness (Mindful Attention Awareness Scale -MAAS), and Flow State Scale (FSS-2). The mean difference score was computed for mindfulness and flow as the dependent variable. Linear Regression was performed with PE-ARC, PEMS, and sub-dimensional scores as predictors. Results: Regression analysis indicated that motivation (PEMS) positively predicted improvements in flow state (B= -0.60, p=.013) while self-determination (PE-ARC) negatively predicted improvements (B= -0.49, p= <.001) with 21.4% variance. Amotivation (sub-dimension-PEMS) significantly predicted lower flow, explaining 30.5% variance (B= -3.18, p= .024). Conclusion: Findings indicate that motivational factors predict the effectiveness of mindfulness training on flow outcomes, which is essential for performance enhancement among adolescent football players. Implementation of motivational strategies alongside mindfulness may optimize outcomes. Integration of such tailored programs into coaching, school, and sports authority practices supports adolescent athlete well-being and performance, aligning with SDG 3 (Good Health and Well-being) and SDG-4 (Quality Education)

Division 12: Sport Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2562

PSYCHOLOGICAL FACTORS ASSOCIATED WITH THE WORSENING OF THROWING YIPS SYMPTOMS

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Objective
This study sought to identify psychological factors associated with the severity of the yips. Although prior research has investigated antecedents of yips onset, the reasons why symptoms worsen or escalate have not been examined sufficiently, leaving an important gap for targeted assessment and intervention.
Methods
Ten collegiate baseball players affected by the yips completed 10 throws each from 45 ft and 90 ft. Psychological factors—reinvestment, perfectionism, competitive trait anxiety, and pre-throw state anxiety—were dichotomized at the sample mean (high ≥ mean; low < mean). Between-group differences in performance were evaluated using nonparametric tests (Mann–Whitney U test; where appropriate, Kruskal–Wallis test with tied-rank adjustment).
Results
At 45 ft, a significant group difference was observed for reinvestment (Mann–Whitney U = 2.5, z = −2.044, exact p = .038; asymptotic p = .041). Competitive trait anxiety was also significant (Kruskal–Wallis H = 7.257, df = 2, p = .027). Pre-throw state anxiety and perfectionism were not significant at 45 ft, and no comparisons at 90 ft reached significance (all p > .05).
Conclusions
These findings indicate that reinvestment and competitive trait anxiety may contribute to the worsening of yips symptoms. By contrast, although other psychological factors and the 90-ft condition did not yield statistically significant differences, several comparisons exhibited relatively large effect sizes, and insufficient statistical power cannot be ruled out. Future research should increase sample size and conduct analyses that consider relations among psychological factors (e.g., mediation and interaction) in order to more precisely identify the psychological determinants most closely linked to the aggravation and escalation of yips symptoms.

Division 12: Sport Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 198

MORE ACTIVE, MORE NATURE-CONNECTED? THE CARRY-OVER EFFECT OF PHYSICAL ACTIVITY IN PRO-ENVIRONMENTAL BEHAVIOR

Zhou H.*[1], Lippke S.[2], Miao M.[3], Yang G.[1], Lai Q.[1], Wang Y.[1], Jin C.[1], Chen Y.[1]

[1]Beijing Forestry University ~ Beijing ~ China, [2]Hamburg University of Applied Sciences/Hochschule für Angewandte Wissenschaften Hamburg ~ Hamburg ~ Germany, [3]Peking University ~ Beijing ~ China

Carry-over effects describe how one behavior, such as physical activity (PA), can influence another, like pro-environmental behavior (PEB), through psychological mechanisms and the transfer of resources. Three studies have examined the potential carry-over effect and its mechanism between PA and PEB, testing whether psychological mechanisms link the two behaviors and enable the transfer of resources. Study 1 used the China General Social Survey (n = 9,960) and found a significant positive correlation between PAB and PEB, providing preliminary evidence for their interrelation. In pre-registered Study 2, n = 228 college students were examined twice, one month apart, to test the longitudinal carry-over effect from PA to PEB. The results showed that the carry-over effect occurred through a mediating chain of PA intention – PA plans – pro-environmental intention PEB. In Study 3, a 2 (group: planning intervention group vs. active control group) × 3 (time: baseline vs. post-test vs. follow-up) pre-registered randomized controlled trial was conducted among n = 70 college students. Results showed a time effect with an increase in all dependent variables from baseline to post-test but no interaction effect between time and group. However, we found a significant mediating effect of change in pro-environmental intention between changes in physical activity planning and change in PEB (B = 0.17, 95 % CI [0.05, 0.30]). Overall, the results of these studies demonstrate that planning PA can promote PEB, supporting the hypothesized psychological mechanisms. However, the experimental results from Study 3 require further exploration owing to the absence of a significant interaction effect.

12 - Division 12: Sport Psychology

Xavier Sanchez, Université d'Orléans, France

Friday 24 July 2026 from 13:30 to 14:00

(I-Spadolini)

Abstract 4621

Where is sport psychology heading to within the next few years? Some food for thought

Sanchez X.*

12 - Division 12: Sport Psychology

PROFESSIONAL PATHWAYS AND PSYCHOLOGICAL SUPPORT IN SPORT CONTEXTS: APPLIED PERSPECTIVES ACROSS ROLES AND SETTINGS

Friday 24 July 2026 from 15:00 to 16:30

(E- Spadolini)

Chiara D'Angelo (Università Cattolica del Sacro Cuore ~ M), Chair and Presenter
Caterina Gozzoli (Università Cattolica del Sacro Cuore ~ M), Discussant

This invited symposium addresses the evolving professional pathways and psychological support systems in sport, adopting applied and context-sensitive perspectives. By integrating contributions across different roles and settings, the symposium examines how athletes, coaches, and sport psychology practitioners navigate issues of precariousness, career development, identity, and cultural attitudes.

The first contribution introduces a psychosociological lens on precariousness in Italian professional football, highlighting how fragile institutional mediation reshapes the relationship between subjectivity, work, and society. The second examines a university-based Dual Career program, showing how process evaluation can illuminate relational dynamics, enablers, and future challenges of career assistance in higher education. The third is a reflective narrative of a trainee sport psychologist, illustrating how transnationalism, gender, and dual career experiences shape identity and professional philosophy. The fourth contribution investigates cultural attitudes toward sport psychology among Italian athletes and coaches, revealing generally positive perceptions yet significant demographic differences. Finally, the fifth presentation reflects on professional dilemmas at the French Institute of Sport (INSEP), where the boundary between performance enhancement and mental health care demands collaboration, ethical sensitivity, and role negotiation.

Taken together, these studies and reflections emphasize the multifaceted and dynamic nature of professional development in sport. They highlight the importance of culturally grounded, ethically reflective, and context-aware practices for sustaining both people and professions in applied sport psychology.

Abstract 3633

FORMS OF PRECARIOUSNESS – A PSYCHOSOCIOLOGICAL PERSPECTIVE ON PROFESSIONAL FOOTBALL

Palumbo M.*, Zanoli E., Gozzoli C.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

This contribution presents the experience of a doctoral research project on precariousness in Italian professional football, articulated through three studies within a Sequential Mixed Methods design.
In dialogue with the five propositions of the WOP agenda on precarious work, the project adopts a psychosociological perspective to explore precariousness in the relationship between subjectivity, work, and society. Precariousness is understood as the erosion of the bond between subjectivity and society, produced by weak institutional mediation of work. While professional football may appear distant from precariousness, the gap between its idealized institutional image and the fragility of lived professional experiences makes it an emblematic context for examining new forms of precariousness and resistance.
Study 1 (qualitative). A Grounded Theory based on 20 in-depth interviews offers both an interpretive contribution and a transversal evaluative model. It highlights multiple forms of precariousness and illuminates institutional transitions in work. The core category of institutional subjectivation shows how professionals assume institutional functions, with subjectivity becoming hypertrophic to compensate for fragile institutions. Social realization through work thus remains possible, yet precariously constrained and increasingly reliant on individual competences.
Study 2 (qualitative). An analysis of key competences described by professional coaches (n = 130) reveals how, in precarious contexts, the rhetoric of “adaptive learning” risks becoming collusive, reinforcing defensive and individualized counter-precarious strategies rather than fostering generative learning dynamics.
Study 3 (quantitative). A questionnaire (n = 150), conducted in collaboration with the Italian Football Coaches Association, corroborates the qualitative findings, validating the theoretical framework. This participatory research underlines the empirical and practical relevance of the project, institutionally confirming its urgency through evidence from the field.
Overall, the project contributes to understanding precariousness as a psychosocial phenomenon and to developing critical insights into professional pathways in sport and beyond.

Abstract 3634

APPLIED PERSPECTIVES ON DUAL CAREER SUPPORT: A PROCESS EVALUATION IN A UNIVERSITY SETTING

Ferraboli A.*, Morozzi C., D''Angelo C.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Dual Career (DC) refers to the combination of an athletic career with education or work (Stambulova & Wylleman, 2015). Although EU guidelines on DC exist, research still highlights gaps in the support offered to university student-athletes (Guidotti et al., 2023). Career Assistance Programs (CAPs) provide structured services to help athletes manage their careers both inside and outside sport (Stambulova, 2010; Wylleman, Theeboom & Lavallee, 2004).
Evaluating DC programs can reveal key enablers of success as well as areas for improvement, thereby guiding stakeholders (Herold et al., 2022; Morris et al., 2021). While CAPs across countries often share common features, their delivery is highly contextual and culturally grounded, as practitioners work closely with athletes' everyday realities.
This study examines the implementation of University and Sport: Dual Career at Università Cattolica, launched in 2018 to support student-athletes in balancing academic and athletic demands. Since its inception, the program has reached 223 student-athletes, with 101 graduates. Services include individualized orientation and academic monitoring, reflecting the preventive and supportive dimensions of CAPs.
Semi-structured interviews were conducted with 15 student-athletes and 4 DC tutors to explore lived experiences within the program. Findings highlight the value of context-sensitive support, the relational dimension between tutors and athletes, and the need for ongoing evaluation. The study underscores that CAPs should be both culturally informed and evidence-based, tailored to athletes' daily lives and local contexts. Future challenges include extending services to other sport stakeholders and fostering transnational collaboration in program development and practitioner training.

Abstract 3635

A TALE OF THREE STORIES: THE INFLUENCE OF TRANSNATIONALISM, GENDER, AND DUAL CAREER ON THE PROFESSIONAL DEVELOPMENT OF A TRAINEE SPORT PSYCHOLOGIST

Fossi L.*[1], Quartiroli A.[2], Wagstaff C.R.D.[1], Brown D.[3]

[1]University of Portsmouth ~ Portsmouth ~ United Kingdom, [2]University of Wisconsin ~ La Crosse ~ United States of America, [3]University of Bath ~ Bath ~ United Kingdom

The service delivery and philosophy of sport psychology practitioners is highly influenced by their life experiences, values, and personal beliefs. Nevertheless, accounts of such influences are limited within the professional development literature. In this article, the first author provides an analysis of how her experiences as a transnational female student-athlete and student-coach have shaped her identity and professional development as an applied sport psychology trainee. In so doing, the first author has reflected on the challenges and opportunities that she faced through these experiences. More specifically, her transnational experiences enabled her to realise the importance of love, empathy, and resilience as the foundations of her professional philosophy. Further, her experience as a female student-athlete enabled her to develop management skills and to overcome barriers resulting from her gender identity. We hope that by sharing the experiences of the first author in the present work, we create resonance and a sense of familiarity with some readers and provoke all practitioners to pause and reflect on how their experiences, values, and personal beliefs continue to influence their practice.

Abstract 3636

CULTURAL ATTITUDES TOWARD SPORT PSYCHOLOGY: INSIGHTS FROM ITALIAN ATHLETES AND COACHES

Simonti G.*[1], Kamphoff C.[2], Mcalarnen M.[2], Kratimenos P.[1], Quartiroli A.[3]

[1]George Washington University School of Medicine and Health Sciences ~ Washington, DC ~ United States of America, [2]Minnesota State University ~ Mankato ~ United States of America, [3]University of Wisconsin-La Crosse ~ La Crosse ~ United States of America

Introduction: Sport psychology (SP) examines the mental factors that influence athletic performance and well-being. Although the field has experienced substantial global growth over the past decade, much of the existing literature remains rooted in AngloSaxon cultural contexts, raising questions about its applicability in other cultural contexts.
Methods: This study explored context-specific perceptions of SP by examining the attitudes of two key sport stakeholders—Italian athletes (n = 298; 50.17%) and coaches (n = 296; 49.83%). Participants (male = 324; 54.45%; female = 270; 45.55%) represented both individual and team sports, across elite and non-elite competitive levels. An online survey assessed participants' perceptions and attitudes toward SP services and professionals. Using Brislin's back-translation method, we adapted the SPA-R and SPARC-2 into Italian.
Results: Confirmatory factor analysis confirmed the internal structure of the instruments in the Italian sample. We then examined differences in attitudes by stakeholder role, gender, age, and competitive level. Overall, both athletes and coaches reported low levels of stigma and high confidence in SP and its services. However, significant differences were observed across demographic groups
Discussion: This study provides a culturally grounded snapshot of the current sport psychology landscape in Italy, highlighting context-specific attitudes and offering valuable insights for enhancing the cultural relevance of SP services and advancing global understanding of the field.

Abstract 3637

WHEN PERFORMANCE MEETS HEALTH: PRACTICAL DILEMMAS IN SUPPORTING ELITE ATHLETES AND COACHES AT THE FRENCH INSTITUTE OF SPORT (INSEP)

Ruffault A.*

French Institute of Sport (INSEP) ~ Paris ~ France

Working as a researcher in applied sport psychology at the French Institute of Sport (INSEP) brings into focus the organizational and ethical challenges of professional identity in applied sport psychology. Within INSEP, psychologists in the medical department primarily address athletes' mental health needs, while mental performance consultants in the performance department focus on psychological skills training and performance optimization. Although my dual training as a clinical health psychologist and a mental performance consultant allows me to navigate both domains, my role is formally situated in the performance department.

This institutional structure generates a fine boundary between supporting athletes in performance-related issues (e.g., pre-competition stress regulation, attentional control) and recognizing mental health concerns (e.g., generalized anxiety, post-traumatic stress symptoms). The challenge lies not only in deciding when to refer athletes to medical services but also in how this referral is communicated to them in ways that preserve trust and continuity of care. Furthermore, effective collaboration between psychologists in the medical department and consultants in the performance department is essential, yet often requires negotiation of professional roles, responsibilities, and shared practices.

In this presentation, I will reflect on these dilemmas through applied cases involving elite athletes and national coaches. These cases illustrate how role boundaries are experienced in practice, how interdepartmental collaboration can be fostered, and how athletes perceive transitions and complementarity between performance-oriented support and mental health care.

By situating these reflections within the broader landscape of applied sport psychology, this contribution highlights the evolving nature of professional identities and the need for context-sensitive, ethically reflective, and collaborative approaches to supporting high-performance athletes.

12 - Division 12: Sport Psychology

Sport Psychology 2

Friday 24 July 2026 from 17:00 to 18:30

(S-Monumentale)

Division 12: Sport Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2206

FLOW INTO CHARACTER: HOW THEATRE ACTORS DEFINE FLOW STATE AND APPLY PERFORMANCE STRATEGIES TO ACHIEVE AND MAINTAIN IT ON STAGE

Brajković D.*

University of Limerick ~ Limerick ~ Ireland

Introduction. The flow state and peak performance have been researched over the last 50 years in different contexts, including musical performance Tan and Sin (2021), yet the research in theatre performers is scarce and methodologically uneven. Performance strategies are viewed as "[t]he groundwork for these transcendent experiences" (Williamon,
2004, p. 31). In the field of theatre actors, performance strategies are essential parts of acting techniques but have never been researched in the context of sport psychology. Purpose. This paper aims to explore the relationship between performance strategies use and flow experiences in rehearsals and during performances. Method. Eight theatre actors were recruited working in theatre organisations and collectives across six European countries. A mixed study approach with topical analysis was applied. Quantitative data was collected using the TOPS2 questionnaire (Test of Performance Strategies 2) with its terminology adapted to acting. Qualitative data from interviews yielded codes including eight performance strategies found in athletes and further expanded to other relevant strategies and flow in theatre performance contexts. Results. Actors' use of performance strategies is overall high, the conceptualisation of some is different. The most used are activation, emotional and attentional control, while imagery is applied least. Flow state differs in rehearsals and performances. During plays, it is deemed equivalent to successful acting and achieved by automaticity development during rehearsals, high level of concentration, awareness and trust in one's body and stage partner. Flow experiences carry a strong feeling of connection. Conclusions. Performance strategies are applied to enter the flow state on stage. Insights could be used to support strategies training and adapt TOPS2 to stage performing.

Division 12: Sport Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 632

REGULATORY FOCUS AND REGULATORY FIT IN SPORT PERFORMANCE: A NARRATIVE REVIEW

Dannerbo C.*[1], Durieux N.[2], Sanchez X.[1]

[1]Sport, Activité Physique, Rééducation et Motricité pour la Performance et Santé (SAPRéM), Université d'Orléans ~ Orléans ~ France, [2]Research Unit for a Life-Course Perspective on Health and Education – RUCHE, Faculty of Psychology, Speech and Language Therapy and Educational Sciences, University of Liège ~ Liège ~ Belgium

Introduction: Performing under pressure is one of the defining challenges of sport. While stress and anxiety have been extensively studied, less is known about the motivational mechanisms that explain why some athletes thrive while others falter. Regulatory Focus Theory distinguishes between promotion focus (growth and achievement) and prevention focus (safety and error avoidance). Regulatory Fit Theory further suggests that performance improves when athletes' motivational orientation matches the way tasks are framed.
Objective: This narrative review synthesises existing evidence on regulatory focus and regulatory fit in sport, highlighting their impact on individual performance, coaching practices, and team dynamics.
Methods: A structured search of APA Psycnet, PubMed, and Google Scholar up to April 2024 identified nineteen eligible publications. Studies were analysed using a narrative synthesis informed by SANRA quality criteria, with thematic clustering around athlete profiles, performance outcomes, coaching communication, and contextual moderators.
Results: Findings reveal consistent benefits of motivational fit: athletes perform with greater accuracy, decision-making efficiency, and emotional stability when orientation and task framing align. Promotion focus was typically observed in offensive roles and creative contexts, while prevention focus predominated in defensive positions and precision sports. Coaching communication emerged as a critical moderator, with aligned instructions amplifying engagement and performance. Contextual factors, including task difficulty, expertise level, anxiety, impostor tendencies, and social status, shaped whether fit effects were enhanced or diminished. Importantly, initial evidence suggests collective regulatory fit at the team level may foster cohesion and strategic responsiveness.
Conclusion: Regulatory focus and fit provide a powerful yet underexplored framework for understanding and enhancing sport performance. Practical applications include tailored coaching strategies, feedback adaptation, and motivationally aligned training design.

Division 12: Sport Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1019

DEVELOPING SELECTIVE ATTENTION AND ATTENTION PERSISTENCE IN ADOLESCENT BASKETBALL PLAYERS AGED 14-17 IN AUGMENTED REALITY: INTERVENTION DEVELOPMENT

Dute A.*, Pleinica S.

Riga Stradins university ~ Riga ~ Latvia

Selective attention and sustained attention are important cognitive processes that influence athlete's performance in highly dynamic sports such as basketball. These two attention processes are important factors that influence athletes' achievements and can be trained. Insufficient attention function and development can hinder decision-making, working memory, and reaction speed during the game, thereby reducing the player's potential and effectiveness. In recent years, virtual reality technologies have been increasingly integrated into psychological interventions, including attention training. However, there are no interventions available that are designed for young basketball players and adolescents.

The aim of this study is to develop and evaluate an augmented reality intervention that develops selective attention and attention persistence in adolescent basketball players and to ascertain the opinions of potential users and experts on the developed intervention.

A theoretical framework was developed and, based on this, a prototype of the intervention was developed and integrated into augmented reality glasses. The content and technical suitability of the intervention were evaluated by three expert psychologists, three coaches, and 12 potential users (basketball players) using a structured questionnaire on a 5-point Likert scale.

The assessments of the expert psychologists indicate a high level of both content suitability (M=4; SD=0.5) and technical suitability (M=4.3; SD=0.47). The coaches' assessment indicates an average level of intervention content suitability (M=3.6; SD=0.48) and technical relevance (M=3.6; SD=0.53), while user assessments were significantly higher for both content (M=4.6; SD=0.17) and technical relevance (M=4.2; SD=0.23).

The results of this study indicate that the content of the intervention developed is appropriate and that augmented reality is important for developing attention functions in young basketball players. In the future, it would be necessary to conduct a study with a larger sample size and to conduct a study to determine the sustainability of the intervention over time.

Division 12: Sport Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 631

ROLE OF REGULATORY FOCUS IN THE SELF-EFFICACY–CREATIVITY RELATIONSHIP IN CLIMBING

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Sport, Activité Physique, Rééducation et Motricité pour la Performance et Santé (SAPRéM), Université d'Orléans ~ Orléans ~ France

Introduction: Research examining psychological factors in climbing performance has developed significantly since the inclusion of climbing as an Olympic sport. Regulatory Focus Theory (Higgins, 1997, 2012) is a motivational framework that examines goal-pursuit strategies. It categorises individuals into chronic promotion focus (sensitive to the presence or absence of positive outcomes) and chronic prevention focus (sensitive to the presence or absence of negative outcomes).
Purpose: The present study aimed to investigate the role of regulatory focus in the relationship between self-efficacy and creativity among climbers.
Methods: 99 climbers (40 females, 1 non-binary; age M = 34.28 years, SD = 11.36; climbing experience M = 12.25 years, SD = 7.71; 27.3% regular competitors) answered an online survey that measured chronic regulatory focus (Semin et al., 2005), climbing self-efficacy (Llewellyn et al., 2008), and general creativity (Epstein et al., 2008).
Results: Correlation analysis revealed that promotion focus positively and significantly correlated with self-efficacy and creativity, while prevention focus correlated negatively and significantly with creativity but had no association with self-efficacy. Mediation analysis showed that promotion focus completely mediated the relationship between self-efficacy and creativity, while prevention focus did not.
Conclusions: Findings indicate that one's motivational focus is related to creativity in climbing. More precisely, our findings suggest that promotion-focused climbers would be best equipped to engage in exploratory and innovative behaviours, critical for successful climbing performance. Whereas prevention-focused individuals seem to rather prioritise risk avoidance over creative thinking, a tendency that may hinder performance in climbing, given the inherent uncertain and dynamic characteristics of the sport of climbing.

Division 1: Work and Organizational Psychology Division 5: Education and School Psychology Division 12: Sport Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 925

OPTIMAL ACTION IN HIGH SPEED ENVIRONMENTS. EMPIRICAL APPROACH TO THE PSYCHOLOGICAL REGULATION OF ACTION OF JET PILOTS AND SPEED ATHLETES.

Weder G.*

Alpha2Lead KLG ~ Rorschacherberg ~ Switzerland

Introduction: This study examines the constitutive elements of optimal action through the lived experience of experts in jet aviation and speed sports. These domains, characterized by extreme velocity and risk, provide controlled “microworlds” that enable systematic investigation of cognitive, affective, and embodied regulation under acute temporal constraints.
Purpose: The objective is to identify strategies of action regulation and decision-making under high time pressure and life-threatening stakes. By analyzing how experts maintain performance in these contexts, the study aims to derive hypotheses with explanatory insights for psychological theory and applied settings.
Method: Twenty-four experts (jet and airline pilots, formula 1 drivers, motorcyclists, downhill skiers, bobsleigh and skeleton pilots) were interviewed. Their subjective theories of optimal action were reconstructed and systematized through grounded theory methodology. An iterative process of open, axial, and selective coding, supported by inductive and abductive reasoning, generated an in vivo category system. Reflexive consideration of the interpretative-constructivist paradigm, sampling criteria, and researcher involvement ensured methodological rigor.
Results: Eight hypotheses emerged, describing a tripartite regulatory cycle: preparation, realization, and interpretation. Preparation involves anticipatory visualization and affective evaluation of planned action to mobilize concentration and motivation. Realization under time pressure is dominated by automatized routines and intuitive judgments, reflecting long-term experiential consolidation and acceptance of physiological boundaries. Interpretation encompasses feedback integration, evaluation, and organismic adaptation, fostering cumulative meta-knowledge that guides future performance. This meta-knowledge constitutes an integrative model of optimal action.
Conclusions: The findings advance psychological understanding of expertise by elucidating how cognition, emotion, automatisms and embodied processes interact in extreme environments. Beyond sport and aviation, the model holds implications for training science, cognitive and developmental psychology, and organizational contexts marked by accelerated change and decision-making under pressure. Further research should examine transferability across professional and societal domains.

12 - Division 12: Sport Psychology

Sport Psychology 1

Friday 24 July 2026 from 17:00 to 18:00

(C- Spadolini)

Division 12: Sport Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1525

INTEGRATED PHYSICAL ACTIVITY AND MENTAL HEALTH INTERVENTIONS FOR UNDERSERVED YOUTH: A MIXED METHODS SYSTEMATIC REVIEW

Antonovic M.*, Perry B., Griffiths S.L.

University of Birmingham, Institute for Mental Health ~ Birmingham ~ United Kingdom

The increasing mental health issues among young people (YP), alongside increasing childhood obesity, are raising major public health concerns. This is particularly concerning as the poor physical health of people with mental illness is the primary driver of the 15–20-year mortality gap observed in underserved populations. Research suggests that regular physical activity (PA) reduces symptoms of mental health conditions and may lower the incidence of depression and psychosis. Despite its benefits, YP from underserved communities often face structural and social barriers that make it harder to be active, reflecting broader health inequalities.

This mixed methods systematic review will provide an overview of integrated PA interventions for underserved youth, evaluate their effectiveness, and identify barriers and facilitators related to feasibility, acceptability, and implementation within complex systems.

We will include empirical studies published in the last 30 years, using qualitative or quantitative methods, that focus on YP from underserved communities. Grey literature meeting these criteria will also be sought. Eligible interventions must combine PA with a mental health component, such as emotional literacy education, psychosocial support or similar approaches, and may be delivered in schools, community settings, or youth services.

Searches will cover seven multidisciplinary databases: Embase, APA PsycINFO, Scopus, MEDLINE, The Cochrane Library, Sport Medicine and Education Index, and Sport Discus. Records will be imported into Zotero, deduplicated, and then screened in Covidence. Titles and abstracts will be assessed independently by two reviewers, with disagreements resolved by discussion or a third reviewer. Full texts of eligible studies, data extraction and quality appraisal will undergo the same process.

Findings will be shared with a youth advisory group, who will support integration and synthesis. The review will generate a synthesis of evidence on integrated physical activity interventions for underserved youth. Completion and submission are planned by July 2026, with a preprint version potentially released earlier.

Division 12: Sport Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2616

MINDFULNESS-INTEGRATED INTERVENTION TO PROMOTE PHYSICAL FITNESS PARTICIPATION AND OVERALL WELL-BEING IN CHINESE VOCATIONAL COLLEGE STUDENTS

Li M.*

Zhejiang Institute of Communications ~ Hangzhou ~ China

Vocational college students often exhibit low motivation and suboptimal performance in physical fitness activities, negatively affecting both physical health and psychological well-being. This study examines whether integrating a mindfulness-based intervention (MBI) into the physical education (PE) curriculum can enhance students' physical performance, intrinsic motivation, and emotional regulation during exercise. A mixed-methods empirical design was employed. First-year students from a vocational college in eastern China, facing mandatory physical fitness tests, were assigned to either a mindfulness-integrated group (MI, n = 300) or a waiting-list group (WL, n = 300) based on their classes. The MI group received an eight-week MBI, embedding mindfulness tasks such as mindful breathing, mindful stretching, and challenging exercises during and after PE classes. Pre- and post-intervention measures included standardized physical fitness tests, the Five Facet Mindfulness Questionnaire, the Intrinsic Motivation Inventory, the Distress Tolerance Scale, and the WHO-5 Well-Being Index. Compared to the WL group, the MI group was expected to show significant improvements in fitness test scores, mindfulness, intrinsic motivation, distress tolerance, and overall well-being. Interaction effects were anticipated, with students initially lower in mindfulness or intrinsic motivation showing greater gains in fitness performance and well-being. A pilot study using the same design (MI, n = 10; WL, n = 10) indicated overall improvements in fitness outcomes and more positive feedback about PE classes in the MI group. These preliminary findings highlight the potential value of integrating mind-body approaches into physical fitness activities. By enhancing intrinsic motivation and distress tolerance, embedding MBI in PE may be an effective strategy to simultaneously improve students' physical performance and psychological well-being. Future research should explore MBI effects across different majors and investigate mechanisms across various sports activities.

Division 12: Sport Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 492

GET SMART ABOUT SMARTPHONES – A CUSTOM INTERVENTION PROGRAM TO ADDRESS PROBLEMATIC SMARTPHONE USE IN YOUTH ATHLETES

Ong N.*

Singapore University of Social Sciences ~ Singapore ~ Singapore

"Get Smart About Smartphones" is a custom intervention program, informed by the Theory of Planned Behaviour, which aimed to help youth athletes reduce their smartphone addiction levels. The intervention program comprised of a group workshop, followed by a series of reminder messages to help reinforce the lessons learnt during the workshop. 23 Singaporean youth athletes (aged 13–19 years) participated in the intervention program, and were assessed at pre, post, and follow-up timepoints for their objective and subjective measures of smartphone use. After the intervention program had concluded, a smaller sample of eight participants were selected to participate in semi-structured interviews to get their views and feedback on the intervention program. The results showed that while there were no significant differences in the objective measures of smartphone use (i.e., duration and frequency) between the timepoints, there was a significant reduction in the subjective measure (i.e., SAS-SV) of smartphone addiction in both post and follow-up timepoints. This was supported by the multiple case study analysis, which found that participants were able to implement the various strategies that were taught during the intervention program, and that those strategies were able to help them reduce their level of smartphone addiction. Overall, participant feedback for the intervention program was positive, with participants stating that it was fun, interactive, relatable, and informative. There were still some barriers that prevented participants from reducing their smartphone addiction levels, and suggestions were given on how to improve the intervention program in future.

12 - Division 12: Sport Psychology

SAFEGUARDING IN SPORT FROM THE UN SUSTAINABLE DEVELOPMENT GOALS PERSPECTIVE: A REVIEW OF EXPERIENCES WORLDWIDE

Saturday 25 July 2026 from 08:00 to 09:30

(N-Lorenese)

Victor J. Rubio (University Autonoma Madrid ~ Madrid ~ Sp), Chair and Presenter

This symposium brings together international perspectives on safeguarding in sport, framed through the United Nations Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 5 (Gender Equality), and Peace, Justice, and Strong Institutions (SDG 16). Contributions from the Philippines, Malaysia, Austria, Spain, and Canada showcase diverse approaches to promoting child protection, athlete well-being, and inclusive sport environments. Topics range from policy implementation and psychological interventions to community engagement and education strategies.

This symposium is both timely and relevant, addressing the urgent need to promote a safe, healthy, enjoyable and inclusive sport environments. Few initiatives explicitly connect safeguarding in sport to the SDGs. By showcasing experiences from five countries across three continents, this symposium fills that gap by demonstrating how psychology can advance sustainable development, equity, and child protection. By presenting experiences from five countries across three continents, the session fosters cross-cultural dialogue while illuminating both universal challenges and culturally grounded innovations.

• Prof. Gretchen Kerr (University of Toronto, Canada) will open the symposium by linking the SDG framework to safeguarding in sport, highlighting how it supports global efforts towards health, equity and justice.
• Prof. Maria Luisa M. Guinto (University of the Philippines) will present a culturally grounded reconceptualization of safe sport in the Philippines, with special attention to local cultural dynamics.
• Prof. Rosa Diketmuller (University of Vienna, Austria) will examine the role of coaches in safeguarding, focusing on risk assessment, as well as barriers and facilitators to implementation.
• Prof. Selina Khoo (University of Malaya, Malaysia) will analyze the psychological consequences of athletes' abuse and its prevention, reflecting on Malaysia’s recent adoption of a Safe Sport Code.
• Prof. Víctor J. Rubio (University Autonoma Madrid, Spain) , Spain) will introduce PSIDE, a sport psychology intervention designed to foster a culture of safeguarding and protection in Spanish football youth clubs.

Abstract 3254

SAFEGUARDING IN SPORT: A CATALYST FOR ACHIEVING HEALTH AND WELL-BEING, EQUITY, AND JUSTICE

Kerr G.*

University of Toronto ~ Toronto ~ Canada

Safeguarding in sport has emerged as a critical area of focus for researchers, policymakers, and practitioners alike, reflecting growing recognition of the potential for both harm and positive development within sporting environments. Effective safeguarding refers to the proactive measures that ensure that all members of the sport community - athletes, coaches, officials, administrators, parents and volunteers - are protected from abuse, neglect, exploitation, and discrimination. To-date, most safeguarding efforts have focussed on methods to prevent violence and harms to individuals. But, safeguarding extends beyond protection to include the establishment of environments in which individuals and communities can thrive. When designed and implemented in ways that respect human rights, safeguarding in sport is aligned with the United Nations Sustainable Development Goals (SDGs), particularly Good Health and Well-Being (SDG 3), Gender Equality (SDG 5), and Peace, Justice, and Strong Institutions (SDG 16). Safeguarding in sport can promote physical, mental, and social well-being, and opportunities for personal growth and development across the lifespan. At the community level, safeguarding can help ensure that healthier, more cohesive, inclusive communities are developed. By addressing power imbalances, dismantling systems of oppression, and ensuring equitable access, safeguarding plays a central role in tackling gender-based violence and inequality. A cornerstone of effective safeguarding is the establishment of just, accountable, and inclusive sport organizations that embody principles of good governance. This requires transparent safeguarding structures, including clear reporting mechanisms, independent oversight, and accountability measures. Using examples from the Canadian context, this presentation will explore how safeguarding in sport can advance the SDG agenda, and contribute meaningfully to global efforts toward health, equity, and justice.

Abstract 3255

SAFE ENOUGH TO THRIVE: PSYCHOLOGICAL SAFETY AND THE ETHICS OF CARE IN PHILIPPINE SPORT

Guinto M.L.*

University of the Philippines Dilliman ~ Manila ~ Philippines

Introduction. The global movement toward safe sport has focused primarily on preventing abuse, harassment, and exploitation through compliance-based frameworks rooted in Western legal and institutional traditions. While essential, these approaches often neglect the cultural realities of contexts such as the Philippines, where athletes navigate hierarchical coaching practices, gender norms, familial obligations, and colonial legacies. Within such environments, discipline is valorized, silence is expected, and resilience is conflated with enduring hardship, conditions that undermine athlete well-being and delay help-seeking.

Purpose. This presentation advances a culturally grounded reconceptualization of safe sport in the Philippines. It emphasises psychological safety and an ethics of care as essential to athlete well-being, thereby contributing to SDG 3 (good health and well-being), SDG 5 (gender equality), and SDG 16 (peace, justice, and strong institutions).

Method. Drawing from over two decades of applied sport psychology work, the analysis is informed by case-based insights and lived experiences of Filipino athletes. This approach highlights how local cultural dynamics shape both risks and opportunities in safeguarding, while also showcasing emerging athlete-centered interventions that resist harmful norms.

Results. Findings indicate that Filipino athletes highly value relational trust, emotional safety, and being recognized as whole persons rather than mere performers. Emerging practices—including athlete-centered consultations, reflective coaching, peer-led support circles, and values-based team-building—demonstrate how psychological safety can be cultivated.

Conclusions. Safe sport must move beyond compliance with external rules to embrace care-driven, culturally responsive practices. Psychological safety and ethics of care are not add-ons to performance programs but transformative acts that redefine what it means for athletes to be safe enough to thrive. By grounding safe sport in local contexts, this work calls practitioners and policymakers to shift from harm prevention to care promotion—from rules-based compliance to relationship-based safety, aligning with global goals for well-being, gender equity, and just institutions.

Abstract 3256

PREVALENCE OF INTERPERSONAL VIOLENCE AGAINST YOUNG ATHLETES AND ITS EFFECT ON SAFEGUARDING IN AUSTRIAN SPORTS

Diketmueller R.*

University of Vienna ~ Vienna ~ Austria

Introduction. The magnitude of the problem of interpersonal violence (IPV) against young athletes in sports is still understudied. The European project 'CASES' offered important and partly unexpected data for six countries (N=10.302). The results show high prevalence rates, different groups at high(er) risk, low reporting rates of the victims and peers as most frequently mentioned group of perpetrators.

Purpose. Prevalence data in this field is needed to base prevention efforts on empirical evidence and to convince public decision makers about the necessity to address this issue within sports federations and sports clubs. A successful implementation of adequate safeguarding strategies contributes to good health and wellness of the athletes (SDG3), to gender equity (SDG5) and to strong institutions (SDG16). Coaches play a significant role in identifying risks for IPV in the context of organization-specific risk analyzes and in implementing prevention measures in a culture of mindfulness.

Method. Through focus-group-discussions the attitudes of coaches on implementing safeguarding principles within sports organizations based on a resources- and risk-analyzes model were analyzed via grounded theory.

Results. Although coaches are convinced that prevention of IPV is an important task for sports clubs, the results show, that they do neither see any risk in the specific confidence relationship to their athletes, nor do they reflect their uncertainty regarding closeness and distance or physical contact institutionally. They also fear that a culture of awareness could be interpreted as mistrust of colleagues or of sport in general. Most of the coaches are not aware of groups at high risk or peer violence at all.

Conclusions.
Findings indicate there is a need for both – further research on the role of coaches and education of coaches dealing with the multiple challenges with regard to this topic based on prevalence data and a deeper understanding of safeguarding in a culture of mindfulness.

Abstract 3257

SAFE SPORT IN MALAYSIA: AN ANALYSIS OF THE SAFE SPORT CODE AND ITS IMPACT ON ATHLETE WELL-BEING

Khoo S.*

Universiti Malaya ~ Kuala Lumpur ~ Malaysia

Introduction
Malaysia transforming its approach to athlete welfare, demonstrating a heightened commitment to fostering a safe sport environment. This is reflected through multi-stakeholder initiatives and a growing culture of awareness.
Purpose
This presentation will discuss Malaysia's evolving safe sport landscape, focusing on the critical psychological dimensions of athlete abuse and its prevention. Psychological consequences of mistreatment and explore recent policy efforts will be also highlighted.
Method
A psychological perspective will be adopted to analyze Malaysia's safe sport movement. The presentation will examine the psychological consequences of abuse, using high-profile cases for illustration. This will be followed by a detailed analysis of the Safe Sport Code which was introduced in 2023. The Code's intended impact on psychological safety will be evaluated and its legal and psychological limitations examined.
Results
Although the Safe Sport Code is a positive step, its effectiveness is hindered by a lack of legal enforceability. This limitation can perpetuate a sense of vulnerability among athletes. This finding underscores the need for a more comprehensive approach with stronger legal safeguards to foster a mentally healthy sports community.
Conclusions
In conclusion, the Safe Sport Code is a commendable starting point, but not a definitive solution. To create a culture of safety and accountability, we must advocate for a more robust, legally enforceable framework. This is crucial for protecting athlete psychological well-being. Moving forward, we suggest key actions like legislative reforms and educational campaigns to create a sporting environment where every athlete feels secure, respected, and empowered.

Abstract 3258

PSIDE PROJECT: EMBEDDING KIDS' WELLBEING SPORT PSYCHOLOGY INTERVENTION INTO SOCCER CLUBS IN SPAIN

Rubio Victor J.*, Martín G., De La Torre C., Espinosa M.A., Gutierrez H., Romero M., Ruiz R., Sotillo M., Mesonero A.

University Autonoma Madrid ~ Madrid ~ Spain

Introduction
Play, leisure, and recreation are fundamental rights for all children. Sport is a key channel through which children engage in play and recreation, contributing positively to their physical health, motor and cognitive development, and socio-emotional growth. Despite its benefits, sport can also expose children to harmful experiences. Excessive competitiveness and pressure can lead to sports injuries, burnout, and mental health issues, while normalized interpersonal violence remains a persistent concern.
Purpose
This presentation introduces PSIDE, a sport psychology intervention program aimed at fostering a culture of protection and safeguarding for children and adolescents within football clubs. The program targets all key stakeholders—board members, technical staff, coaches, athletes, and families—with the goal of promoting the wellbeing of young athletes through safe and supportive sports practices.
Method
The implementation of PSIDE was evaluated through interviews with participants from all stakeholder groups and by monitoring the delivery of the program by sport psychologists. This approach allowed for an assessment of the program's acceptance and integration within soccer clubs across Spain.
Results
Although recent legislative developments in Spain mandate the active promotion of child safeguarding in sports, and awareness among sports federations and society is steadily increasing, a significant gap still remains in the cultural practices of many clubs and community sports associations. This highlights the need for structured interventions like PSIDE to bridge the divide between performance and wellbeing.

12 - Division 12: Sport Psychology

APPLIED SPORT PSYCHOLOGY IN ESPORTS: INSIGHTS INTO TRAINING, WELL-BEING, AND PROFESSIONAL DEVELOPMENT

Saturday 25 July 2026 from 09:00 to 10:30

(I-Spadolini)

Andrea Caputo (Psychology Department - University of Tu), Chair and Presenter
Claudio Giovanni Cortese (Psychology Department - University of Tu), Discussant

Esports has emerged as one of the fastest-growing performance domains, attracting increasing attention from psychology researchers and practitioners. Beyond technical and tactical skills, competitive gaming poses unique psychological challenges and opportunities to professional gamers, making it a fertile ground for the application of sport psychology themes. This symposium brings together five contributions exploring how applied psychological approaches can help both esports athletes' performance and well-being within this new and ever-expanding field.
The first presentation examines the phenomenon of tilt in League of Legends players, providing a qualitative understanding of its antecedents, impact on performance, and strategies for regulation. Building on this focus on individual performance, the second presentation reports preliminary findings from a psychological training program based on the S.F.E.R.A. model, adapted for esports athletes, aimed at enhancing mental skills and performance outcomes.
The third contribution expands the discussion by exploring holistic perspectives on self-care in elite esports, considering how players, coaches, managers, and practitioners conceptualize and enact self-care practices in a culturally relevant and sustainable way. The fourth presentation addresses career development and professional identity in esports by analyzing functional roles, engagement patterns, and the socio-professional positioning of esports participants.
Finally, the fifth presentation investigates the perceptions and experiences of esports players, coaches, and support staff regarding sport psychology practitioners, highlighting both the value and challenges of integrating psychological expertise in esports organizations.
Together, these contributions illustrate how applied psychology can inform not only individual performance enhancement but also broader issues of well-being, organizational practice, and career sustainability in esports. The symposium offers insights for researchers, practitioners, and stakeholders interested in advancing evidence-based approaches to support athletes and professionals in this rapidly evolving domain.

Abstract 3342

ESPORT PLAYERS, COACHES, AND SUPPORT STAFFERS' EXPERIENCE AND PERCEPTION OF ESPORT PSYCHOLOGISTS

Quartiroli A.*[1], Brain J.[2], Hoop R.[3]

[1]Department of Psychology - University of Wisconsin ~ La Crosse (USA) ~ United States of America, [2]Safeguarding Sport and Society, Centre of Expertise Care and Well-Being, Thomas More University of Applied Sciences ~ Antwerp ~ Belgium, [3]Universiteit Gent ~ Gand ~ Belgium

Sport psychology practitioners (SPPs) have increasingly expanded their services into performance domains beyond traditional sport, including corporate, military, and, most recently, esports. As esports grows rapidly into a global entertainment industry, players, coaches, support staff, and leadership face significant psychological demands related to training, performance, and well-being. While the benefits of sport psychology are well established in traditional sport, little is known about how members of the esports ecosystem perceive and experience the role of SPPs.

This study addresses this gap by examining the experiences and perceptions of esports players, coaches, and support staff regarding the integration of SPPs into the esports environment. The guiding research question is: How do these groups perceive the role, effectiveness, and key characteristics of sport psychology practitioners within training, competition, and the broader esports context?

A cross-sectional online survey was distributed internationally to collect quantitative data. The survey aimed to capture experiences with sport psychology services, attitudes toward effectiveness, and willingness to seek or recommend psychological support to enhance performance and well-being. Items included demographics, prior engagement with sport psychology at individual, team, and organizational levels, and perceptions of effectiveness. Participants also rated the potential of sport psychology to address esports-specific issues such as tilt, motivation, sleep regulation, and career transition. Depending on role, participants completed adapted versions of the Sport Psychology Attitudes–Revised (SPA-R; Martin et al., 2002) or the Sport Psychology Attitudes and Referral Confidence–Revised (SPARC-R; Zakrajsek et al., 2008).

Although data collection is ongoing, preliminary trends indicate mixed awareness and acceptance of SPPs. Members of the esports ecosystem value psychological support for performance enhancement but stress the need for practitioners with esports-specific knowledge, adaptability, and cultural credibility. These insights will inform recommendations for integrating psychological services in esports organizations to optimize both performance and well-being.

Abstract 3338

A QUALITATIVE EXAMINATION OF TILT IN LEAGUE OF LEGENDS E-SPORT PLAYERS

Fuentes R.[1], Sanchez X.*[2]

[1]AEP, Association of Esports Psychology ~ Malmö ~ Sweden, [2]SAPRéM, Université d'Orléans ~ Orléans ~ France

Competitive e-sport players manage performance pressure, negative emotions, and ultimately what it is known as tilt – a common phenomenon described in the game League of Legends (LoL) as frustration associated with performance decline. The purpose of the present study was to gain an understanding of factors and processes related to tilt in LoL e-sport players. A qualitative methodology, grounded in post-positivism, was applied to explore tilt antecedents, its effects on players, and the strategies used to manage tilt-inducing situations at emotional, cognitive, and behavioural levels. Male LoL players (N = 14), aged 19-28 (M = 23.7, SD = 2.3 years), were interviewed, and their responses analysed using reflexive thematic analysis. Tilt antecedents identified included: teammates failing to meet players' expectations; teammates' displaying toxic behaviours; players failing to meet their own expectations; and players experiencing negative emotions. Such tilt experiences were reported to result in players feeling discouraged, losing control, misplacing attention, and displaying toxic behaviours. Ultimately, players reported to manage tilt by muting the in-game chat, refocusing attention, accepting and letting go of tilt-inducing events, and taking breaks. Findings provide a process-based understanding of tilt in relation to antecedents to tilt, its impact on players, and how players ultimately manage such tilt experiences in the e-sport game of LoL.

Abstract 3339

THE EFFECTS OF PSYCHOLOGICAL TRAINING ON PERFORMANCE IN ESPORTS

Caputo A.*, Cortese C.G.

Psychology Department - University of Turin ~ Turin ~ Italy

The application of sport psychology to esports is a growing field of interest (Pedraza-Ramirez et al., 2020). Psychological training may enhance the experience and performance of professional esports athletes (Pedraza-Ramirez, 2019). This study aims to provide preliminary results on the outcomes of a mental training protocol based on the S.F.E.R.A. model (Vercelli, 2009), a theoretical and practical framework that has been successfully adopted by elite athletes in various traditional sports for years. Recently, this model has been adapted to the esports context (e.g., the e-S.F.E.R.A. questionnaire; Caputo et al., 2023). A video-based training protocol was developed, comprising two videos for each of the five S.F.E.R.A. components: Synchrony, Strengths, Energy, Rhythm, and Activation. Each video includes an explanation of the psychological construct, along with both written and practical exercises designed to facilitate reflection and skill development, with the goal of enhancing performance. In the study, participants in the experimental group engage with the training program over approximately two weeks, completing the e-S.F.E.R.A. questionnaire at three time points: baseline, after the first training session, and after the second. The control group completes the questionnaire during the same time period without training. The sample consists of professional esports players who train daily and compete in officially recognized esports tournaments in Italy. Data collection is currently in its final stages. This contribution aims to present the results of the study by comparing the experimental and control groups on both S.F.E.R.A. mental factors and other psychological (e.g., flow) and performance-related variables. It is expected to observe higher performance-related scores in the experimental group, as well as a more consistent development of psychological awareness compared to the control group. This research aims to highlight the relevance of sport psychology in the professional esports context, underscoring the role of sport psychologists as members supporting elite esports athletes.

Abstract 3341

UNDERSTANDING ESPORTS ENGAGEMENT: FUNCTIONAL ROLES AND CAREER PERCEPTIONS

Sanseverino D.*, Boldi A.

Psychology Department, University of Turin ~ Turin ~ Italy

Introduction
Participants in esports are not only tournament competitors. The ecosystem includes team formation and administration, community moderation, and content creation. Yet typologies of these actors remain unsettled, partly because no shared standard defines what counts as “professional” in a domain where digital labour is hard to delimit. Clarifying these categories matters: the scale of esports and its entanglement with evolving forms of digital entertainment and work make precise definitions consequential for research, policy, and industry practice.
Purpose
This study examines how individuals involved in esports define their roles and professional trajectories, and how they differ from casual gamers in terms of socioprofessional variables, gaming practices, digital competence, and career anchors.
Method
An online survey was conducted with 297 respondents, including both (self-identified) casual gamers and esports participants, recruited via esports-related channels. A descriptive-comparative approach was applied, using chi-square and Mann-Whitney U tests to assess intra-group differences among esports participants and between them and casual gamers.
Results
Emerging patterns suggest that esports participants diverge from non-participants primarily on indicators of gaming engagement and digital collaboration skills, while no consistent differences are observed for employment status or broad career orientations. Within the esports group, roles cluster into competitive, creative, organisational and hybrid configurations. While involvement was diverse, few viewed it as a full-time occupation, and economic sustainability is frequently questioned. In short, perceived professional involvement aligns with the role rather than behavioural patterns (e.g., frequency/intensity of play).
Conclusions
The findings contribute to ongoing debates about digital labour and identity by indicating that esports participation is fluid and precarious and likely situated on a continuum with casual gaming. In contrast with current practices in game-related research, professional identity seems shaped less by time-use metrics than by functional role and self-perceived commitment, with interesting implications for both research and industry.

12 - Division 12: Sport Psychology

Alessandro Quartiroli, President of the ISSSP (International Society of Sport Psychology)

Saturday 25 July 2026 from 12:00 to 12:30

(F-Spadolini)

Abstract 4646

Behind Every Intervention: The Person, the Context, and the Work

Quartiroli A.*

12 - Division 12: Sport Psychology

Maurizio Bertollo, President of FEPSAC (European Federation of Sport Psychology)

Saturday 25 July 2026 from 12:30 to 13:00

(F-Spadolini)

Abstract 4647

Stress recovery balance and performance optimization

Bertollo M.*

13 - Division 13: Traffic and Transportation Psychology

Porter, Bryan E. , University of Wisconsin-Milwaukee, USA

Thursday 23 July 2026 from 13:00 to 13:30

(N-Lorenese)

Abstract 4649

Presidential Address

Porter B.*

13 - Division 13: Traffic and Transportation Psychology

ADDRESSING THE NEEDS OF VULNERABLE ROAD USERS TO CREATE SAFER AND MORE INCLUSIVE MOBILITY SYSTEMS

Thursday 23 July 2026 from 13:30 to 15:00

(N-Lorenese)

Federica Biassoni (Traffic Psychology Research Unit, Depart), Chair and Discussant

Vulnerable road users (VRUs) - including pedestrians, two-wheelers, child occupants, older adults, soft and micromobility
users, and professional riders - account for a significant proportion of road traffic injuries and fatalities
worldwide. These groups face distinct challenges and heightened risks in traffic environments, necessitating tailored
safety measures and policies. Addressing their needs is essential for the development of safer and more inclusive
mobility systems.
Innovative technologies, urban planning, and policy initiatives offer promising avenues for enhancing VRU safety.
Solutions such as advanced driver assistance systems (ADAS) specifically designed for VRUs, infrastructure
enhancements like dedicated bike lanes, and educational campaigns targeting both VRUs and drivers can significantly
mitigate risks. Furthermore, a nuanced understanding of the behaviors, vulnerabilities, and mobility patterns of each
VRU group is crucial for designing effective, targeted interventions.
This session will critically examine key topics, including but not limited to:
• Pedestrian behavior and risk factors in urban environments • Safety challenges for two-wheelers and strategies for risk mitigation
• Ensuring child occupant safety through vehicle design and restraint systems
• Enhancing professional rider safety through training, technology, and policy measures
• The role of emerging technologies in addressing VRU challenges
This symposium directly aligns with the conference themes of “Emerging Fields” (through the application of novel
technologies and approaches to VRU safety), “Transdisciplinary Approaches” (by integrating insights from human
factors, engineering, and public health), and “Societal Applications” (through a focus on reducing harm and
promoting equitable safety for vulnerable groups).
The symposium will be of particular interest to researchers, policymakers, urban planners, and safety professionals. It
aims to foster discussion on innovative solutions, collaborative strategies, and best practices to protect VRUs and
ensure safe mobility for all.

Abstract 3964

VISUAL EXPLORATION OF PEDESTRIAN CROSSINGS: A COMPARATIVE ANALYSIS OF STRATEGIES ACROSS ADULTS AND CHILDREN OF PRESCHOOL AND SCHOOL AGE

Biassoni F.*, Bina M.

Traffic Psychology Research Unit, Department of Psychology, Università Cattolica del Sacro Cuore ~ Milan ~ Italy

In pedestrian crossing scenarios, children exhibit a reduced capacity to engage in safe behaviors compared to adults, although their competencies improve with age. The present study aimed to examine the mechanisms and strategies underlying visual exploration in pedestrian crossing situations among both children and adults. Specifically, ocular behavior during simulated crossing scenarios was analyzed using eye-tracking technology.

The study recruited 60 participants, stratified into four age cohorts: first-grade children (5–6 years), fourth-grade children (8–9 years), fifth-grade children (10–11 years), and adults, with 20 participants per group. All participants underwent a brief eye-tracking session in which they were instructed to observe two static images depicting pedestrian crossings, simulating a decision-making process as if preparing to cross the road. Eye movement patterns were systematically compared across groups.

Findings revealed that adults engaged in a more systematic and adaptive exploration of the visual field, directing their gaze toward critical areas for safe crossing with greater frequency and prolonged fixation durations. In contrast, younger children exhibited a more restricted visual exploration strategy, allocating attentional resources to nonrelevant areas of the scene. Fourth- and fifth-grade children demonstrated a transitional pattern, exhibiting increased fixation durations on relevant areas to the right and left of the zebra crossing compared to younger children, though with lower fixation frequencies relative to adults. However, similar to younger children, they maintained prolonged fixations on extraneous environmental elements that were not directly pertinent to safe road-crossing decisions.

The findings of this study offer valuable insights for the design of training programs that consider the specific capabilities of pedestrians at different ages, as well as for the development of infrastructure tailored to facilitate road crossing for pedestrians with varying levels of perceptual development and of the ability to anticipate and assess risks in the context of street crossing.

Abstract 3965

DISTRACTION AND DRIVING PERFORMANCE: THE ROLE OF PERCEPTUAL LOAD AND INDIVIDUAL VULNERABILITY

Caffò A.*[1], Traficante S.[2], Tinella S.[3], Caffò A.[4]

[1]Department of Educational Sciences, Psychology, Communication, University of Studies of Bari ~ Bari ~ Italy, [2]Department of Educational Sciences, Psychology, Communication, University of Studies of Bari "Aldo Moro" ~ Bari ~ Italy, [3]Department of Human, Philosophical and Educational Sciences, University of Studies of Salerno, Fisciano, Italy ~ Salerno ~ Italy, [4]Department of Educational Sciences, Psychology, Communication, University of Studies of Bari "Aldo Moro", ~ Bari ~ Italy

Distracted driving is a leading cause of road accidents, significantly impairing vehicle control and driving performance. The impact of distraction can vary depending on both environmental and individual factors. The present study investigated the impact of a) perceptual load and b) susceptibility to distraction on simulated driving performance outcomes, namely velocity, lateral velocity, lateral position, and steering angle. Thirtyfour young participants were engaged in two simulated driving scenarios, with high and low perceptual load, respectively. A mixed factors ANOVA was conducted, with Time (3min, 6min, 9min) and Perceptual load (High/Low) as within-subjects factors, and Gender (Males/Females) and Susceptibility to distraction (High/Low) as betweensubjects factors. Only non-nested and highest order significant effects are reported. Regarding velocity, two interaction effects for perceptual load, time, and gender ($p=0.014$, $\eta2p=0.133$) emerged, indicating an increased difference with respect to perceptual load over time favoring males, and for time, gender and susceptibility ($p=0.014$, $\eta2p =0.133$), indicating an increased difference with respect to susceptibility over time favoring females, emerged. For lateral velocity, an interaction between time, gender and susceptibility ($p=0.016$, $\eta2p =0.128$), indicating for males an increased difference with respect to susceptibility over time, was found. Two main effects of time ($p=0.016$, $\eta2p =0.129$), favoring second time block over the third, and gender ($p=0.038$, $\eta2p =0.136$), favoring males, were observed for lateral position. For steering angle, an interaction effect of perceptual load and time ($p<.001$, $\eta2p =0.311$) emerged, indicating increasing steering instability over time under a high perceptual load, along with a significant interaction between time, gender, and susceptibility ($p=0.047$, $\eta2p =0.097$), indicating that female gender and low susceptibility increased steering instability over time. These findings highlight the importance of considering both individual differences and environmental factors, in understanding distraction in driving performance. Interventions aimed at reducing distractions could benefit from being tailored to specific drivers' susceptibility and situational demands, enhancing road safety in diverse contexts.

Abstract 3968

VULNERABLE BY DEFINITION? EXPLORING THE ROLE OF WORKING CONDITIONS, TECHNOLOGICAL DYNAMICS, AND SOCIAL CONTEXT ON LAST-MILE RIDERS' SAFETY AND WELFARE

Useche S.A.*[1], Llamazaresb J.[2], Marin C.[2], Alonso F.[1]

[1]University of Valencia ~ Valencia ~ Spain, [2]ESIC University ~ Valencia ~ Spain

As social digitalization and gig economy continue to evolve and solidify as cornerstones of the modern economy, an increasing number of occupations within this sector are encountering collateral risks related to occupational health, safety, and well-being. This is particularly true for last-mile delivery riders, whose prolonged exposure to precarious working conditions, insufficient training, threats to personal security, and a high overlap with issues of justice and equity (e.g., legal, social, and migratory marginalization) is beginning to highlight them as a growing group of vulnerable road users.
The aim of this study was to evaluate the relationships between the working environment of two-wheeler last-mile delivery riders in Spain, their technological background, social context, and their safety, health, and welfare indicators. Methodologically, this study followed a mixed-methods approach, drawing information from complementary sources –namely, questionnaires, interviews, and focus groups– within a nationwide sample of last-mile delivery riders from all regions of Spain. The preliminary findings of this study provide interesting insights in both spheres:
On the quantitative side, the questionnaire data that delivery riders experience significant time pressure, insufficient pay, and ergonomic challenges associated with the technological tools required for their work, often resulting in cognitive distractions, technological stress, and reduced safety performance, regardless of their platform or delivering vehicle. Additionally, longer working hours were linked to poorer well-being outcomes, while riders who took more frequent breaks, especially during off-peak hours, reported higher levels of co-worker support and stronger social connections, likely fostered during shared break times.
On the qualitative side, thematic analysis of interviews and focus group data revealed three main analytical levels: safety, social identity, and equity. Regarding safety, participants frequently expressed concerns about ongoing safety risks. Intermsofsocial identity, riders often reported feeling like "outsiders" in shared spaceswithotherroad users. Ontheequity level,manyhighlightedimplicitmarginalizationeffectswithinthe industry,referencing lowpay,legalchallenges(often tied to immigration status),and limitedprospectsforcareerdevelopment.
Allinsum,thesefindingssuggestthatseveralkeysafetyandwelfareoutcomesforlastmiledeliveryridersare stronglyinfluencedbysocialfactorsandvulnerabilities.Thishighlightsimportantopportunitiesforpolicyma kers,theneedfordevelopingoftimelypoliciesandinterventionsthatnotonlyenhanceoccupationalhealtha ndsafetybutalsoaddresstheirbroaderroleasroadusers,high-demandworkers,andsignificantsocialgroupsinthegigeconomyera.

Abstract 3966

THE HIGH RISK OF FATAL OR SERIOUS INJURY TRAFFIC ACCIDENTS INVOLVING ELDERLY PEDESTRIANS AND CYCLISTS: PROBLEM SIZE, CAUSES, AND INTERVENTIONS FOR A SAFE MOBILITY

Dorfer M.*

Department of Forensic Medicine, Traffic Psychology Section, South Tyrol Health Authority ~ Bolzano ~ Italy

In cars, on bicycles, or as pedestrians: globally, elderly individuals are becoming increasingly mobile and sometimes actively participate in road traffic in various ways well into old age. This is associated with a significantly higher risk of fatal or serious injury traffic accidents (MAIS3+) compared to younger individuals. Elderly people are particularly exposed to high accident risks, especially as pedestrians and cyclists or e-bike riders. The number of accidents where no other road users are involved is particularly high. This last aspect is strongly underestimated by statistical data.

Given the increased vulnerability with advancing age, due to reduced tolerance to injuries and greater fragility, there is a higher risk of suffering more serious or fatal injuries in the event of a traffic accident compared to younger individuals.

Problem size: about 30 percent of all road deaths in the EU in recent years have involved the age group over 65, and among pedestrians and cyclists, the elderly have accounted for about half of all road deaths. In the future, the situation could worsen further in some regions of the world. For example, by 2050, one in four inhabitants in Europe and North America will be 65 years or older.

However, mortality data alone do not adequately describe the problem. Data on the severity of injuries (MAIS) are needed.

Risk factors: Road accidents involving elderly pedestrians and cyclists are influenced by a variety of different factors. Therefore, in order to develop interventions to increase the road safety of elderly pedestrians and cyclists, a highly differentiated approach is necessary, taking these factors and their interactions into account.

Human factors play a significant role in traffic accidents involving elderly pedestrians and cyclists. An interdisciplinary approach involving the field of traffic psychology, engineering, traffic medicine and other fields is essential to effectively address and prevent these accidents. Combining insights from these fields can lead to more effective strategies to enhance safety for elderly pedestrians and cyclists.

If we want to tackle the problem of traffic accidents preventively, combining different approaches to solutions seems to be the most convenient way. Effective and efficient police controls, 30 km/h speed limits in urban areas, interventions in road infrastructure to make it elderly-friendly, traffic calming, specific driving assistance systems, as well as integrated mobility concepts and other interventions. The effectiveness of these interventions must be rigorously documented. To make the implementation of these interventions possible by policymakers, an appropriate road safety culture is necessary. Without this, it will not be possible to implement unpopular measures such as 30 km/h speed limits. It is also important for the media to provide correct information about road traffic accidents in their complexity and not limited to a few spectacular road accidents. Otherwise, there is a risk that the population will lack the perception of a 'problem' that requires even unpopular interventions and, therefore, the pressure on policymakers to take action will be absent.

13 - Division 13: Traffic and Transportation Psychology

Technology, Automation, and Sustainable Mobility

Thursday 23 July 2026 from 15:00 to 16:30

(N-Lorenese)

Division 13: Traffic and Transportation Psychology Division 9: Economic Psychology Division 4: Environmental Psychology SDG 12: Responsible consumption and production

Abstract 1763

LESS FLIGHTS, MORE TRAINS

Estrada--Mejia C.*, Granato G., Hiemstra--Van Mastrigt S.

Delft University of Technology ~ Delft ~ Netherlands

Aviation is a major contributor to global greenhouse gas emissions, highlighting the urgent need for behavioral interventions that encourage a shift toward more sustainable modes of transportation, such as rail travel. This research investigates how ecolabels influence travel mode decisions by promoting trains over flights. In an online experiment with a fictitious booking travel platform, 330 participants indicated their purchase intention and actual selection between three travel options: a flight (high emissions), a bus (moderate emissions), and a train (low emissions), across four experimental conditions. These included a control condition (no label), an implicit color-coded label, an explicit label informing about the CO_2 emissions, and a combined label incorporating both the implicit and explicit formats. Results indicate that the implicit label significantly decreased participants' intention and actual selection of air travel and increased their intention and choice for train travel. No significant effects were observed on bus travel choices. Furthermore, the combined label did not yield additional benefits beyond those achieved by either label alone. These findings contribute to the research on behavioral economics and environmental psychology by addressing a critical gap in understanding how labeling interventions that are effective in low-impact, low-effort contexts (e.g., food choices) affect people's decisions regarding high-impact, high-effort behavior changes, such as rethinking travel behavior.

Division 13: Traffic and Transportation Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1228

TIME PRESSURE AND PEDESTRIAN SIGNAL TIMING IN ROAD CROSSINGS WITH AUTOMATED VEHICLES: A VIRTUAL REALITY STUDY

Jacquet T.*, Sahaï A., Souliman N., Roger S., Métayer N.

VEDECOM ~ Versailles ~ France

With automated vehicles (AV) development, interactions between these vehicles and pedestrians, especially in road crossing situations, are increasingly investigated. Most studies focused on the design and effectiveness of external human-machine interfaces, intended to compensate for the lack of implicit communication (eye contact, gestures) between pedestrians and vehicles. However, factors shaping pedestrian decisions like time pressure and the timing of pedestrian signal activation, influencing road crossing in front of conventional vehicles remain unexplored in the context of AVs, despite their critical importance. In this context the present study aimed to investigate the effects of time pressure and the timing of pedestrian signal activation when pedestrians cross in front of AVs.

Forty participants, equally divided between young adults (20–35 years) and older adults (70-85 years), completed immersive virtual reality street-crossing tasks in the presence of two AVs. A fully crossed factorial design manipulated: (i) time pressure with cognitive time pressure (high versus low urgency), and/or informational time pressure (short versus long waiting time); and (ii) signal-timing (standard versus early activation). Behavioral outcomes include gap acceptance, initiation delay, and red-light violations. Eye-tracking analyzes gaze allocation, such as fixation duration on AVs, signals, or road zones, and scan paths. Subjective ratings evaluate perceived safety, confidence, and urgency.

We expect time pressure to shorten initiation delays, increase small-gap acceptance, and raise red-light violations, particularly among young adults. Early signal activation is anticipated to foster premature crossings and misplaced trust in AV yielding. Findings will clarify how time pressure and signal timing shape pedestrian decision-making, attention, and trust in AV interactions. Beyond applied implications for traffic signal design, the study advances psychological understanding of risk regulation and cognitive adaptation in AVs interaction context.

Division 4: Environmental Psychology Division 8: Health Psychology Division 13: Traffic and Transportation Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production SDG 11: Sustainable cities and communities

Abstract 433

THE FIVE-FACTOR MODEL OF PERSONALITY AS A PREDICTOR OF ELECTRIC VEHICLE ADOPTION

Roos J.M.*

University of Borås; Stockholm School of Economics. ~ Borås; Stockholm. ~ Sweden

Introduction: The transition to electric vehicles (EVs) is central to reducing carbon emissions and achieving sustainable transportation. While logistical, technological, and economic factors have been widely studied, less attention has been given to psychological determinants of adoption, such as personality traits.
Purpose: This study investigates whether personality, assessed using the Five-Factor Model (FFM), predicts electric vehicle ownership. The objective is to examine how individual differences may inform applied interventions aimed at promoting sustainable mobility choices.
Method: A nationally representative sample of Swedish car owners (N = 1,262) completed the Big Five Inventory–10 (BFI-10). Logistic regression analyses were performed with Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism as predictors and EV ownership as a binary outcome. Income, age, and gender were included as control variables.
Results: Extraversion significantly ($p < .001$) increased the likelihood of EV ownership, whereas the other traits showed no substantial effects. Individuals with higher levels of extraversion may be more inclined toward visible, innovative, and socially oriented behaviors, facilitating engagement with sustainable technologies.
Conclusions: These findings highlight the role of personality in shaping pro-environmental behavior and emphasize the value of applied psychology in sustainability contexts. Understanding how traits such as extraversion influence adoption can guide targeted interventions, communication strategies, and policymaking.

Division 13: Traffic and Transportation Psychology Division 9: Economic Psychology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1717

THE ADOPTION OF ELECTRIC TRUCKS IN NORWEGIAN FREIGHT TRANSPORT: A UTAUT-BASED STUDY

Skriabin A.*, Kummeneje A.

Nord University ~ Stjørdal ~ Norway

The move toward electric trucks is becoming increasingly important for sustainable transport. However, the psychological and organizational factors influencing adoption are still not well understood, especially within Nordic freight operations. This study examines behavioral aspects that may affect how Norwegian freight companies decide to adopt electric trucks. The research is based on a framework inspired by the Unified Theory of Acceptance and Use of Technology (UTAUT).

A survey was designed to gather views on practical benefits, regulatory conditions, and environmental concerns. It was distributed among freight companies across Norway. The initial analysis focused on identifying general trends.

Preliminary responses suggest that several factors may shape the decision to adopt electric trucks, such as how useful they seem, how ready the infrastructure is, and how well the change fits with safety and environmental goals. Early findings show that the decision-making process is influenced by many different aspects. The results of the study indicate that performance expectancy is among the most important factors in adoption. These insights may help guide strategies that support the use of electric trucks and promote sustainability, and will be subject to discussion.

Division 13: Traffic and Transportation Psychology Division 4: Environmental Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 1439

PERSUASIVE DESIGN IN MOBILITY-AS-A-SERVICE (MAAS) FOR BEHAVIOR CHANGE: IS GAMIFICATION THE MORE EFFECTIVE APPROACH?

Vancaemelbecke C.*, Lemercier C., Caroux L.

Université Toulouse Jean-Jaurès, CLLE, CNRS ~ Toulouse ~ France

Gamification (i.e., the use of game elements in non-game contexts) has been widely adopted as a persuasive design strategy in domains such as education, health, and environmental sustainability (Ahmad et al., 2021; Deterding et al., 2011; Wan Sze Cheng, 2020). In the mobility sector, findings are promising yet inconclusive, as many studies do not rigorously compare gamified interventions against non-gamified ones (Avril et al., 2024). This ongoing study addresses this gap by embedding gamification within the Stage Model of Self-Regulated Behavioral Change (SSBC) and testing it against a non-gamified SSBC condition (Bamberg, 2013). In a between-subjects experiment, participants recruited online will complete three weeks of fictional commuting decisions, choosing between bicycle, bus, or car. Both groups will receive identical onboarding and weekly performance feedback (modal share, car-use trend). Only the gamified condition will integrate game elements that structure goals and render progress salient (e.g., collecting “leaves,” level advancement, symbolic rewards), while the control condition will present neutral impact cues (directional arrows) without game mechanics. Pre- and post-measures will assess perceived social norms, perceived social recognition, personal norms, goal intention, behavioral intention, perceived goal feasibility, attitude toward alternatives, and action planning. We hypothesize that gamification moderates the relationship between perceived social norms and goal intention, such that the influence of perceived norms on goal intention is stronger in the gamified condition. We also propose several hypotheses to validate the model based on the SSBC. The study advances the field by integrating gamification with a stage-based model and clarifying mechanisms in mobility change, while offering design guidance for MaaS platforms (Hensher et al., 2021). Full results and implications for research and practice will be presented at the conference.

13 - Division 13: Traffic and Transportation Psychology

Vulnerable and Special Road Users

Thursday 23 July 2026 from 16:30 to 18:00

(N-Lorenese)

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1575

MOTORCYKLISTS BELIEFS ABOUT THE CAUSES OF CRASHES

Andersson J.*, Forward S., Forsman Å.

VTI ~ Linköping ~ Sweden

Background: Motorcyclists face a significantly higher risk of fatal traffic accidents—approximately 25 times higher—compared to car drivers. The purpose of this study was to examine motorcyclists' perceptions of the causes behind crashes. The study also aimed to evaluate whether the instrument used to measure both internal and external beliefs could be improved by including factors identified in the literature as important from a traffic safety perspective. Furthermore, the study investigated whether the experience of having been involved in a crash influenced these perceptions, and whether it mattered if the rider was at fault or not. Method: Motorcyclists with and without crash experience were recruited. Among those who had been involved in an crash, participants were further divided into two groups: those who were at fault and those who were not. All participants completed a web-based version of the T-LOC instrument, which was expanded with seven new questions focusing on reckless driving behavior, in addition to the original items. Results: Motorcyclists largely indicated that other road users, especially car drivers, are the primary cause of crashes. Those who had experienced an crash rated "Bad luck" as a stronger cause than those who had not been involved. When comparing those who were at fault with those who were not, "Other road users" was the only factor that showed a statistically significant difference. This suggests that the experience of being involved in an crash without being at fault increases the tendency to blame other road users. Conclusion: Motorcyclists perceive the causes of crashes differently than car drivers, with "Other road users" seen as the most decisive factor. The experience of having been in an crash, especially when not at fault, affects these perceptions. A deeper understanding of these beliefs can be used in the development of educational programs aimed at improving traffic safety.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1482

ENGAGING STUDENTS IN TRAFFIC PSYCHOLOGY RESEARCH THROUGH CITIZEN SCIENCE

Bianchi A.*

Federal University of Paraná ~ Curitiba ~ Brazil

Citizen science has emerged as a valuable methodological approach across several scientific fields, offering cost-effective strategies to collect data in contexts or geographic regions that are difficult for researchers to access. In the field of traffic psychology, citizen science can be applied to investigate environmental factors that influence road safety, especially in areas where direct researcher presence is limited. Between 2021 and 2023, we developed a citizen science protocol specifically designed to support research in school settings. In 2024, this protocol was implemented in a study conducted in a state in southern Brazil, aiming to assess the traffic environment and the presence of safety-related signage around schools. A total of 562 students from 6th to 12th grades, supervised by their teachers, participated as citizen scientists and collected data on the surroundings of 67 schools. Among the results, 46.27% of the schools lacked speed limit signs on the street directly in front of them, 19.40% had posted limits of 40 km/h or higher, and 19.40% had no sidewalks in front of the school. This situation makes it difficult for drivers to understand what behavior is safest for that context and for children and adolescents to adopt protective behaviors, such as walking on sidewalks. These are some of the findings generated by this initiative, which also revealed other relevant issues regarding the safety of school surroundings. Overall, the project highlights two key contributions: (1) it provided children and adolescents with an opportunity to learn how to assess traffic safety conditions, and (2) it generated empirical evidence that can be used to advocate for decision-makers to implement structural changes to improve traffic safety around schools. These results can support the development of evidence-based public policies aimed at creating safer environments for children and adolescents in school areas.

Division 13: Traffic and Transportation Psychology Division 7: Applied Gerontology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure

Abstract 977

EXPLORING VISUAL EXPLORATION STRATEGIES THAT CONTRIBUTE TO SAFE ROAD CROSSING

Anic A.*[1], Mcguckian T.[1], Carrigan A.[3], Wilson P.[1], Greene D.[1], Duckworth J.[2], Thong L.P.[2], Eldridge R.[2], Michael P.[1], Mckinnon A.[4], Bennett J.[1]

[1]Australian Catholic University ~ Sydney ~ Australia, [2]The Royal Melbourne Institute of Technology ~ Melbourne ~ Australia, [3]The University of Sydney ~ Sydney ~ Australia, [4]Western Sydney University ~ Sydney ~ Australia

Introduction

As the global population continues to age, more older adults will navigate the roadway as pedestrians. Older pedestrians represent an increasing and overrepresented proportion of road fatality statistics (Australian Automobile Association [AAA], 2022). Understanding how decisions are made when crossing the road is vital in reducing pedestrian fatalities. Two decision making skills required to cross the road safely are hazard perception (HP; involves the identification and response to a potential hazard; Rosenbloom et al., 2015), and gap acceptance (GA; involves judging when a sufficient gap appears in traffic to cross safely; Cœugnet et al., 2019). This research used an established virtual reality (VR) protocol (see Bennett et al., 2025) to investigate HP and GA in older adult pedestrians.

Purpose

To understand the role of walking speed, visual perceptual and visual exploration factors in predicting key decision-making behaviours of GA and HP in older adult pedestrians.

Methods

100 healthy older adults were recruited (Mage = 68.83, SDage = 5.25). Participants completed a walking speed, visual acuity (VA) and contrast sensitivity (CSC) task. Participants completed a VR GA and HP task using a 360-degree roadway scene; head and eye movements were measured using VR. Response time (in seconds) was the outcome variable for HP and GA.

Results

Two separate hierarchical regressions were computed. For HP, the full model was significant (R^2 = .27, $p < .001$); total fixations (β = -.39) and CSC (β = -.24) predicted lower response times over and above walking speed. For GA, the full model was not significant (R^2 = .09, p = .46).

Conclusion

Fixations – a marker of visual attention – and CSC predict better responses to HP but not GA. Training protocols could increase HP skills by incorporating fixation guides. Road infrastructure could implement sharper contrasts between light and dark to help HP.

Division 5: Education and School Psychology Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education

Abstract 1374

CHALLENGES IN OBTAINING A DRIVER'S LICENSE FOR YOUTH WITH NEURODEVELOPMENTAL DISORDERS: A SWEDISH NATIONAL REGISTRY STUDY

Hertzberg L.*[1], Selander H.[2], Thorslund B.[1], Kjeldgård L.[3]

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Introduction
Learning to drive is a key step in the transition to adulthood. However, driving is a complex task that depends on abilities such as attention, memory, and motor skills, all coordinated by executive functioning. Neurodevelopmental disorders (NDDs), such as ADHD or ASD, can make driving challenging, though the severity of difficulties varies, resulting in different challenges during the licensing process. However, it remains unclear how many individuals with NDDs obtain a driver's license and which factors may influence this outcome.

Purpose
The aim of the study is to examine how NDDs affect the ability to obtain a driver's license and how individuals with various NDDs perform on driving test. The specific research questions are:
• How prevalent are NDDs among young drivers?
• What differences are there in driving test outcomes between individuals with NDDs and those without?"

Method
The study is conducted as a retrospective design utilizing linked data from national registers. The data collection has ethical approval and includes information from the National Board of Health and Welfare's patient register, the Swedish Transport Administration's theory and practical driving tests, and background data from Statistics Sweden. The study population consists of individuals who, between 2000 and 2022, received a NDD diagnosis (ICD-10) before the age of 18. A control group is matched on year of birth, sex, and municipality of residence.

Results
Data collection is complete, encompassing over 300,000 individuals with NDDs and a matched control group. Data analyses are planned to commence shortly.

Conclusions
This study will highlight the challenges faced by young drivers with NDDs during the driver licensing process. The results will provide insights that can inform the development of driver education and assessment systems that are accessible and fair for all learners, as well as guide future research and policy to better support this growing population.

Division 13: Traffic and Transportation Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1359

CHANGES IN COGNITIVE FUNCTIONING AND RISKY DRIVING AMONG HEALTHY OLDER DRIVERS OVER ONE YEAR

Marksaityte R.*, Seibokaite L., Endriulaitiene A., Morkevičiūtė M., Vadvilavicius T.

Vytautas Magnus University ~ Kaunas ~ Lithuania

Introduction. Driving-related cognitive abilities, as well as driving performance decline with age, especially among drivers at their 65 and over. However, studies usually involve older drivers, those with certain health issues that strongly impair driving and other daily life skills (like stroke, early stages of dementia, etc.). Purpose. This study aimed to assess how driving-related cognitive abilities and risky driving indicators of older drivers change over a one-year period. Method. The study included 170 healthy Lithuanian drivers aged 60 – 89 years (mean age = 68.2; 52.9% males). Mean driving experience was 39.5 years, 91.8% were driving a vehicle at least once per week. Up to 12% of drivers reported having been involved in a traffic accident or having received a fine in the past year. The five measures – Montreal Cognitive Assessment (MoCA), Trail Making Test (parts A and B), Lithuanian Hazard Prediction test, scales of Errors and Lapses from DBQ, Near-miss scale – were administered to the participants twice with a one-year interval. The study was funded by a grant No. S-VIS-23-12 from the Research Council of Lithuania (LMTLT). Results. Older drivers' scores on the MoCA memory subscale and performance of TMT part B improved and older drivers reported fewer driving errors and lapses in one year. The score of Near-miss accidents also slightly increased indicating more reported near-misses at the second measurement. The effect sizes were small (ranging from .12 to .33). No differences in other cognitive abilities or hazard prediction skills were observed at one-year follow-up. Conclusions. Improvements in some cognitive abilities might be due to repeated testing effect. In addition, one-year period might be too short to detect significant decline in driving-related cognitive functioning in healthy older drivers. A positive self-reported driving behaviour might be an indicator of overestimation of own skills in older drivers.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1845

CONTINUOUS GLUCOSE MONITORING AND HYPOGLYCEMIA AWARENESS WHILE DRIVING: EVIDENCE FROM A NATIONAL SURVEY OF DRIVERS WITH DIABETES

Trawley S.*[1], Mcauley S.[2], Stephens A.[2]

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Introduction: Driving requires sustained attention, rapid decision-making, and motor coordination. For people with diabetes using glucose-lowering medications, hypoglycemia can impair these skills and increase crash risk. Continuous glucose monitoring (CGM) provides real-time glucose data and alerts that may enhance safety, yet little is known about how drivers actually use these devices on the road.
Purpose: To examine the relationship between CGM use and self-reported hypoglycemia while driving, and to explore drivers' perceptions of CGM features and barriers to use.
Method: A national cross-sectional online survey was conducted in Australia (June–August 2025). Eligible participants were adults with diabetes treated with glucose-lowering medication and holding a valid driver licence. The survey collected sociodemographic, clinical, and driving data, including hypoglycemia frequency, glucose monitoring methods, CGM usage patterns, and desired features. Logistic regression examined associations between CGM use and hypoglycemia while driving. Open-text responses were analysed for themes.
Results: A total of 1,209 drivers participated (mean age 55 years; 47% CGM users; 36% type 1 diabetes). In the past year, 28% reported at least one hypoglycemia episode while driving. Compared with non-users, CGM users had higher odds of reporting hypoglycemia (adjusted OR 4.22 [95% CI 2.72–6.55]), suggesting greater detection and awareness. Two-thirds relied on vibration or sound alerts, while fewer than one in five adjusted thresholds specifically for driving. The most common barrier was uncertainty about legal use of CGM (43%). Thematic analysis highlighted drivers' calls for in-car integration, clearer voice-based alerts, and legal clarity.
Conclusions: CGM use while driving was associated with increased awareness of hypoglycemia, reflecting improved detection. Drivers expressed a clear need for driving-specific CGM features and legal guidance to support safe, effective use.

13 - Division 13: Traffic and Transportation Psychology

Cognitive and Perceptual Mechanisms in Traffic Behaviour 1

Friday 24 July 2026 from 08:00 to 09:30

(L-Lorenese)

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 744

A MENTAL HEALTH PERSPECTIVE ON DRIVER BEHAVIOURS AND ROAD RAGE INCIDENTS OF MOTORCYCLE COURIERS IN TÜRKİYE

Aktas A.*

Sivas Cumhuriyet University ~ Sivas ~ Turkey

The growing number of delivery riders in urban areas is also becoming a major concern for traffic safety in Türkiye. A limited number of studies have examined the occupational challenges that these riders face in traffic and their impact on mental health, from the perspective of traffic and transport psychology. The purpose of this study was to examine in detail aberrant and positive behaviours of male motorcycle couriers in Türkiye, as well as their road rage incidents, from a mental health perspective (including the presence of psychopathological symptoms and consumption of tobacco, alcohol, and caffeine). Ethical approval was obtained. A total of 43 motorcycle couries with a mean age 28.53 (SD=7.15) years completed an online survey consisting of the Short Driver Behaviour Questionnaire (S-DBQ) and the Brief Symptom Inventory (BSI), as well as a questionnaire addressing demographic information, work experience, and tobacco, alcohol, and caffeine consumption. In this concurrent mixed-design, participants were also asked semi-structured questions to explore their experiences with road rage. Data collection process is ongoing. The collected data were transferred to SPSS 29 and MAXQDA, and analyses were conducted using quantitative and qualitative techniques. Preliminary findings suggest that 81.4% of participants smoking and 18.6% consume alcohol regularly. Significant correlations were found between BSI scores and frequency of caffeine consumption, and between S-DBQ ($p<.05$). Over the past six months, 32.6% of participants reported experiencing low-level road rage almost daily, while 16.3% admitted to being perpetrators. Furthermore, for both victims and perpetrators of high-level road rage, this rate was 18.6%. Thematic findings highlighted violations, verbal abuse, physical violence, traffic accidents, and legal incidents. The findings emphasize the need to evaluate motorcycle couriers' psychological symptoms and driver behaviours to enhance traffic safety, suggesting that in Türkiye they face substantial road risks and insufficient legal and occupational regulations.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 11: Sustainable cities and communities

Abstract 1121

FREQUENCY OF VISUAL EXPLORATION PREDICTS HAZARD PERCEPTION AND GAP ACCEPTANCE OF CHILD AND ADULT PEDESTRIANS

Anic A.*, Mcguckian T., Lucas R., Healy N., Lam N., Palmer K., Whyte--Ball T., Bennett J.

Australian Catholic University ~ Sydney ~ Australia

Introduction

Pedestrian fatalities and hospitalisations involving children 8-16 is increasing in Australia (Australian Institute of Health and Welfare [AIHW], 2021). Head turn frequency (HTF) and excursion (HTE) are important to investigate, because compared to adults, children are less likely to look left or right before crossing (Lee et al., 2025). Two skills are required to cross the road safely: hazard perception (HP; identification and response to a potential hazard; Rosenbloom et al., 2015), and gap acceptance (GA; judging when a sufficient gap appears in traffic to cross safely; Cœugnet et al., 2019). We used an established virtual reality (VR) protocol (see Bennett et al., 2025) to investigate HP and GA in adults and children.

Purpose

Understand how adults and children use visual exploration in GA and HP tasks. Develop training protocols that can increase GA and HP skills in children to reduce the incidence of roadway crashes.

Methods

30 children (Mage = 9.57, SDage = 1.25; 52.3% female) and 44 adults (Mage = 23.34, SDage = 3.46; 23.3% female) were recruited. Walking speed and VR GA and HP tasks were completed. Head movements were measured using VR. Response time (RT; in seconds) was the outcome variable.

Results

Separate hierarchical regressions were computed. For GA (adults), the full model was significant ($R^2 = .29$, $p < .05$); HTF ($\beta = 3.49$) predicted higher RTs; it was not significant for children ($R^2 = .35$, $p > .05$). For HP (adults), the full model was significant ($R^2 = .45$, $p < .001$); HTF ($\beta = -7.34$) and HTE ($\beta = -.17$) predicted lower RTs; for children the full model was significant ($R^2 = .50$, $p < .01$); HTF ($\beta = -10.59$) predicted lower RTs.

Conclusion

Training protocols on HP should involve head movements because children face more risk when crossing compared to adults.

Division 13: Traffic and Transportation Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 838

VISUAL PERCEPTION OF ADULT AND CHILD PEDESTRIANS IN A 360° VIRTUAL ROAD ENVIRONMENT.

Gramaje C.*[1], Simoes--Perlant A.[1], Lemercier C.[1], Saint Pierre G.[2]

[1]University of Toulouse Jean Jaurès, CLLE Laboratory ~ Toulouse ~ France, [2]Cerema - ITS research team ~ Toulouse ~ France

Pedestrian children are a highly vulnerable population due to ongoing cognitive development and limited traffic experience (Barton et al., 2012; Association Mondiale de la Route, 2017). Compared to adults, they adopt more restricted visual exploration strategies, often neglecting peripheral cues essential for safe decision-making (Biassoni et al., 2018). In dynamic urban environments, flexible scanning and hazard anticipation are critical to reducing accident risk (Dommes & Cavallo, 2011; Hollmann, 2015).

This study introduces an innovative paradigm combining immersive virtual reality (VR) and eye-tracking to investigate hazard perception in child pedestrians. Participants are exposed to 360° urban traffic videos displayed in a VR headset with integrated eye-tracking, enabling precise recording of gaze behavior (Deb et al., 2017). This approach overcomes the ecological limitations of traditional 2D paradigms (Rosenbloom et al., 2015; Biassoni et al., 2018), allowing detailed measurement of attention and scanning patterns.

We expect children aged 10–14 to show longer reaction times, lower hazard detection rates, and narrower visual exploration than adults, reflected in fewer peripheral fixations and reduced spatial coverage. Adults are anticipated to adopt more global and flexible strategies, integrating multiple cues and updating gaze dynamically. Following individualized intervention based on adult “expert” profiles, children are expected to improve detection performance and reaction times while diversifying gaze trajectories toward more adult-like strategies.

The study will involve 30 children and 20 adults. Children will perform the task twice, before and after intervention, while adults provide reference profiles. Participants will view 40 immersive scenes and indicate hazards via button press. Eye-tracking data and reaction times will be analyzed to assess age-related differences and the impact of VR-based visual feed-back.

Data collection is planned for 2025/2026, and results will highlight differences in hazard perception between children and adults as well as the effectiveness of immersive feedback interventions.

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 1320

EXPERIMENTAL INVESTIGATION OF DRIVER BEHAVIOUR IN HIGHWAY WORK ZONES USING A DRIVING SIMULATOR: DRIVER TYPES AND PERCEPTION OF ROADWORKS ZONES

Gnerre M.*, Bina M., Perego P., Biassoni F.

Traffic Psychology Unit of Research UCSC ~ Milano ~ Italy

Introduction
Roadwork sites on high-speed roads represent complex environments where human, environmental, and infrastructural factors interact to influence driver behaviour. Perceptions of the characteristics of the roadwork zone and personality aspects related to driving can affect how drivers behave, more or less safely, within the roadwork zone.
Purpose
This study, commissioned by Autostrade per l'Italia, aims to assess personal characteristics of drivers, particularly risk propensity, and to compare the subjective perceptions of different types of roadwork sites in a simulated scenario.
Method
The sample included 80 participants of both genders, aged between 18 and 65 years, who drove in eight different scenarios on the simulator, representing three distinct types of motorway construction sites: lane closure with lane exchange, slow lane closure, and fast lane closure. Before testing, participants completed a questionnaire assessing risk propensity using three scales: the Driver Behaviour Questionnaire, the Sensation Seeking Scale, and the Risk Propensity Scale. Afterward, they completed a questionnaire evaluating their perception of the roadwork sites in terms of danger, clarity of signage, presence of distractions, and driving effort required.
Results
The findings indicate varying perceptions of the different site types, with lane closures involving lane exchanges perceived as the most dangerous, demanding, and difficult to traverse. Participants showed a preference for and perceived lower risk in scenarios with fewer signals, particularly visual signals, which require less cognitive effort to adapt driving behaviour. Two clusters of participants were identified based on risk propensity; such groups also proved different in the perception of the road environment.
Conclusions
Analyzing subjective evaluations of safety in roadwork sites represents a valuable method to understand how site features, designed to promote driver safety, are perceived. Results showed that, in addition, personality factors play a role in subjective evaluations of safety , highlighting the importance of considering individual differences in safety communication and site design.

Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 509

IDENTIFYING ACOUSTIC MARKERS OF STRESS IN AVIATION EMERGENCIES: A REAL-WORLD ANALYSIS OF PILOT-ATC COMMUNICATIONS

Gnerre M.*, Biassoni F.

UNIVERSITà CATTOLICA DEL SACRO CUORE ~ MILANO ~ Italy

Introduction: This study investigates real-world voice communication between pilots and air traffic controllers (ATCs) during emergencies to identify acoustic indicators of situational stress.
Method: We analyzed 75 recordings from LiveATC.net, manually annotated for speaker (pilot vs ATC) and flight phase (routine vs emergency). A total of 27 acoustic features were extracted using Parselmouth. Feature selection involved ANOVAs with FDR correction and collinearity checks. Speaker-specific Linear Discriminant Analyses (LDA) and Leave-One-Event-Out cross-validations were applied.
Results: Twenty-two features for ATCs and twenty for pilots significantly differed between the two flight phases. LDA models achieved cross-validated accuracy of 73.6% (ATCs) and 78.7% (pilots). Shared markers of stress included increase in F0 mean, F0 min, intensity max, utterance duration, jitter and shimmer, as well as decrease in HNR and CPP, indicating increased vocal effort and reduced voice quality during emergencies. Differences by role emerged: ATCs showed a substantial increase in RMS energy, number of pauses, and spectral tilt, while pilots exhibited higher articulation rate under stress.
Conclusions: This study highlights robust, role-specific acoustic markers of acute stress in real-world aviation emergencies. These findings may inform real-time voice-based stress monitoring tools to enhance aviation safety.

Division 13: Traffic and Transportation Psychology Division 15: Students and Early Career Psychologists SDG 11: Sustainable cities and communities

Abstract 63

DEVELOPMENT AND VALIDATION OF DRIVING-RELATED COGNITIVE LOAD AND RISK PERCEPTION SCALE

Sadia R.*, Kamal A., Ahmed F., Aslam I., Tabassum A.

Rawalpindi Women University ~ Rawalpindi ~ Pakistan

Driving is an intricate and demanding task with numerous distractions that divert the driver's focus away from significant events and elevate the demands on cognitive resources. Road accidents have significant social and economic impacts particularly for developing countries with highest number of road fatalities and minimal resources to minimize road risks. Therefore, the objective of the current study was to develop and validate indigenous scales to assess risks associated with traffic causalities. In the first qualitative phase, risk factors were examined qualitatively. Results of Thematic analysis identified risk perception and cognitive load as two of the risk factors. Therefore, an item pool was generated (for both scales) and validated by Subject Matter Experts (SMEs). Based on their feedback, six overlapping items were removed and an initial pool comprising of 30 items was finalized for Driving Related Cognitive Load Scale (DRCLS) while 36 items were finalized for Driving Related Risk Perception Scale (DRRPS). These were administered on drivers (N = 631) with an age range of 18-65 years (M = 37.90, SD = 11.15) in the second phase to establish construct validity through EFA; two factors for each scale were retained with minimum factor loading of .29. Explained variance of two factors of DRCLS (14-items) was 26.83% and 22.30%. However, explained variance of DRRPS (13-items) was 40.92% and 14.23%. Two factors of DRRPS were named as perceived risk of traffic (8 items) and perceived risk of weather (5 items). Moreover, the two factors of DRCLS are: external factors (7 items) and personal and professional factors (7 items). Additionally, Cronbach alphas and construct validity based on significant positive inter-subscale correlations and correlations with total score were satisfactory. The findings would be helpful to develop interventions that could help driver to effectively cope with their driving demands.

13 - Division 13: Traffic and Transportation Psychology

Cognitive and Perceptual Mechanisms in Traffic Behaviour 2

Friday 24 July 2026 from 09:30 to 11:00

(L-Lorenese)

Division 13: Traffic and Transportation Psychology Division 2: Psychological Assessment and Evaluation Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1355

PERSPECTIVE-TAKING AND SITUATIONAL REFLECTION AS PREDICTORS OF SAFER DRIVING

Austers I.*, Dimdins G., Cinks R., Evelis K., Jaunzeme K., Muzikante I., Polanska E., Priedols M.

University of Latvia ~ Riga ~ Latvia

Traditional models of driving behavior often neglect the social-cognitive processes that underlie interactions in traffic. Drawing on a series of complementary studies, we propose that drivers' ability to reflect on traffic situations and adopt others' viewpoints—captured by the newly developed Driver Situational Reflection Scale (DSRS)—plays a critical role in predicting safe and prosocial driving. The DSRS, a two-factor measure (Caution and Perspective-Taking) was validated across multiple samples. Its factors reliably predicted fewer violations, errors, and lapses, as well as greater prosocial driving and self-reported driving skills, outperforming established empathy measures. Another study experimentally examined perspective-taking in dynamic traffic scenarios. Results revealed that dispositional perspective-taking correlates with perceiving traffic situations as riskier and with making more cautious predictions about other drivers' behaviors, while situational manipulations of perspective-taking produced subtler effects. Together, these findings highlight perspective-taking and situational reflection as distinct, measurable cognitive competencies shaping risk perception and driving behavior. They suggest promising directions for road-safety interventions, such as integrating perspective-taking exercises into driver education or simulator-based training, and open avenues for cross-cultural validation and application of DSRS.

Division 13: Traffic and Transportation Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2223

INVESTIGATING THE RELATIONSHIP BETWEEN PEDESTRIAN RISK PERCEPTION AND BEHAVIORS: MODERATING EFFECTS OF ATTITUDES

Bedi M.K.*, Azik Özkan D., Öz B.

Middle East Technical University ~ Ankara ~ Turkey

Despite accounting for a substantial share of global road fatalities and being the most vulnerable road users, pedestrians remain underrepresented in psychological models of traffic safety. In particular, the interaction between risk perception and attitudes has rarely been examined, even though both constructs are central to understanding safety-related behavior. This study addresses this gap by introducing the Perception of Risky Situations Scale for Pedestrians (PRSS-P), a novel multi-factorial instrument designed to capture pedestrian-related, driver-related, and infrastructure-related risk perceptions.

A cross-sectional survey of 402 participants was conducted, in which they completed the PRSS-P (pedestrian-, driver-, and infrastructure-related risk perception) along with established measures of pedestrian behaviors (violations, lapses, aggressive, and positive behaviors) and attitudes (toward traffic rules and other road users). Moderation analyses (Hayes, PROCESS, Model 1) were performed to test the interaction effects.

Results revealed that the relationship between risk perception and pedestrian behavior is significantly moderated by attitudes. Critically, higher levels of perceived risk did not uniformly predict safer behavior. For pedestrians with sceptical attitudes toward traffic rules (higher scores), stronger perception of pedestrian and infrastructure-related risks was associated with increased violations, suggesting adaptive noncompliance. Conversely, the link between perceived risk and positive (safety-enhancing) behaviors was strongest among individuals who expressed greater trust in other road users (lower scores). Additionally, significant moderations were observed for lapses and aggressive behaviors, suggesting that these behaviors may be shaped by cognitive load and systemic frustration.

These findings demonstrate that risk perception does not operate in isolation; its behavioral impact is filtered through pedestrians' attitudinal orientations. By pairing a novel pedestrian-specific instrument (PRSS-P) with moderation analyses, this study highlights the potential attitude-focused strategies. These include campaigns to strengthen rule adherence and initiatives that promote respectful, cooperative interaction among road users, which can complement infrastructure and traffic-management improvements.

Division 13: Traffic and Transportation Psychology Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1400

HOW "LAZY" HEAD MOVEMENTS CAN EXPLAIN DRIVERS' FAILURES IN PERIPHERAL VEHICLE DETECTION.

Chapman P., Stretton A.*

University of Nottingham ~ Nottingham ~ United Kingdom

There are many traffic situations where a driver has to decide whether a manoeuvre is safe to perform based on the information available to them in peripheral vision. Such information is surprisingly limited and people are routinely unaware of these limitations. In a series of experiments we asked drivers in a high-resolution driving simulator to decide whether oncoming vehicles were present. Vehicles could appear anywhere in an arc of 194 degrees of visual angle and were always clearly detectable using central vision. Even when drivers were free to make as many head movements as they wanted, we found that they made regular errors (failures to detect an oncoming vehicle). Most of these errors occurred when target vehicles initially appeared in the extreme periphery (beyond 60 degrees to the right or left). These errors were frequent when the oncoming vehicle was a motorcycle, and less common when the oncoming vehicle was a truck. Recordings of drivers' head and eye movements suggested that they typically perform this task by making only two or three head movements (similar to what a driver might do at a real junction) and they do not always need to fixate directly on a vehicle to know that it is there. The problem is that even after a head and eye movement to one side, extreme locations may still be viewed using peripheral vision. Such vision may be good enough to detect a large truck, but not a smaller motorcyclist. This is consistent with our finding that when drivers explicitly search for a motorcyclist these peripheral errors are dramatically reduced. This may be a major cause of real-world crashes where oncoming motorcyclists are involved and where the driver is an older one with potentially reduced neck mobility. We provide suggestions for interventions that might prevent these crashes.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1362

COMPARING COGNITIVE FUNCTION AND STREET CROSSING BEHAVIOURS IN CHILDREN AND ADULTS

Whyte--Ball T.*[2], Mcguckian T.[1], Anic A.[2], Healy N.[2], Palmer K.[2], Lam N.[2], Lucas R.[2], Bennett J.[2]

[1]Healthy Brain and Mind Research Centre, School of Behavioural and Health Sciences, Australian Catholic University ~ Melbourbe ~ Australia, [2]School of Behavioural and Health Sciences, Australian Catholic University ~ Sydney ~ Australia

Introduction

To safely cross the street, pedestrians are required to process and attend to visual stimuli while making decisions (Schwebel et al., 2012). The information processing model highlights the role multiple cognitive domains in predicting pedestrian behaviours (IPM; Uc & Rizzo, 2008; Barton & Morrongiello, 2011). Children are vulnerable road users with road crashes being the leading cause of death for children aged 5-19 years (WHO, 2020). Underdeveloped cognitive function is a potential explanation for their increased risk (Barton & Schwebel, 2007). Given the importance of cognitive function for street-crossing behaviours, comparing adults and children could be useful because cognitive function should be fully developed by adulthood. Understanding in the role of cognitive function will help inform the development of interventions.

Purpose

This study compared the relationship between cognitive function and the street-crossing behaviours of Hazard Perception (HP) and Gap Acceptance (GA) in both children and adults to determine if cognition was a stronger predictor of street-crossing behaviours than age.

Method

32 children aged 7-11 years (M = 9.48, SD = 1.31, 75.2% male) and 44 adults 18 to 36 years (M = 9.48, SD = 1.31, 75.2% male) completed cognitive tests measuring domains in IMP. Participants completed a virtual reality pedestrian street-crossing task to measure their HP response time (HP-RT), HP accuracy, and GA response time (GA-RT).

Results

Cognitive function was a significant moderate predictor of HP-RT over and above age (R^2 = .20, p < .01) with memory a significant individual predictor. Cognitive function was not a significant predictor of HP accuracy (R^2 = .17, p > .05) or GA-RT (R^2 = 08, p =.29) over and above age.

Conclusion

To improve HP across age groups, interventions should incorporate upskilling cognitive function across the domains of the IPM. More research is needed to understand the predictors of GA.

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2044

ROAD OR ROSÉ: THE IMPACT OF ALCOHOL ON CHANGE DETECTION IN DRIVING SCENES

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[1]The University of Newcastle ~ Newcastle ~ Australia, [2]The University of Melbourne ~ Melbourne ~ Australia

Within our day-to-day lives, we are exposed to an ever-changing visual scene of objects and information, and from this scene, we try to construct an accurate representation of the world. However, particularly in complex scenes, the number of rapid changes can lead to missed information and errors. For instance, a driver may be looking right at a traffic light but miss it changing colour because of a brief distraction or glance towards a pedestrian. Such occasions of distraction can be amplified when alcohol has been consumed; with higher blood alcohol concentrations associated with more perceptual and cognitive failures. Theories indicate this is due to a narrowing of attention capture when alcohol concentration increases. This paper considers two studies exploring the impact of increasing blood alcohol concentration on performance in a flicker change detection task. Within Study 1, 52 participants identified central or peripheral changes in driving scenes with no significant difference in performance across change types. However, when a detection response task was incorporated into Study 2 (to more closely account for the cognitive demands of driving), increasing intoxication negatively impacted accuracy for peripheral changes. That is, participants performed worse at identifying changes when they occurred outside of the central attentional focal point. Participants appeared to 'trade off' performance on the peripheral change detections to maintain performance on the detection response task. With most participants falling within the legal limit of alcohol concentration for driving, this has implications for understanding how alcohol impacts our cognitive functions necessary for driving.

13 - Division 13: Traffic and Transportation Psychology

Poster Session 1 - Division 13

Friday 24 July 2026 from 09:50 to 11:20

(X- Poster 3)

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 1324

TRAINING VIGILANT MINDS: A PSYCHOLOGICAL INTERVENTION TO STRENGTHEN RISK AWARENESS AMONG TRAIN DRIVERS

Bina M.*, Perego P., Meinero C.A., Biassoni F.

Traffic Psychology Unit of Research UCSC ~ Milano ~ Italy

Introduction
Train driving is a cognitively demanding task that requires vigilance and attention to ensure safety; impairments in these processes contribute to operating incidents such as SPADs (Signal Pass at Danger) and station overruns.
Purpose
This study reports the evaluation of VigilMente, a psychological training designed to strengthen vigilance and risk awareness among train drivers of TPer (Italian railway company), and its effectiveness in improving knowledge relevant to safe train operation.
Method
The intervention consisted of a single 3-hour session delivered by traffic psychologists, utilizing brief theoretical inputs, guided discussions, multimedia demonstrations, and experiential tasks (e.g., selective attention and interference exercises). Content was tailored to drivers' work contexts under a just-culture framework, covering sustained, selective, and divided attention, attentional blindness, interference, automatism, and risk perception. Effectiveness was assessed with a pre–post design using a 7-item multiple-choice knowledge test. Anonymous responses were paired via participant codes. A total of 417 drivers provided matched data; repeated-measures ANOVA tested the change in total and item scores, with training site (Bologna, Ferrara, Piacenza, or Reggio Emilia) and instructor (the traffic psychologists) as control factors.
Results
Knowledge improved significantly from pre- to post-training on the total score ($F(1,415)=198.76$, $p<.001$), with no differences by site or instructor. Significant item-level gains were observed for attentional blindness ($F=195.24$, $p<.001$), interference ($F=59.78$, $p<.001$), sustained attention ($F=27.74$, $p<.001$), and selective attention ($F=7.17$, $p=.008$). The risk-perception item showed no improvement, likely due to a reversed instruction that many misread. Acceptability was high, with 92% of participants satisfied.
Conclusions
A concise, psychologically grounded intervention yielded robust gains in drivers' knowledge of attentional mechanisms relevant to rail safety. Future iterations should refine the assessment of risk perception, incorporate scenario-based decision training, and address emotional factors that influence attention under operational stress.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 389

EXPLORING PSYCHOPHYSIOLOGICAL FITNESS IN DRIVERS AFFECTED BY MOOD AND ANXIETY DISORDERS

Candida C.*, Daniel S., Antonia Pilar P., Maria Blasa S.

University of Granada ~ Granada ~ Spain

Anxiety, depression, and bipolar disorder can significantly impair driving ability. However, the specific impact of these conditions on traffic accidents—as well as their prevalence among drivers—is not always well documented or thoroughly studied in the scientific literature. This study aims to identify the relationship between these disorders and driving by examining the impact of depressive disorders on driver performance. It was undertaken a systematic search of literature databases and scientific registries, following the PRISMA guidelines. This search was conducted in March 2025 using the following electronic databases: CINAHL, MEDLINE, ProQuest, PsycINFO, PubMed, SCOPUS, and Web of Science. Key terms were adjusted to each database's specific search format. For each database, search filters were applied to return only peer-reviewed reviews published in scientific journals, written in English, and published between 2015 and 2025. The terms used included: TITLE ("anxiety disorder*" OR "generalized anxiety disorder*" OR "generalised anxiety disorder*" OR "bipolar disorder*" OR "mood disorder*" OR depress* OR "depressive disorder" OR "depressive syndrome*" OR "bipolar and related disorder*" OR anxiet*) AND TITLE-ABS-KEY ("automobile driving" OR "driving ability" OR "fitness to driv*" OR "driv* competence*" OR "driv* perform*" OR "driv* skill*" OR "driv* impairment*" OR "driv* decline*" OR "offend* driv*" OR "novice driver*" OR "learn* driv*" OR "profess* driver*" OR "unfit to driv*" OR "traffic safety" OR "highway safety"). A total of 288 articles were retrieved across platforms: WoS (n = 43), Scopus (n = 77), PubMed (n = 58), PsycINFO (n = 21), ProQuest (n = 52), and Medline/CINAHL (n = 37). After removing duplicates, 141 articles remained. Based on titles and abstracts, 51 were excluded. After full-text review, 25 relevant articles were selected. An additional five pertinent articles not identified in the initial search were added from the systematic reviews. It is also planned to assess the quality of the articles found. Finally, we will present the study's overall conclusions and general recommendations.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1601

PERCEIVED RISK IN MICROMOBILITY: COMPARING BEHAVIORAL AND ENVIRONMENTAL HAZARDS IN E-SCOOTER USE

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[1]Université Toulouse Jean Jaurès ~ Toulouse ~ France, [2]Université de Toulouse ~ Toulouse ~ France

Introduction:
The rapid growth of electric scooter (e-scooter) use has introduced new challenges for road safety. While crash risk factors are increasingly documented, little is known about how riders subjectively evaluate risks in everyday traffic. Understanding these perceptions is crucial to designing effective prevention strategies.

Purpose:
This study aimed to compare perceived risk for behavioral hazards (e.g., speeding, intoxication) versus environmental hazards (e.g., poor visibility, dense traffic), and to examine whether risk perception varies by age, gender, and rider status (user vs. non-user).

Method:
A total of 100 participants (56 men, 44 women; 64 % under 35 years old) completed an online survey. Participants rated 36 short descriptions of traffic situations representing behavioral and environmental hazards on a 0–100 risk scale. Individual risk attitudes were measured using the Health/Safety and Recreational subscales of the DOSPERT questionnaire. Data were analyzed using repeated-measures ANOVA; additional nonparametric tests were used for robustness.

Results:
Behavioral hazards were rated as significantly riskier than environmental hazards. No effects of age, gender, or user status emerged. Exploratory analyses showed that participants with higher general health/safety risk sensitivity also reported higher risk perception overall.

Conclusions:
Findings suggest a consistent underestimation of environmental hazards, suggesting that riders may focus on risks they feel personally able to control. Interestingly, behavioral risks are judged as highly dangerous, yet previous research shows that many riders still engage in such practices (e.g., speeding, riding under the influence). This paradox highlights that awareness alone may not be sufficient to change behavior, and that prevention efforts must combine information campaigns with interventions addressing social norms and infrastructure conditions.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 666

HOW PHYSIOLOGICAL AND PSYCHOLOGICAL FACTORS INFLUENCING SIMULATED FLIGHT PERFORMANCE IN CIVIL AVIATION PILOTS: ROLES OF SUBJECTIVE STRESS, TRAIT MINDFULNESS, AND FACIAL EXPRESSION INDICES

Huang J.*[2], Zhang C.[1], Xu W.[2]

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Introduction
Flight safety is crucial for protecting passengers, crew members, and the sustainable development of the aviation industry. Simulated flight, which can replicate real flight scenarios with high controllability and authenticity, effectively reflects pilots' actual flight capabilities. Exploring the relationship between physiological (e.g., facial expressions) and psychological indicators (e.g., mindfulness, stress) during simulated flight and pilots' simulated flight performance is essential for identifying factors that influence flight safety.
Purpose
To explore whether and how trait mindfulness, subjective stress, obsessive-compulsive symptom level, and facial expression indices affect civil aviation pilots' objective simulated flight performance.
Method
Participants were 56 pilots from Shandong Airlines. Self-reported trait mindfulness, stress, and obsessive-compulsive symptom level were surveyed. Each pilot underwent 9 simulated subjects, during which their facial expressions were recorded and their performance rated by professional tutors. Facial expression indices including means and SD of emotional valence and arousal, were analyzed and determined by the FaceReader software. Multilevel model with random intercept was built.
Results
Analysis indicated that subjective stress and the fluctuation of emotional arousal negatively predicted pilots' performance, and the subjective stress*mindfulness interaction was also significant, suggestion the buffering role of mindfulness during flight. No significant impact of obsessive-compulsive symptom level was found.
Conclusions
Subjective stress and emotional arousal variability are important factors in predicting pilots' flight performance, while mindfulness may buffer stress's negative effect. Findings offer suggestions for aviation's psychological support.

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 1235

RISK BEHIND THE HANDLEBARS: MOTORCYCLE RIDER BEHAVIOUR AND CRASH RISK IN ARUSHA, TANZANIA

Perego P.*[1], Biassoni F.[1], Mashingo P.[2], Siebert F.[3]

[1]Traffic Psychology Unit of Research UCSC ~ Milano ~ Italy, [2]Arusha Technical College ~ Arusha ~ Tanzania, United Republic of, [3]Division of Transport, Human Behaviour Section, Technical University of Denmark ~ Copenhagen ~ Denmark

Abstract:

Introduction

Motorcycle use in Tanzania is rapidly expanding, particularly in urban areas. Alongside this growth, motorcyclists now account for approximately 23% of road traffic fatalities nationally (WHO, 2018). While infrastructural and regulatory deficits contribute to crash rates, rider behaviour remains a central factor in crash causation and severity.

Purpose

This study aimed to examine behavioural risk factors among motorcycle riders in Arusha, Tanzania, using a standardised psychological tool. The goal was to assess self-reported risky behaviours and their association with crash involvement, thereby providing empirical evidence to inform future enforcement and educational interventions.

Method

The Motorcycle Rider Behaviour Questionnaire (MRBQ; Elliott et al., 2007) was adapted to the Tanzanian context. Thirty-five items from the original MRBQ were selected based on cultural relevance and translated into Swahili through a forward–backwards translation process involving native speakers. The online survey was administered between January and April 2023. A total of 233 riders participated (230 male, three female), with an average age of 25.2 years and a mean driving experience of 2.4 years. Participants reported riding on average 88.7 hours per week.

Results

Self-reported crash involvement was high: riders experienced an average of 1.3 crashes in the past 12 months. Older riders reported more crashes than younger ones. Among the MRBQ dimensions, traffic errors and speed violations showed the highest frequency. Notably, traffic errors were significantly correlated with self-reported crash frequency, suggesting a strong behavioural component to crash risk.

Conclusions

This study demonstrates that specific rider behaviours, particularly errors in traffic judgment and speeding, are associated with increased crash involvement in urban Tanzania. The findings support the integration of behavioural assessment tools, such as the MRBQ, into national road safety monitoring systems and point to the urgent need for targeted behavioural interventions for high-exposure groups, including young male riders.

Division 13: Traffic and Transportation Psychology SDG 11: Sustainable cities and communities

Abstract 495

USING BEHAVIOURAL DATA AS LEVERAGE: THE CASE OF SAINT LUCIA'S SOCIALLY-INCLUSIVE AND GENDER-RESPONSIVE ROAD SAFETY CAMPAIGN

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Introduction
In Saint Lucia, road traffic crashes result in a fatality rate of 8.9 per 100,000 inhabitants, disproportionately affecting young men and vulnerable road users. Infrastructure upgrades along the Millennium Highway and West Coast Road may increase exposure unless accompanied by behavioural interventions.

Purpose
Funded by the Caribbean Development Bank, this project, implemented by FRED Engineering, aimed to develop a socially inclusive and Gender-Responsive Road Safety Awareness Communication Campaign using psychological data to inform message design. A key insight was the widespread presence of an external locus of control, which told the campaign's core message: "What are you doing to improve road safety in Saint Lucia?"

Method
The situational analysis adopted a multi-method behavioural approach:
– Naturalistic observations of 600+ road users revealed low compliance with seatbelt use (under 11% rear-seat use) and frequent distracted driving (16% using mobile phones).
– A School Travel Survey highlighted safety concerns and gendered perceptions of risk among 159 students.
– A KAP survey of 480 participants assessed knowledge, attitudes, and behaviours. Notably, 56% of respondents believed that the main reason for road crashes is "poor road condition", 51% replied to overspeed (often or always), and 52% reported having been involved in a crash or near-crash situation.

Results
Findings revealed the normalisation of risky behaviours (e.g., frequent speeding by 64% of young males) and limited personal responsibility. The campaign message reframed safety as a shared duty, prompting introspection and action, and was tailored to different audience segments using inclusive visual design and local language variants.

Conclusions
Psychological data, especially related to control beliefs and observed behaviours, can be a strategic asset in public health communication. This campaign demonstrates how targeted messaging can emerge from applied psychological tools and contribute to a more accountable and safety-conscious road culture.

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 10: Reduced Inequalities

Abstract 1366

CO-DEVELOPING A CULTURALLY APPROPRIATE VIRTUAL REALITY HAZARD PERCEPTION TRAINING PROGRAM FOR A VULNERABLE COMMUNITY

Whyte--Ball T.*[1], Perry L.[3], Craven R.[2], Marsh H.[2], Greene D.[1], Jenny M.[2], Duckworth J.[4], Mcguckian T.[5], Gordon A.[6], Bennett J.[1]

[1]School of Behavioural and Health Sciences, Australian Catholic University ~ Sydney ~ Australia, [2]Institute for Positive Psychology and Education, Australian Catholic University ~ Sydney ~ Australia, [3]Wonnarua Nation Aboriginal Corporation ~ Sydney ~ Australia, [4]School of Design, College of Design and Social Context, RMIT University ~ Melbourne ~ Australia, [5]Healthy Brain and Mind Research Centre, School of Behavioural and Health Sciences, Australian Catholic University ~ Melbourne ~ Australia, [6]Gordon Driver Licensing Program ~ Sydney ~ Australia

Introduction

Vulnerable communities often face systemic barriers to accessing programs, and these programs are frequently designed without consideration for cultural values, lived experiences, or historical contexts (George et al., 2018). First Nations people in Australia experience systemic disadvantages in road safety (Currie & Senbergs, 2007). In Australia, they are less likely to have a licence and three times more likely to die in road crashes than other Australians (AIHW, 2018). Social and cultural barriers linked to inequitable access to driver licensing and road safety education may help explain these disparities (Pammer et al., 2021). There are limited culturally appropriate road safety programs and resources for this vulnerable population with limited research on developing these programs.

Purpose

A staged approach was used to develop a culturally appropriate training program to improve safety and licensing access for young First Nations drivers.

Method/results

Stage one: Identify community needs

First Nations peoples and researchers developed the program proposal in partnership. The research team supported the partners with developing a program based on community needs.

Stage two: Co-design

Consultation with First Nations partners facilitated co-designing a survey on barriers and facilitators to licence attainment. A pilot with First Nations youths highlighted survey language and comprehension limitations. Community driving instructors helped design culturally and environmentally appropriate training sessions. Overall, consultations resulted in developing more equitable, effective, and culturally grounded programs. One negative impact was scheduling-related project delays.

Stage three: Test program efficacy

This involved usability testing with First Nations youth during the training development to gain

feedback and ensure engagement and feasibility.

Through partnership, we have revised research tools to reflect appropriateness around cultural sensitivity, environmental context and language use.

Conclusion

This project outlines stages taken to co-develop a road safety program. This staged approach could guide future researchers intending to develop interventions for vulnerable communities.

13 - Division 13: Traffic and Transportation Psychology

SUPPORTING SAFE DRIVING AND MOBILITY IN OLDER ADULTS

Friday 24 July 2026 from 11:00 to 12:30

(L-Lorenese)

JUDITH L CHARLTON (MONASH UNIVERSITY ACCIDENT RESEARCH CENT), Chair and Discussant

Independent mobility extends older adults' quality of life, however frailty and capacity declines may impact mobility and pose increased risk of crash-related injuries and death. Studies have highlighted reduced driving and changes in driving patterns and behaviours as drivers age. In-vehicle technologies (e.g. Advanced Driver Assistance Systems (ADAS), Driver Monitoring Systems) and autonomous vehicles (AVs) may offer mobility and safety benefits. Such benefits can be realised through human-machine interface design to accommodate older adults' diverse needs and abilities. User knowledge and acceptance also influences uptake, use and potential for misuse. The reframing ageing initiative1 challenges biases in design enabling inclusivity to support adults of all ages to be active community members.

Session content will critically explore:

• Ageing, functional capacities, and driving: implications for design/use of future vehicle technologies

• ADAS and AV technologies: User acceptance, safety benefits/disbenefits and future challenges

• Use of Driver Monitoring Systems to monitor and promote safe driving Inclusivity: safe, accessible and sustainable transport for all

This Symposium directly addresses conference themes of "Emerging fields" through emerging human-machine issues in driving; "Transdisciplinary Approaches" through application of human factors and engineering solutions for safe driving; and "Societal Applications" through consideration of driver perspectives and the relationships between driving and health.

The Symposium will be of interest to clinicians and researchers and will foster discussion on advanced technologies, minimizing harm, and benefits of emerging transport options to support older driver safety, extend driving independence and maintain safe mobility beyond driving.

1. https://www.reframingaging.org

Abstract 3950

ADVANCED VEHICLE FEATURES AND OLDER DRIVERS: BRIDGING GENERATIONS TO ENHANCE ROAD SAFETY

Vrkljan B.*

McMaster University ~ Hamilton, ~ Canada

University engineering students participate in the EcoCAR competition to design next-generation electric vehicles. The Equity in Mobility (EiM) subteam aims to advance inclusivity and accessibility within the EcoCAR team. As part of this multi-year competition, students hold community events with vulnerable road users to raise awareness about safety, design, and vehicle advancements. Traditionally, these events have been one-way exchanges where students 'teach' others, rather than bi-directional learning opportunities. This project used the EcoCAR competition to create an intergenerational educational platform where older adults, the fastest-growing segment of car users, learn about emerging in-vehicle technologies, including Advanced Driving Assistance Systems (ADAS). For students, this exchange provides an opportunity to understand lifelong mobility, identify normal age-related changes in functional status, and optimize person-vehicle fit to support out-of-home participation in later life. Interviews and data collected from both age groups during the 2023-2025 EcoCAR competition cycle highlight several key findings. Older adults show a high interest in ADAS technologies, particularly those enhancing safety, such as collision avoidance systems and lane-keeping assistance. However, concerns about the complexity and user-friendliness of these systems indicate a need for more intuitive designs and better user education. Through intergenerational activities, students gain valuable insights into the functional capacities of older adults and the challenges faced while driving. This understanding is crucial for designing vehicles that accommodate age-related changes in vision, reaction time, and cognition. Findings also underscore the importance of user acceptance in the successful implementation of ADAS technologies. By involving older adults in the design process, more effective transport solutions can be created. Future challenges include addressing the diverse needs of older drivers, ensuring ADAS technologies are inclusive across age and ability, and fostering a culture of continuous learning and adaptation in the evolving transportation landscape.

Abstract 3951

INTEGRATING DIGITAL AND BIOLOGICAL BIOMARKERS TO PREDICT COGNITIVE DECLINE AND ENHANCE OLDER DRIVER SAFETY

Rizzo M.*

University of Nebraska ~ Nebraska ~ United States of America

Maintaining safe mobility is essential for older adults' quality of life, but age-related cognitive and functional declines increase crash risks and impair independent driving. This presentation explores how integrating digital and biological biomarkers can inform predictive models of cognitive decline, enhancing both the early detection of Alzheimer's Disease (AD) progression and older driver safety.

Advanced technologies enable the capture of longitudinal data from diverse cohorts of older adults to identify early signs of cognitive decline. Passive sensor data capturing real-world behaviors—such as driving patterns, social interactions, and sleep—can be combined with biological markers (e.g., amyloid and tau proteins, inflammatory markers, and neuroimaging) to develop predictive models rooted in Digital Twin principles. These models simulate individual behavior and health trajectories, offering actionable insights for timely interventions.

Key aspects include:

Digital Biomarkers: Driving patterns and social connectedness as novel, validated predictors of cognitive decline.

Predictive Models: Integration of digital and biological biomarkers to assess AD progression and identify intervention points.

Implications for Driver Safety: Leveraging real-world data to design adaptive in-vehicle technologies (e.g., Advanced Driver Assistance Systems and Driver Monitoring Systems) that support older adults' diverse needs and abilities.

This research strategy contributes to the development of inclusive, human-centric mobility solutions that enable older adults to remain active community members while prioritizing safety. It demonstrates how human-machine interface design and personalized diagnostics can address cognitive challenges without compromising autonomy.

Aligned with ICAP's themes, this work addresses emerging fields in human-machine interaction, applies interdisciplinary approaches, and offers scalable, cost-effective solutions to improve mobility and health outcomes. By bridging the gap between research and real-world applications, it fosters meaningful dialogue among clinicians, researchers, and policymakers, driving a paradigm shift in aging, cognition, and transportation.

Abstract 3952

FOSTERING TRUST AND ACCEPTANCE OF ADVANCED DRIVER ASSISTANCE SYSTEMS AMONG OLDER ADULTS THROUGH HUMAN-CENTERED DESIGN AND TRAINING

St Louis R.M.*

University of Michigan Transportation Research Institute ~ Ann Arbor ~ United States of America

Research on advanced driver assistance systems (ADAS) among the older driver population has suggested the potential for ADAS to improve driving safety and extend safe mobility by helping older drivers overcome health and functional changes commonly experienced in later-life. However, attaining the anticipated benefits of these technologies is dependent upon older drivers' awareness, understanding, and effective use of ADAS within their own vehicles. A series of three studies were conducted that highlight the critical importance of trust and acceptance in vehicle technology adoption and well as the need for the inclusion of older adults in the design of ADAS and related training programs. The first study utilized Vehicle Technology Questionnaire data from the Longitudinal Research on Aging Drivers (LongROAD) Study. Results showed an increase in the prevalence of ADAS technologies in participants' vehicles across five years, but frequency of use of these technologies did not change over time. A two-phase qualitative study was then conducted using nominal and focus groups of older adults to identify benefits and barriers to using ADAS, as well as their learning preferences and methods for understanding how to use ADAS. Results emphasized the need for hands-on experiences to build trust and understanding of emerging technologies. A third study developed and tested a pilot training program which encompassed both a classroom session and practical demonstrations of ADAS features at an autonomous vehicle test track facility. Results showed increased trust and intentions to use ADAS following the training program. This line of research underscores the importance of human-centered design and inclusive training programs to enhance technology adoption among older adults and emphasizes the critical role of trust and acceptance for encouraging the adoption of new technologies.

Abstract 3954

SUPPORTING THE SAFE MOBILITY OF DRIVERS WITH DEMENTIA THROUGH INNOVATIVE IN-VEHICLE DRIVER MONITORING SYSTEMS

Oxley J.*

Monash University Accident Research Centre ~ Melbourne ~ Australia

Safe operation of a vehicle is complex and may be affected by functional impairments associated with dementia such as reduced attention, processing speed, executive function and visuospatial skills. A major challenge in fitness-to-drive (FTD) decisions for drivers with dementia is determining the point at which safety becomes compromised. Traditionally, the management of this group has fallen on licensing authorities and health practitioners. Current tools and approaches for assessing the safety of drivers with dementia are limited – there is no objective data on how driving performance changes as the disease progresses, and no criteria for determining at what point it is no longer safe to drive.

Consideration of alternative approaches to managing FTD for drivers with dementia is an urgent priority for licencing agencies. This research aims to examine the potential benefits of driver monitoring systems (DMS) that would be suitable for use with drivers with dementia. The study will describe characteristic performance parameters associated with driving behaviour of drivers with early stage dementia compared with healthy drivers without dementia, and will develop/trial a prototype DMS adapted for drivers with dementia.

A mixed methods approach is applied, including:

- Desktop review of best practice DMS applications for FTD,
- Simulator-based case-control study: monitoring driving in simulator and functional assessments,
- Naturalistic driving study [NDS]: a case-control study in drivers' own vehicles to monitor real-world driving,
- Identification of key risk factors through data mining of simulator and NDS driving data using AI techniques,
- Development/trial of prototype technologies.

This presentation will focus on the driving characteristics from the driving simulator component of the study and associated cognitive attributes. The findings of the project will be discussed in terms of implications for the management and support of safe mobility for drivers with dementia through DMS technology to enhance current FTD licensing processes.

13 - Division 13: Traffic and Transportation Psychology

Poster Session 2 - Division 13

Friday 24 July 2026 from 11:25 to 12:55

(X- Poster 3)

Division 13: Traffic and Transportation Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2224

THE MODERATING ROLE OF TRAFFIC CLIMATE ON THE RELATIONSHIP BETWEEN PEDESTRIAN ATTITUDE AND BEHAVIOR

Bedi M.K.*, Arslan Arisoy B., Öz B.

Middle East Technical University ~ Ankara ~ Turkey

While research often emphasizes driver error, pedestrian actions contribute to around 10% of accidents. In addition, over three-quarters of traffic injuries and fatalities occur in urban areas where pedestrians and drivers interact the most, underlining the urgent need to understand the factors shaping pedestrian behavior. This study investigates the complex relationship between pedestrians' attitudes, behaviors and traffic climate.

More specifically, we aimed to explore how pedestrians' attitudes (toward traffic rules and other road users) relate to their behaviors (violations, lapses, aggressive, and positive behaviors) under the moderating effects of traffic climate (external affective demands, internal requirements, and functionality).

A correlational study was conducted with 300 participants in Türkiye using an online survey. Standardized instruments, including the Pedestrian Behavior Scale, Pedestrian Attitudes Scale, and Mini-Traffic Climate Scale, were utilized. The data were analyzed using Bivariate Correlation and moderation analyses (Hayes, PROCESS, Model 1).

Findings revealed that demographic factors like age and socio-economic status were negatively with to violations and lapses. Sceptical attitudes towards traffic rules (high scores) were associated with higher frequencies of violations, lapses, and aggressive behaviors. Crucially, the 'internal requirements' dimension of traffic climate (a pedestrian's perceived ability to navigate traffic) significantly moderated the attitude-behavior link. Such that, at low levels of perceived internal requirements, sceptical attitudes towards rules predicted fewer positive behaviors. Whereas, at high levels of perceived internal requirements, critical attitudes towards other road users (high scores) predicted more aggressive behaviors.

The pattern of results suggests that pedestrian behavior is shaped by a dynamic interplay between individual attitudes and perceptions of the traffic system. Effective safety interventions should therefore adopt a multi-faceted approach considering context and culture specific issues, targeting attitude change campaigns that can foster rule adherence and promote communication and mutual consideration among road users to enhance safety for all road users.

Division 13: Traffic and Transportation Psychology Division 4: Environmental Psychology SDG 11: Sustainable cities and communities

Abstract 1777

SHAPING THE FUTURE: UNDERSTANDING PUBLIC ACCEPTANCE OF COOPERATIVE, CONNECTED, AND AUTOMATED MOBILITY (CCAM) THROUGH THE THEORY OF PLANNED BEHAVIOR

Graziani A.R.*[1], Scaglioni G.[1], Ringhand M.[2], Anke J.[3], Renzi G.[1]

[1]University of Modena and Reggio Emilia ~ Reggio Emilia ~ Italy, [2]German Road Safety Council (DVR) ~ Berlin ~ Germany, [3]Chair of Traffic and Transportation Psychology, Technische Universität Dresden ~ Dresden ~ Germany

Introduction

The rapid development of Connected, Cooperative, and Automated Mobility (CCAM) systems is reshaping the future of urban transportation. These innovations aim to improve transport efficiency, enhance road safety, and reduce environmental impact through advancements in automation, digitalization, and vehicle connectivity. CCAM is designed to benefit all user groups, particularly individuals facing mobility challenges, such as those with physical or cognitive impairments.

However, the successful implementation of CCAM depends heavily on public acceptance—a factor that remains a significant barrier. Research in indicates that certain populations, including residents of rural areas, older adults, individuals with mobility impairments, and those with limited digital literacy, often exhibit resistance toward these types of emerging technologies. Therefore, understanding the psychosocial factors underlying this reluctance is essential to foster inclusive and equitable adoption of CCAM systems.

Purpose and methods

Grounded in the Theory of Planned Behavior, the study examined how users' characteristics (i.e., increasing age, mobility impairment, low-tech savviness, rural living), personality traits (i.e., propensity to trust), and psychosocial factors (attitudes, subjective norms and perceived behavioral control) affect the intention to use CCAM. An online survey was developed as part of the EU project SINFONICA, and a sample of 4,331 individuals from different European countries completed the questionnaire.

Results

The results confirm the role of the variables in predicting the intention to use CCAM. Remarkably, propensity to trust emerged as a critical mediator, exerting substantial effects on the TPB dimensions, which in turn influenced the intention to use CCAM. Interesting effects emerged in relation to the users' characteristics.

Conclusions

The results highlight that to fully realize the benefits of CCAM public transport systems, it is essential to understand the psychosocial needs of potential users. This understanding can support more inclusive and effective strategies to foster acceptance and adoption of CCAM technologies.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 2493

FEAR ISN'T ENOUGH: PROMOTING PROTECTIVE ACTION TO PREVENT CHILDREN FROM FALLING INTO TRAIN PLATFORM GAPS

Hashimoto H.*[1], Maeda K.[2]

[1]Osaka Metropolitan University ~ Osaka ~ Japan, [2]Rikkyo University ~ Niiza ~ Japan

Background:
Falls into the gaps between trains and platforms while boarding or alighting are a leading cause of injuries among children in railway systems, yet psychological research on how to prevent these incidents remains scarce. Although fear-based safety messages are often assumed to effectively raise awareness, little is known about their long-term motivational and behavioral impacts. This study, guided by Protection Motivation Theory (PMT), examined whether fear appeals alone are insufficient and whether they enhance safety intentions only when combined with coping guidance.
Methods:
Three studies were conducted. Study 1, a web-based experiment, tested the effects of fear and coping cues on children's and parents' protective intentions. Study 2, which involved field observations at educational institutions, explored the effectiveness of combining fear appeals with concrete coping actions such as establishing a family "safety password" and providing hands-on practice. Study 3, a field experiment using a wearable eye-tracking device, examined whether coping-oriented messages increased attentional focus and reduced risky behaviors near platform gaps.
Results:
Across studies, fear appeals did not directly predict protective intentions. Instead, their influence was shown indirectly through perceived severity and vulnerability. Interventions that paired fear with coping guidance significantly increased safety intentions and attentional engagement, whereas fear-alone messages showed weaker or short-lived effects. Eye-tracking data supported the behavioral validity of these findings.
Conclusions:
Fear alone is not a sufficient motivator for railway safety behavior among children and parents. Integrating fear appeals with concrete, actionable coping strategies enhances both motivation and situational awareness, reducing risks near train–platform gaps. These findings highlight the importance of designing evidence-based safety education and risk communication that empower rather than frighten children in railway environments.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 11: Sustainable cities and communities

Abstract 1981

DRIVING INSTRUCTORS' EXPERIENCES OF THE GOALS FOR DRIVER EDUCATION MATRIX: CHALLENGES, USABILITY, AND OPPORTUNITIES FOR IMPROVEMENT

Kjellander D.*, Hertzberg L., Thorslund B.

Linköping University ~ Linköping ~ Sweden

The Swedish driving license syllabus is based on the Goals for Driver Education (GDE) matrix, which outlines the skills and knowledge required to become a safe driver. While the GDE matrix is essential to ensure high-quality training nationwide, traffic instructors often find it complex and difficult to explain. This conflict may be attributed to the fact that the GDE matrix was not originally designed as a practical tool for driving instruction, but rather as a tool for analysis. However, with revision and refinement, it has the potential to serve as a valuable resource for both instructors and learners.

The purpose of the study is to explore driving instructors' experiences of the GDE matrix and to examine why it may be difficult to understand and apply. The study also aims to improve its potential usability. The study is conducted in several steps.

Initially, driving instructors were invited to participate in a questionnaire, which was completed by 68 participants. The questions assessed knowledge and perceived usefulness of the GDE matrix. Further interviews are now planned, in which driving instructors are asked to describe the GDE matrix. These interviews will be recorded and analyzed to identify connections between the theoretical model and its application in driver education. Alternative explanatory texts will then be developed and compared to the original texts in tests involving a new group of participants. This final step aims to evaluate whether the findings may help make the GDE matrix more useful and effective.

Results from the questionnaire study revealed that respondents were generally familiar with the content and concept of the GDE matrix but were not confident in explaining it to others. Moreover, the perceived usefulness of the matrix was rated as moderate. Results from the latter stages of the study will also be presented at the conference.

13 - Division 13: Traffic and Transportation Psychology

Social Norms, Culture, and Traffic Climate 1

Friday 24 July 2026 from 12:30 to 13:30

(L-Lorenese)

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1526

MIND OVER MOOD: PROGRAMS TO SUPPORT SAFER DRIVING IN HIGH STRESS SITUATIONS

Stephens A.*

Monash University ~ Victoria ~ Australia

Australia, like many countries, has committed to the Vision Zero approach. This is an ambitious strategy aiming to eliminate road deaths and serious injuries. National and state road safety strategies now include interim targets to significantly reduce fatalities and serious injuries by 2030, with the ultimate goal of zero by 2050. Achieving these targets requires innovative, evidence-based approaches, including the application of psychological science to influence driver behaviour.

This presentation introduces two behaviour change programs that exemplify new directions in applied psychology, targeting two critical risk factors: aggressive driving and fatigued driving.

Both programs are grounded in psychological principles and use similar intervention methods to help drivers identify and manage situations that increase their risk of unsafe behaviour. The first, Reducing Aggressive Driving (RAD), funded by the ACT Road Safety Fund, was delivered to the general population and focused on helping participants recognise triggers of anger behind the wheel and develop constructive coping strategies. The second, Understanding and Managing Fatigue in the Workplace, funded by the Australian Automobile Association (AAA), addressed fatigue-related driving risks within a workplace context, where long hours and demanding schedules heighten vulnerability to fatigued driving.

Central to both interventions is a reflective process that encourages participants to explore personal risk scenarios and build tailored strategies for safer behaviour. Evaluation of RAD showed that participants self-reported reduced anger and aggressive driving following the program, with these improvements sustained at a three-month follow-up. In the fatigue program, participants demonstrated measurable changes in sleep patterns—specifically, longer sleep durations—and reported fewer signs of driving-related fatigue after completing the intervention.

These outcomes highlight the effectiveness of psychologically informed, context-sensitive behaviour change programs in reducing road safety risks.

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 11: Sustainable cities and communities

Abstract 1294

CULTURAL DIFFERENCES IN ROAD USER COMMUNICATION AT JUNCTIONS

Miller K.*[1], Elizabeth S.[1], Yee Mun L.[2]

[1]School of Psychology, University of Nottingham ~ Nottingham ~ United Kingdom, [2]Institute for Transport Studies, University of Leeds ~ Leeds ~ United Kingdom

Introduction: Driving requires attention, decision-making, and coordination, particularly at intersections where drivers must judge if it is safe to enter the roadway. A key element in this process is the use of communicative cues between road users. Such cues can serve multiple functions at junctions, for example, signalling that another driver is yielding, indicating that one should wait, or expressing frustration. The use of these cues is often governed by unwritten rules and informal communication, however understanding these cues is especially important as misinterpretations can lead to collisions. Thus far, research has mostly explored how cues are used and interpreted in Western countries where driving is relatively safe.

Purpose: This study investigates how drivers from two countries (The UK and Malaysia) interpret communicative cues when deciding whether to cross at a junction.

Method: Participants completed a high-fidelity driving simulator task involving repeated junction crossings. In Phase 1, an adaptive staircasing procedure determined each participant's gap acceptance threshold. In Phase 2, participants encountered vehicles approaching at, below, or above their threshold, accompanied by cues: headlight flash, horn, or deceleration

Results: Results will report participants' likelihood of accepting gaps as a function of cue type. We hypothesise that UK drivers will accept smaller gaps in response to headlight flashes, reflecting their interpretation of this cue as an invitation to cross, whereas Malaysian drivers will interpret flashes as a warning not to cross. For horn cues, we expect both groups to treat this as a deterrent, resulting in larger accepted gaps. Preliminary self-report data are consistent with these expectations.

Conclusions: The study highlights the cultural specificity of road user communication at junctions. Findings have implications for road safety when driving abroad and for the design of autonomous vehicles, which may need to adapt to local communication norms to interact safely and effectively across countries.

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1361

HOW ADULT CHILDREN PERCEIVE DRIVING AND SAFETY ATTITUDES OF THEIR PARENTS: DESCRIPTIVE AND INJUNCTIVE NORMS

Marksaityte R.*, Vadvilavicius T., Endriulaitiene A., Seibokaite L., Morkevičiūtė M., Kiliute A., Skinkyte G.

Vytautas Magnus University ~ Kaunas ~ Lithuania

Introduction. Parental behaviour and attitudes may shape how a child behaves in the future. However, little is known about the role of parents' driving and safety attitudes in influencing risky driving behaviours in young adulthood. Purpose. This study aimed to examine how adult children perceive the descriptive and injunctive driving and safety norms of their parents. Method. The study included 102 Lithuanian participants aged 18–35 (mean age = 19.81, SD = 2.71), 81% of whom were women. Among them, 47 had a driving license, 25 were in driver training, and 30 did not have a license. Descriptive and injunctive norms were measured using two scales (8 items each) developed for the study. Participants were asked how often their parents engage in risky driving behaviours, e.g., no seat-belt use (descriptive norms) and how much would parents approve risky driving behaviours if the participants engaged in them, e.g., speeding (injunctive norms). The same driving behaviours were measured for descriptive and injunctive norms. The study was funded by a grant No. S-MIP-24-31 from the Research Council of Lithuania (LMTLT). Results. Results revealed that perceived parental descriptive norms of adult children were significantly higher than injunctive norms ($t(101) = 3.68$, $p < .001$). Additionally, there were differences between descriptive and injunctive norms for behaviours such as speeding, driving under the influence of marijuana, riding with a driver under the influence of marijuana, not using a seatbelt, phone use while driving, and general traffic rule compliance. Conclusion. The study found that youngsters perceive higher parental descriptive driving norms compared to injunctive driving norms. This suggests that parents may engage in riskier driving behaviours themselves than they would approve if their children engaged in similar behaviours. This discrepancy might play a significant role in modelling young adult children's driving behaviour and should be studied further.

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2235

ADOLESCENTS' SOCIAL RISKY DRIVING NORMS AND ATTITUDES TOWARDS RISKY DRIVING: LATENT PROFILE ANALYSIS

Seibokaite L.*, Vadvilavicius T., Endriulaitiene A., Marksaityte R., Morkevičiūtė M.

Vytautas Magnus University ~ Kaunas ~ Lithuania

Introduction. In the context of risky driving, studies rarely analyse all three reference groups that shape new drivers' social norms: parents, peers, and other drivers. This exploratory study seeks to find existing differences between adolescents based on their perceived social norms from three reference groups. Latent profile analysis is used for finding existing subgroups of future drivers. Attitudes towards risky driving is used for group comparison.
Method. 891 teenagers participated in the study (mean age was 16.21, SD = 0.57; 60.9% identified as women). In total, 11.3% had a driver's license. Three scales, developed by the research authors, were used for measuring injunctive parents', peers', and other drivers' risky driving norms (α = 0.80, 0.87, and 0.85, respectively; a lower score represents lower approval of risky behaviour by the group). Latent profile analysis was performed using scores of the social norms' scales. A modified attitudes towards risky driving (α = 0.70) scale was also used. The study was funded by grant No. S-MIP-24-31 from the Research Council of Lithuania (LMTLT).
Results. Only a two-profile solution was chosen as it best fit the data (AIC = 3415.47, BIC = 3463.39, BLRT < 0.01). Profile 1 (n = 66) was described by a lower approval for risky driving behaviour from parents, and average approval from peers and other drivers, while Profile 2 (n = 825) was described by low approval of risky driving behaviour from parents, peers, and other drivers. Profile 1 reported more positive attitudes towards risky driving ($t(889) = 6.05$, $p < 0.01$).
Conclusions. Findings suggest that while parents tend to disapprove of any kind of risky behaviour, perceived approval of peers and other drivers results in more positive attitudes towards risky driving. A deeper analysis of profiles is required.

13 - Division 13: Traffic and Transportation Psychology

Henriette Wallén Warner, VTI, Sweden

Friday 24 July 2026 from 13:30 to 14:00

(L-Lorenese)

Abstract 4650

Divisional Invited Keynote

Wallen Warner H.*

13 - Division 13: Traffic and Transportation Psychology

THE INFLUENCE OF EMOTIONS ON ROAD USERS' BEHAVIOR

Friday 24 July 2026 from 14:00 to 15:30

(L-Lorenese)

Gunilla Björklund (VTI ~ Stockholm ~ Sweden), Chair and Presenter

The topic of this symposium is how emotions influence road users' behavior, with focus on driving anger. Emotions in general, and anger in particular, appear to influence what people pay attention to and the amount of cognitive effort they spend in processing different stimuli (Lerner & Tiedens, 2006). Driving anger has for the last decades been subjected to great interest in traffic safety research. This interest is well justified as anger while driving may interfere with cognitive and motor performance and in that way increase the likelihood of an accident (Deffenbacher, Oetting, & Lynch, 1994). An angry driver is also more disposed to perform what is called aggressive behaviors, such as weaving in and out of traffic, cutting in front of other drivers, tailgating, speeding, and running red traffic lights. Other aggressive behaviors, such as headlight flashing, may not, as such, be dangerous but may provoke other drivers and make them angry and behave aggressively as well.

In this symposium, different aspects of emotions, and particular anger, will be presented. Ibrahim Öztürk and Amanda Stephens start with talking about emotions in general, definitions, cross-cultural aspects, situational triggers, and give us a hint about the future regarding emotions and technology. Federica Biassoni will then talk about anger expression and emotion regulation. Mette Møller continues in the field of anger expression, including adaptive/constructive expressions, and show us a comparison between drivers and cyclists. Finally, Gunilla Björklund will talk about driving behavior under the influence of stress and irritation.

References:
Deffenbacher, J. L., Oetting, E. R., & Lynch, R. S. (1994). Development of a driving anger scale. Psychological Reports, 74, 83-91.
Lerner, J. S., & Tiedens, L. Z. (2006). Portrait of the angry decision maker: How appraisal tendencies shape anger's influence on cognition. Journal of Behavioral Decision Making, 19, 115-137.

Abstract 3309

EMOTIONS IN MOTION: STATE-TRAIT DYNAMICS, CULTURE, AND TECHNOLOGY ON THE ROAD

Öztürk I.*

University of Leeds ~ Leeds ~ United Kingdom

The behaviours, attention, risk assessment, and decision-making processes of road users can be influenced by the emotions they experience in general and during their travels. This presentation will offer a synthesis of evidence concerning a broad spectrum of affective states-such as anger, frustration, stress, and boredom-and examine how state and trait factors interact within the cross-cultural context of road safety and driver behaviours. For instance, a recent study has demonstrated that positive and negative affect follow distinct pathways to both positive and aberrant driver behaviours. In this context, perceived stress and driving anger play a critical role, with perceived stress being positively associated with driving anger, which in turn leads to increased aberrant behaviours.

Through a cross-cultural perspective, it is evident that emotional experiences in traffic, such as driving-related anger and its association with driving behaviours, vary across different countries. Research utilising the Measure for Angry Driving in Türkiye and China has identified differences in the frequency of various anger triggers and their correlation with aberrant behaviours, while the overarching construct-level trends remain consistent.

The presentation will conclude with a discussion on the role of technology and its implications for emotions and road safety. Although modern vehicles are equipped with numerous safety features, research indicates that these features can also provoke anger and frustration among drivers. Additionally, the implementation of driver monitoring systems and automated driving systems presents new challenges in research, policy, and practice. We will conclude with a research agenda aimed at integrating state-trait modelling with technological and cultural contexts to achieve scalable and equitable safety improvements.

Abstract 3310

DRIVING ANGER: A 30-YEAR JOURNEY AND THE ROAD AHEAD

Stephens A.*

Monash University Accident Research Centre ~ Clayton, Victoria ~ Australia

Driving anger has been a recognized psychological construct for over three decades, shaping the understanding of emotional responses behind the wheel. At the 2014 International Conference of Applied Psychology, a symposium was held celebrating 20 years of driving anger research. As part of that symposium, a talk titled Driving Anger: A 20-Year Journey—Where Have We Been and Where Are We Going? was presented. This presentation revisits that milestone and extends the narrative by examining developments over the past decade.

The talk begins by revisiting foundational definitions of anger and tracing the trajectory of research since the concept's inception. Particular attention is given to situational triggers—those moments and contexts that provoke anger in drivers—and explores whether these triggers have evolved in response to shifting demands on modern drivers, such as increased congestion, technological distractions, and changing road cultures.

Recent Australian research is highlighted, including findings from an online program designed to support drivers recognise their anger while driving, and avoid or manage that before it becomes aggression (the Reducing Aggressive Driving Program). Insights are also drawn from a nationally representative survey using the Measure for Angry Driving—a contemporary scale developed to assess the prevalence and intensity of driving anger in today's transport landscape.

The presentation concludes by posing a forward-looking question: What will the next decade reveal about driving anger? Will it remain a persistent challenge within the transport system, or will new interventions and societal shifts reshape its impact?

Abstract 3311

ANGER EXPRESSION AND REGULATION IN DRIVING CONTEXTS: BEHAVIORAL, VERBAL AND ACOUSTIC EVIDENCE

Biassoni F.*

Catholic University of the Sacred Heart ~ Milano ~ Italy

Research in psychology has consistently highlighted the role of anger in shaping risky behaviors, yet relatively little is known about the processes through which anger is expressed and regulated in driving contexts. While models of emotion regulation (Gross, 1998; 2015) have demonstrated the effectiveness of strategies such as cognitive reappraisal across a range of situations, their impact on anger expression during driving remains underexplored. The present study was designed to investigate both the verbal and acoustic markers of driving anger, and to test whether cognitive reappraisal could attenuate its behavioral manifestations.

Forty-four participants completed two simulated driving scenarios: a neutral baseline and an anger-inducing task. Speech and driving behavior were recorded throughout. Participants were randomly assigned either to a reappraisal condition, in which they were instructed to cognitively reframe anger-provoking events, or to a control condition without regulation instructions.

Results showed that the anger-inducing scenario elicited increased traffic violations, horn-honking, and cursing. Vocal acoustic analyses revealed only minimal variation, consistent with the “cold anger” profile described in the literature, rather than the heightened arousal typical of “hot anger.” Importantly, cognitive reappraisal was found to reduce the number of traffic violations, though it had no significant impact on other behavioral or acoustic indicators.

These findings contribute to enrich our understanding of the expressive and regulatory components of anger in the driving context, and underscore the selective effectiveness of cognitive reappraisal. In addition, the results may inform the development of psychological training programs and digital tools designed to support drivers in managing driving anger and enhancing road safety.

Abstract 3312

A COMPARISON OF ANGER EXPRESSION BETWEEN DRIVERS AND CYCLISTS IN DENMARK

Møller M.*

Technical University of Denmark ~ Kgs. Lyngby ~ Denmark

Previous studies have identified both person and vehicle related differences in road user aggression. With increasing attempts to promote cycling knowledge on anger expression among cyclists and differences between anger expression between cyclists and drivers is increasingly relevant. Therefore, a study was conducted with the purpose to compare self-reported anger expression among drivers and cyclists in Denmark. This talk will present the main results.

The study was based on the short form of the driving anger expression inventory (DAX-short, 15-item) as well as an adapted version of the DAX for cyclists (CAX, 14 items). Data was collected via an online survey including 2000 inhabitants of Denmark. A principal component analysis confirmed the 4-factor solution for both the DAX and the CAX which differentiates between (1) personal physical aggressive expression, (2) use of a vehicle to express anger, (3) verbal aggressive expression and (4) adaptive/constructive expression. Results showed that drivers scored higher on verbal aggressive expression than cyclists did, while there was no significant difference in constructive expression. The subscales for drivers and cyclists showed significant relations to age, gender, self-reported aggressive behaviours and traffic fines. Thus, women scored lower on physical anger expression, while older people scored higher on constructive anger expression. The effect of age and gender on anger expression among drivers and cyclists remained significant when controlling for exposure and other factors in linear regression analyses. These analyses also showed a relationship between a positive attitude towards driving and higher levels of anger expression among drivers, while this was not the case for cyclists.

Abstract 3313

DRIVING BEHAVIOR UNDER THE INFLUENCE OF STRESS AND IRRITATION

Björklund G.*

VTI ~ Stockholm ~ Sweden

In a previous study, based on self-reports, we found that drivers who themselves exceed the speed limit become less irritated when they see other drivers driving recklessly. In this study, we investigated this phenomenon in more detail. Sixty drivers were asked to drive a 17-kilometer route in a driving simulator. Several irritation-provoking situations occurred during the drive where some of them were the same as the situations in the Driving Anger Scale (DAS), which the drivers also were asked to fill out. Some examples of situations that were presented: a driver in front passing a traffic signal when red, a driver is driving very slowly in front, and a driver is weaving in and out of traffic.

The participants were instructed that they were going to the airport. Half of the participants were told that they were delayed and therefore were in a hurry. These participants received economic incitement to drive fast to their destination whereas the participants not in a hurry received a fixed amount as compensation.

Not surprisingly, the results show that participants in the stressful condition had a higher average speed while driving at sections with speed limits of 70 and 90 km/h and kept a smaller distance to the car in front. Of greater interest was that drivers who reported being less irritated when other drivers drove recklessly actually tended to drive faster and also to keep a shorter distance to the vehicle in front. Similarly, drivers who reported being more irritated when others obstructed them tended to keep a shorter distance to the vehicle in front. However, the results were not entirely unambiguous, and the phenomenon requires further investigations to find the right measures to diminish speeding and reckless driving.

13 - Division 13: Traffic and Transportation Psychology

Social Norms, Culture, and Traffic Climate 2

Friday 24 July 2026 from 15:30 to 17:00

(L-Lorenese)

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1163

CULTURE, CLIMATE, AND SPEED: A CROSS-CULTURAL SIMULATOR STUDY OF DRIVING BEHAVIOUR

Budak N.*[1], Brijs K.[2], Brijs T.[2], Ozkan T.[1]

[1]Department of Psychology, Middle East Technical University ~ Ankara ~ Turkey, [2]School of Transportation Sciences, Transportation Research Institute, Hasselt University ~ Hasselt ~ Belgium

Speeding is a major contributor to road crashes worldwide, but its psychological determinants may vary across cultural contexts. Cultural values, such as individualism–collectivism, influence driver behaviours. Nevertheless, little is known about how these values combine with perceptions of the driving environment to influence speeding, especially across countries with contrasting cultural profiles such as Türkiye and Belgium. This study is the first to investigate this using driving simulators in a cross-cultural design.

The interaction between cultural orientations and perceived traffic climate to predict speeding, and how these interactions differ between Türkiye and Belgium, was investigated. Eighty-six drivers (42 Turkish, 44 Belgian) completed the vertical–horizontal individualism-collectivism scale and traffic climate scale to evaluate perceptions of their country's traffic climate. This scale includes three subfactors: internal requirements (skills and effort required by the driving task), functionality (safe, organised, efficient system), and external affective demands (emotional engagement required from road users). They performed a driving simulator task and reported perceptions regarding the traffic climate of the simulator's environment. Moderated moderation analyses were conducted in SPSS (PROCESS macro), using country as a moderator.

Country-related results showed that Turkish drivers high in horizontal-individualism drove slower when internal requirements were low, but faster when high. Moreover, drivers high in vertical-collectivism drove slower when they perceived the system as functional. These patterns did not emerge in Belgium. As Belgium is an individualistic country, most drivers might share individualistic orientation, making it less distinctive, whereas in more collectivistic Türkiye, individualistic tendencies stand out more strongly. Simulator-related results showed that horizontal-individualism predicted faster driving when emotional demands were perceived as low in Türkiye, while Belgian drivers tended to speed under high emotional demands.

These findings suggest that individualistic tendencies shape risky driving only under certain perceived environmental conditions, and these mechanisms are culture-specific. These findings will be discussed in light of existing literature.

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 11: Sustainable cities and communities

Abstract 1214

EXPECT THE UNEXPECTED: DRIVERS' ANTICIPATIONS VS. LEGAL NORMS IN MOROCCAN TRAFFIC

Cherifi Z.*[2], Guillo D.[1]

[1]CNRS (French National Center for Scientific Research) ~ Paris ~ France, [2]Africa Institute for Research in Economics and Social Sciences, Mohammed VI Polytechnique University ~ Rabat ~ Morocco

Introduction. Driving a car requires anticipating how situations will unfold, making decisions under uncertainty, and respecting regulations. In Morocco, the road system includes a points-based license, visible police presence, and signage that largely follows international standards. Despite this formal framework, violations are widespread and often socially tolerated. This contrast highlights a paradox: drivers operate within a system designed around legal norms, yet their daily anticipations must also account for behaviors that routinely disregard them. This raises a central question: how do drivers' expectations of what is likely to happen align with their knowledge of what the law requires?

Purpose. This study examines the gap between Moroccan drivers' expectations of imminent traffic events and their knowledge of legal norms. It tests the hypothesis that drivers' anticipatory judgments diverge from their internalized knowledge of traffic laws.

Methods. The experiment will present licensed Moroccan drivers with dashcam clips paused before critical events. For each clip, participants will answer two questions: (1) what they expect to happen next, and (2) what the law requires. These tasks are embedded in a structured survey that also records sociodemographics, driving history, and exposure. Regression models will then test how experience predicts alignment or divergence between anticipations and legal knowledge.

Predicted Results. We predict systematic discrepancies between hazard anticipation and law knowledge, with driving experience playing a major role. We also expect to identify scenarios where normative violations are anticipated yet socially normalized.

Conclusion. By contrasting expectations with legal rules, this study shows how drivers adapt to a context where formal enforcement exists but violations remain routine. The results will inform road safety strategies aimed at narrowing the gap between what drivers expect and what the law requires, contributing to safer and more context-sensitive interventions.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 204

APPLYING AN EXTENDED THEORY OF PLANNED BEHAVIOR TO EXAMINE YOUNG DRIVERS' INTENTIONS TO WATCH VIDEO MESSAGES AND READ TEXT MESSAGES

Kaye S.*, Rodwell D., Lewis I.

Queensland University of Technology (QUT) ~ Brisbane ~ Australia

Introduction: Young adults (aged 17-25 years) are one group of drivers who commonly self-report using a handheld smartphone while driving. While previous research has focused on using a handheld smartphone to make or receive calls, or send and respond to text messages, smartphones have since evolved to support other features, such as video messaging. Purpose: This study extends upon previous research by applying an extended Theory of Planned Behavior (TPB), with additional predictors of moral norms, descriptive norms, and anticipated regret, to examine young drivers' intentions to use a handheld smartphone to watch video messages and read text messages while driving. Method: Young drivers (N=229, Mage=19.41, 78% female) who resided in Australia completed a 20-minute online questionnaire. Results: Reading text messages on a handheld smartphone while driving was more prevalent, with 29.7% of participants reporting sometimes to always reading a text message, and 4.4% reporting sometimes to very often watching a video message while driving. Two hierarchical multiple regressions assessed the extent to which the standard TPB constructs of attitudes, subjective norms, and perceived behavioral control (PBC; Step 1), and moral norms, descriptive norms, and anticipated regret (Step 2) predicted intentions to use a handheld smartphone to (i) watch video messages and (ii) read text messages while driving. The constructs significantly accounted for 50.8% and 45.2% of the variance in intentions to use a smartphone to watch video messages and read text messages while driving, respectively. Attitudes, subjective norms, PBC-capability, and moral norms were significant predictors of intentions to perform both behaviors. Anticipated regret was a significant predictor of intentions to watch a video message, and descriptive norms was a significant predictor of intentions to read a text message. Conclusions: Attitudes, subjective norms, PBC-capability and moral norms could be targeted by interventions to reduce handheld smartphone use while driving.

Division 13: Traffic and Transportation Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1196

WHEN RULES MEET RISKS: HOW CYCLISTS' KNOWLEDGE, PERCEPTIONS AND CRASH INVOLVEMENT RELATE TO BEHAVIOUR

Öztürk I.*[1], O'hern S.[1], Useche S.A.[2]

[1]University of Leeds ~ Leeds ~ United Kingdom, [2]University of Valencia ~ Valencia ~ Spain

Despite multiple efforts to increase cyclists' awareness of traffic regulations, the way in which rule knowledge translates into safer behaviours remains insufficiently understood, as do the conditions under which these effects are stronger (e.g., Volgemute et al., 2024). This study examines whether risk perception mediates the relationship between cyclists' knowledge of traffic rules and their self-reported behaviours, and whether previous crash involvement moderates these effects. Data were drawn from 6845 cyclists from 19 countries (aged 18-83 years; M = 36.88, SD = 14.65), a dataset published by Useche et al. (2024). It includes the Cycling Behaviour Questionnaire (CBQ; measuring violations, errors, and positive behaviours) and the Risk Perception and Regulation Scale (RPRS; assessing cyclists' risk perception and their self-reported knowledge of traffic norms). A moderated mediation model was applied, controlling for age, gender, and country. Results suggest that cyclists with greater rule knowledge report higher risk perception, with this association stronger among those who had not experienced a crash. Rule knowledge was negatively related to violations only for previously crash-involved cyclists, whereas higher risk perception was consistently associated with fewer violations, slightly more strongly among those having suffered cycling crashes. Both rule knowledge and risk perception were associated with fewer errors and more positive behaviours. The effects on errors are more pronounced for those who have experienced at least one crash, whereas no interaction effects were observed on positive behaviours. The benefits of rule knowledge are more pronounced and direct on errors (negatively) and positive behaviours (positively). Overall, findings position risk perception as a proximal mechanism linking rule knowledge to actual riding behaviour and suggest pairing rule training with hazard perception to maximise safety gains.
Results suggest that cyclists with greater rule knowledge report higher risk perception, with this association stronger among those who had not experienced a crash

Division 13: Traffic and Transportation Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities SDG 10: Reduced Inequalities

Abstract 1194

NAVIGATING THE COMMUTE: STRESS, TRAFFIC CLIMATE, AND TRAVEL SATISFACTION IN WEST YORKSHIRE

Öztürk I.*[1], Pitcher P.[2], Revell R.[3], Hudson N.[2], Lehtonen E.[4], Markkula G.[1], Jamson S.[1], Merat N.[1]

[1]University of Leeds ~ Leeds ~ United Kingdom, [2]West Yorkshire Combined Authority ~ Leeds ~ United Kingdom, [3]Leeds City Council ~ Leeds ~ United Kingdom, [4]VTT Technical Research Centre of Finland Ltd. ~ Helsinki ~ Finland

Commuting constitutes a routine aspect of daily life, exerting cumulative effects on both physical health and psychological well-being. This study explores variations in commuting stress and examines the relationship between commuting stress, traffic climate, and travel satisfaction among residents of West Yorkshire, United Kingdom. A cross-sectional survey of 935 adults was conducted, using Multimodal Commuting Stress Scale, Traffic Climate Scale, Scale for Travel Satisfaction, and detailed demographic and commuting characteristics. The analyses revealed distinct modal and socio-demographic patterns. Regular users of public transportation reported lower levels of satisfaction with their travel experiences and experienced greater psychophysical strain compared to regular drivers and pedestrians. Drivers encountered fewer issues related to physical safety and security than both public transport users and pedestrians. Pedestrians reported being less affected by travel hindrances and inefficiencies. In comparison to drivers, public transport users perceived the traffic system as less safe, characterised by reduced functionality and increased emotional demands. Men reported to experience greater travel satisfaction, along with lower psychophysical strains, safety and security concerns, and internal requirements than women. Older road users reported greater travel satisfaction and internal requirements, alongside reduced psychophysical strain, inefficiency, and inconvenience. Among the demographic factors and constructs associated with commuting stress and traffic climate, functionality and internal requirements were positively, and external affective demands, inefficiency and inconvenience, psychophysical strain, and travel hindrance were negatively associated with travel satisfaction. The findings indicate that higher commuting stress is associated with lower travel satisfaction and commuters who frequently use public transportation experience heightened safety concerns and psychological stress. The findings identify leverage points for reducing stress and enhancing the day-to-day travel experiences in West Yorkshire. Practically, the results support investments aimed at improving reliability of public transport and promoting active travel and courteous, rule-abiding behaviours among road users.

Division 13: Traffic and Transportation Psychology Division 8: Health Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 807

EXAMINING COMMUNITY PERCEPTIONS ABOUT CANNABIS USE AND DRIVING USING AN EXTENDED PROTOTYPE/WILLINGNESS MODEL

Porter M.[1], Rodwell D.*[2]

[1]Queensland University of Technology ~ Brisbane ~ Australia, [2]MAIC-QUT Road Safety Research Collaboration ~ Brisbane ~ Australia

Introduction: Most research assumes driving under the influence of cannabis (DUIC) is the outcome of deliberate decision-making, neglecting the possibility that many DUIC episodes may be unplanned. The Prototype Willingness Model (PWM) conceptualises two decision-making pathways: a 'reasoned action' pathway that is conscious, rational and goal directed and a 'social reaction' pathway that is semi-conscious and primed by social and situational cues. Purpose: This study investigated the applicability of both PWM pathways, and subjective norms and Perceived Behavioural Control (PBC) from the Theory of Planned Behaviour, to DUIC decision making among cannabis users and non-users. Method: Australian drivers (N = 357, M = 24.54 years, SD = 11.01 years; 74.2% female; 44% never used) completed a 20-minute online questionnaire. Three hierarchical multiple regressions were conducted. These analyses tested theoretically deduced hypotheses as well as exploratory relationships between the predictors and dependent variables on different PWM pathways (intentions/expectations, willingness), and the influence of injunctive norms and PBC. Step 1 included control variables (gender, general attitudes towards cannabis use, and cannabis user group); steps 2 and 3 added the PWM constructs depending upon the pathway being examined (perceived vulnerability, descriptive norms, prototype favourability and similarity) and injunctive norms; PBC was entered in step 4. Results: The regressions accounted for between 14.8% and 17.9% of the variance in intentions, expectations and willingness to DUIC. Consistent significant positive predictors in each regression were descriptive norms and injunctive norms; counterintuitively, overall attitudes was a consistent negative predictor. Against theoretical expectations, perceived vulnerability predicted willingness only, and prototypes were not significant predictors in any analysis. Conclusion: Descriptive and injunctive norms may be important targets for interventions to prevent DUIC. Further research is needed to confirm if more positive general attitudes towards cannabis are predictive of lowered DUIC intentions, expectations and willingness.

13 - Division 13: Traffic and Transportation Psychology

Personality, Emotions, and Mental Health in Transportation

Saturday 25 July 2026 from 08:00 to 09:30

(T-Monumentale)

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 13: Traffic and Transportation Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1887

EXAMINATION OF THE WELL-BEING OF INDIVIDUALS WHO DEVELOPED POST-TRAUMATIC STRESS DISORDER AFTER TRAFFIC ACCIDENTS

Bekçi Gökçeoglu N.*[1], Yilmaz S.[2], Öz B.[1]

[1]Middle East Technical University ~ Ankara ~ Turkey, [2]Department of Psychology, Faculty of Arts and Sciences, Ufuk University ~ Ankara ~ Türkiye

Abstract

Transportation is a fundamental component of social infrastructure, ensuring access to education, healthcare, employment, and social life. While safe and efficient systems protect mobility rights, support economic development, and foster social integration, traffic accidents remain a major public health concern with severe physical, psychological, social, and economic consequences. This study investigates factors influencing the well-being of individuals who developed Post-Traumatic Stress Disorder (PTSD) symptoms following traffic accidents. Eleven participants (5 men, 6 women; aged 25–69, M = 42.7) with 2–45 years of driving experience (M = 18.5) were interviewed using semi-structured questions based on Seligman's PERMA model. Thematic Analysis revealed that participants' accounts of well-being corresponded to PERMA dimensions—positive emotions, engagement, relationships, meaning, and accomplishment—while also reflecting the impact of accident severity and material/physical damage. The psychoanalytic interpretation, grounded in Lacanian theory, offered a deeper analytic reading of these themes. Positive emotions often functioned as counter-reactions, deployed defensively to manage traumatic affects. Engagement and accomplishment were linked to avoidance strategies, reflecting efforts to channel psychic energy away from the site of trauma. Narratives around relationships revealed processes of symbolization: by recounting their experiences, participants transformed the unspeakable real of the accident into the symbolic order, enabling meaning-making and partial integration. In this sense, well-being was not a simple restoration of balance but a reorganization of subjectivity, where traumatic growth occurred through symbolic mediation rather than the erasure of trauma. These findings highlight the analytic dimension of post-traumatic well-being following a traffic accident and emphasize the centrality of the symbolic in structuring responses to trauma. Future studies may examine how integrating positive psychology frameworks with psychoanalytic interpretations can inform intervention strategies, offering implications for both clinical practice and public health policies in the context of traffic or other relevant fields of application.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 471

FRENCH DRIVERS' REHABILITATION PROGRAMS: GENDER DIFFERENCES IN PSYCHOLOGICAL RESOURCES AND VULNERABILITIES

Karras M.*[1], Delhomme P.[2], Csillik A.[3]

[1]Paris Nanterre University ~ Nanterre ~ France, [2]Gustave Eiffel University, Planning Mobilities Environment Department ~ Versailles ~ France, [3]Lorraine University ~ Metz ~ France

Background: Although driving risk taking appears to be mainly male, an increase in driving violations has been observed in recent years among French female drivers. The main objective of the present study was to explore the driving behaviors, psychological resources, and vulnerabilities of female and male driving offenders participating in a French driver rehabilitation program. The second aim was to examine to what extent females' and males' resources and vulnerabilities predicted their violations, engagement in distracting activities while driving, and prosocial driving behaviors.

Method: In the course of 110 rehabilitation programs, 1686 driving offenders (22.4% females) were asked to complete a self-assessment questionnaire on psychological resources and risk factors (empathy, primary psychopathy, impulsivity, driving related sensation seeking (DRSS), mindfulness and self-compassion), and driving behaviours. We controlled the mileage, driving experience, ticketed offences and crashes.

Results: Compared to male offenders, females were more likely to have received a higher education, be divorced, or separated, and drive fewer annual kilometers. They also had had fewer demerit points than males in the last three years. They were more empathetic but also more impulsive than their male counterparts and less self-compassionate and mindful. Regression and moderation analyses revealed that, across genders, certain psychological resources such as mindfulness can be considered as protective factors for driving offenders as they tend to decrease dangerous behaviors and increase prosocial ones, while vulnerabilities such as aggressive driving anger expression seem to have the opposite effect.

Conclusion: Our results provide a better understanding of driving offenders' behavior and the influence of personal dispositions. They also open new interesting research avenues in the prevention of dangerous behaviors among this high-risk population.

Division 13: Traffic and Transportation Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1833

WHEN ANGER CHANGES LANES: ORIGIN OF ANGER AND PERSONALITY IN TRAFFIC AGGRESSION

Oker K.I.*, Budak N., Öz B.

Middle East Technical University ~ Ankara ~ Turkey

Aggressive driving is a public-safety threat that often reflects displaced aggression, anger redirected from its original source. In traffic, anger can originate inside the vehicle (e.g., passenger conflict) or outside it (e.g., congestion). Driving's cognitive load and anonymity may facilitate such redirection. Personality traits; Negative Valence (antagonistic style), Neuroticism (affective reactivity), Agreeableness, and Conscientiousness may differentially shape these behaviors. This study examined the role of basic personality traits in predicting displaced aggression in traffic, distinguishing between aggression due to anger generated inside the vehicle (InsideDA) and outside the vehicle (OutsideDA). A total of 520 drivers completed a two-subscale traffic displaced-aggression measure (InsideDA, OutsideDA) and the Basic Personality Traits Inventory assessing six sub-dimensions: Agreeableness, Extraversion, Openness-to-Experience, Conscientiousness, Neuroticism, and Negative Valence. Correlations, multiple regressions, and manual dominance analysis were conducted to determine the relative importance of personality predictors. For InsideDA, dominance analysis indicated that Negative Valence was the strongest predictor (47%), followed by Neuroticism (28%), Agreeableness (18%), and Conscientiousness (7%). For OutsideDA, Neuroticism (38%) emerged as most influential, followed by Negative Valence (34%), Agreeableness (17%), and Conscientiousness (12%). Regression analyses converged on Neuroticism and Negative Valence as key positive predictors, with smaller protective effects of Agreeableness and Conscientiousness. These findings demonstrate that the origin of anger modulates the personality–aggression link: when anger arises inside the vehicle, displaced aggression is primarily driven by hostile interpretative tendencies (Negative Valence), whereas when anger originates outside the vehicle, it is best explained by emotional instability (Neuroticism). Low Agreeableness and Conscientiousness consistently amplified aggression, though to a lesser extent. Overall, results contribute to theoretical understanding of displaced aggression in traffic contexts and emphasize the practical importance of integrating personality-based risk factors into driver education, anger management interventions, and traffic safety policies.

Division 13: Traffic and Transportation Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1739

RETAINING SEAFARERS IN THEIR PROFESSION AT SEA

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There is currently a global shortage of personnel in the shipping industry, and getting seafarers to remain in their professions at sea is one of the industry's major challenges. The aim of this study was therefore to increase the knowledge of the factors that facilitate, but also those that hinder, seafarers to pursue a lifelong career at sea.

A review of international literature and a web survey with Swedish maritime students were conducted. The literature review revealed a structure based on geography and ethnicity. While all seafarers are affected by factors such as separation from family/friends and poor working conditions, seafarers from low-wage Asian countries are also affected by poorer conditions in the form of unfair recruitment, lower salaries and fewer promotion opportunities.

As a negative mismatch between maritime students' expectations and the reality of their future careers at sea creates dissatisfaction and can lead to an early transfer to a job ashore, the web-survey focused on student's expectations. The results showed that we need to make sure that the students can be proud of their choice of work, give them opportunities for personal development and make sure their tasks at work are interesting to retain them in their professions at sea.

In summary, while some of the factors affecting seafarers' decision to pursue a lifelong career at sea are the same for everyone, others differ depending on geographic and ethnic origin. Furthermore, examining students' expectations of their future careers at sea is important to avoid dissatisfaction and an early transfer to a job ashore.

Division 13: Traffic and Transportation Psychology Division 4: Environmental Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 366

POSITIVE DRIVER BEHAVIORS: INNATE DISPOSITION OR SHAPED THROUGH TRAINING?

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Introduction: Positive driver behaviors—including smooth and proactive mobility, environmentally sustainable practices, and risk communication—play a crucial role in fostering safer and more responsible traffic environments. However, the extent to which these behaviors are influenced by stable personality traits versus learnable driver competencies remains insufficiently understood. Purpose: This study examined the relative predictive power of personality and driver skills across three dimensions of positive driver behavior. Method: A total of 525 licensed drivers (51% female; age range = 18–65) completed self-report measures, including the Basic Personality Traits Inventory (BPTI), the Driver Skills Inventory (DSI), and the three subscales of the Multidimensional Positive Driver Behavior Questionnaire (M-PDBQ): Smooth and Proactive Mobility (SPM), Environmentally Sustainable Behaviors (ESB), and Risk Communication (RC). For each outcome, hierarchical regression analyses were conducted in three steps: (1) demographic variables such as age, gender, annual mileage (2) personality traits, and (3) driver skills. Result: Results showed that personality traits significantly predicted all three types of positive driver behaviors (ΔR^2 = .204 for SPM, .111 for ESB, and .173 for RC; all ps < .001), underscoring the role of individual dispositions. Notably, driver skills explained additional variance beyond personality traits (ΔR^2 = .178 for SPM, .043 for ESB, and .062 for RC; all ps < .001), indicating that these behaviors are not entirely fixed but can be modified through training and experience. Conclusion: In conclusion, while positive driver behaviors are partly rooted in personality, they are also meaningfully associated with competencies that can be developed. These findings suggest that targeted driver education programs focusing on hazard anticipation, self-regulation, and eco-driving may effectively enhance prosocial and responsible driving across multiple behavioral domains.

Division 4: Environmental Psychology Division 11: Political Psychology Division 13: Traffic and Transportation Psychology SDG 11: Sustainable cities and communities SDG 13: Climate Action SDG 16: Peace, Justice and Strong Istitutions

Abstract 4933

CITIZENS, NOT EGOISTS: DIFFERENTIATED RESPONSIBILITY, COLLECTIVE EFFICACY AND POLICY LITERACY INFLUENCE TRANSPORT POLICY ACCEPTANCE IN AUSTRIA

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Ambitious transport policy is widely considered necessary but politically constrained by assumed public resistance. Moving beyond individualistic explanations of policy acceptance, this study investigates whether citizens adopt a civic-collectivistic perspective when evaluating transport policies and whether policy literacy shapes their support. Drawing on a representative online survey of 2,041 Austrian residents, we examine the determinants of acceptance for an overall policy package and eleven specific policies (e.g., speed limits, fuel tax, road pricing, public transport improvements). Controlling for established determinants (e.g. socio-economics, environmental attitudes, trust in government, effectiveness), we introduce three underexplored determinants: collective efficacy, differentiated responsibility, and policy literacy. Policy literacy is operationalized as the correspondence between respondents' subjective ranking of policy effectiveness and expert-based objective rankings. Socio-economic characteristics explain little variance in acceptance. Perceived co-benefits and effectiveness emerge as the strongest determinants, replicating previous acceptance research. Collective efficacy and differentiated responsibility exhibit small but significant unique effects, particularly for support of overall policy packages. Policy literacy varies substantially across individuals and is, on average, low: respondents produce near-random rankings of policy effectiveness. Nevertheless, higher policy literacy is consistently associated with higher policy acceptance. Citizens seem to consider public interests besides their private needs when evaluating transport policy. However, they hold widespread misconceptions about policy effectiveness. Their substantial deficiencies in policy literacy may lead to political frustration, when citizens demand policies that they believe to be effective, but these policies have little actual impact. Transport and climate policy should therefore communicate more explicitly in terms of common goods and should deploy educative formats that explain not only expected policy impacts but also underlying mechanisms.

13 - Division 13: Traffic and Transportation Psychology

Behaviour Change and Psychological Interventions in Transportation

Saturday 25 July 2026 from 12:00 to 13:00

(J-Spadolini)

Division 13: Traffic and Transportation Psychology Division 7: Applied Gerontology Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1212

"SEE BIKE, SAY BIKE": USING THE PHONOLOGICAL LOOP TO REDUCE JUNCTION CRASHES.

Chapman P.*

University of Nottingham ~ Nottingham ~ United Kingdom

Drivers often crash into oncoming motorcyclists after making what has been termed the "looked but failed to see" error. This is a major cause of fatalities on the roads worldwide. Recent research in an advanced driving simulator has suggested that some of these crashes may actually be caused by a failure of short-term memory rather than a failure of visual search. To explore this finding further the current study uses a simulated junction-crossing task where drivers have to repeatedly decide whether a junction is safe to cross while making head movements to the left, ahead, and to the right. Like everyday driving, this task requires the driver to make their crossing decisions based on a combination of the information they are looking at and their memory for information from their last two head movements. This task is surprisingly hard to do and drivers make potentially dangerous crossing errors (deciding the junction is safe to cross even though they have recently viewed an oncoming vehicle). Subsequent memory tests demonstrate that their memory for both the presence and details of recently inspected vehicles is remarkably poor. One possible way to prevent these crossing errors may thus be to improve drivers' short-term memory capacity for relevant visual information. The current paper explores an intervention where 60 drivers performing the crossing task say the word "bike" out loud every time they see an oncoming motorcycle. This simple intervention does indeed improve drivers' memory for oncoming vehicles compared to 60 drivers in a control condition. This is presumably because relevant information is still available in the phonological loop component of working memory even when the visuospatial system is overloaded. This may provide an easy way to reduce the very high rate of motorcycle casualties internationally.

Division 13: Traffic and Transportation Psychology Division 14: Applied Cognitive Psychology SDG 11: Sustainable cities and communities

Abstract 1321

OBSERVING TO INTERVENE: A NATURALISTIC STUDY OF RISKY ROAD USER BEHAVIOUR IN GREECE

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Introduction
Greece continues to report relatively high rates of serious road traffic injuries and fatalities compared to other European countries. Phone distraction, low seatbelt use in cars, and low helmet use for motorcyclists have been observed. A research gap exists for the role of road users' observed gender in these behaviours.
Purpose
In this study we use naturalistic observation to register safety-related behaviour of car occupants and motorcycle riders in Greece.
Method
Traffic was observed in Athens, Heraklion, and Psachna, between October 2024 and January 2025. A total of 15,288 road users were observed, 6,693 car occupants and 8,605 motorcyclists. Trained coders analysed the first 10 minutes of each daylight hour to capture seatbelt use of car occupants and helmet use of motorcycle riders (drivers and passengers). Observed gender for car occupants and motorcycle riders was registered. In addition, phone use was registered for car drivers and motorcycle drivers (but not for other occupants/passengers).
Results
Average seatbelt use was critically low at 56% and decreased further for front (51%) and rear-seat passengers (21%). Motorcycle driver helmet use varied from 98% (Heraklion) to 60% (Psachna), with an average 33% lower use among passengers. Mobile phone use was registered for 13% of car drivers, and considerably lower for motorcycle drivers (2.2%). Female road users had significantly higher helmet use and seatbelt use when controlling for their position in the car / motorcycle. Cars with female drivers had significantly higher seatbelt use among other occupants in the vehicle. However, average phone use did not differ significantly between female and male drivers.
Conclusions
Female road users in Greece behaved safer than male road users for crash severity related variables (helmet and seatbelt use). Increased female driver seatbelt use "transferred" to other car occupants. This gender-related effect was not found for distraction behaviour (phone use).

Division 13: Traffic and Transportation Psychology Division 10: Psychology, Law, and Ethics Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 124

VISITING TRAUMA CENTRE: DOES REDUCE THE ROAD TRAFFIC ACCIDENTS?

Tiwari R.*

Gandhi Shatabdi Smarak Post Graduate College, Koilsa, Azamgarh ~ Azamgarh ~ India

Road traffic accidents are one of the major causes of death of people in the world. This problem is increasing day by day at the global level. Low and middle income countries are most affected by road traffic accidents. Due to the dangerous and worrying situation of the problem road traffic accidents, United Nations has proclaimed a Decade of Action for Road Safety 2021-2030. Despite educating and making people aware, this problem still remains a matter of concern and major causes of death worldwide. Near about 10 percent increments in road traffic accidents are found in India and death rates have increased by more than 20 percent in Uttar Pradesh. This is a worrying trend for country like India. This experiment has been conducted to find a more effective way of awareness and promote safety equipment. The present study hypothesized that a real life experience (visiting trauma center) may reduce speeding, distracted driving and promote safety measures in young drivers. The data were collected from 120 young participants (80 male and 40 female drivers, average age 21.4 years) from Azamgarh (Uttar Pradesh). The participants were divided into two groups: control group and experimental group. A monitoring team was also used to monitor the driving behavior of participants after the experiment. Statistical tool t-test were used to test the hypothesis. Analysis revealed that participants who were visiting trauma center show significant change in speeding, distracted driving. Analysis also revealed that participants who were visiting trauma center increasing trend for using safety measures. The findings were discussed in the light of existing literature.

14 - Division 14: Applied Cognitive Psychology

SPACES OF ACTION AND INTERACTIONS

Wednesday 22 July 2026 from 08:00 to 09:30

(N-Lorenese)

Valérie Gyselinck (univ. Gustave Eiffel ~ Versailles ~ Fran), Chair and Presenter

This symposium brings together leading researchers to discuss how humans perceive, represent, and adapt spatial boundaries across peripersonal, extrapersonal, and social contexts. By integrating perspectives from multisensory integration, motor control, memory, and navigation, the session highlights how space is not merely a physical dimension but a dynamic interface structuring both action and interaction.

Laurie Geers will present experimental evidence disentangling multisensory facilitation in peripersonal space from more general alertness effects, showing how looming stimuli differentially influence tactile versus auditory and visual detection. It challenges traditional assumptions about multisensory integration and point to new directions in clinical applications.

Yann Coello will extend this perspective by framing peripersonal space as a flexible interface between goal-directed action and social interaction. He will propose a model linking bodily space representation to social distance regulation, with implications for understanding atypical social processing in neuropathological populations.

Elena Gherri will examine how covert motor preparation, specifically lower-limb movements, influences spatial attention. Using ERP methods, she shows that preparing foot movements induces systematic attentional shifts toward effector and goal locations, revealing a close link between motor planning, spatial attention, and peripersonal space representation.

Valérie Gyselinck will explore how motor constraints shape spatial representations in memory, moving from reachable to navigable spaces. Her work highlights the differential contributions of upper- and lower-limb sensorimotor information in forming distance representations critical for environmental exploration and navigation.

Finally, Chiara Meneghetti will present evidence on individual differences in learning and navigating environments, focusing on the interplay of age, gender, cognitive abilities, and wayfinding preferences. These findings emphasize how navigation strategies and attitudes shape spatial learning in both real and virtual contexts.

Together, these contributions advance a unified perspective on how spatial representations bridge action and interaction. They underline the applied relevance of spatial cognition research for clinical assessment, rehabilitation, and urban design.

Abstract 3742

ANTICIPATING PHYSICAL CONTACT: DISENTANGLING MULTISENSORY INTEGRATION IN PERIPERSONAL SPACE FROM ALERTNESS EFFECTS

Geers L.*[1], Coello Y.[2]

[1]IPSY, UCLouvain ~ Leuven ~ Belgium, [2]SCALab, ULille ~ Lille ~ France

Being able to anticipate the impact of an external object on the body is crucial for generating the appropriate motor reaction. Accordingly, previous studies showed that looming visual or auditory stimuli near the body speed up responses to a tactile stimulation applied on body part targeted by the stimulus. The functional role of this facilitation implies that they should be exclusively visuo-tactile or auditory-tactile as the sensory consequences of the looming stimulus are predicted in relation to the expected impact on the body. The present study tested this assumption by comparing the facilitation effect of a looming visual stimulus on the detection of concurrent tactile, auditory, or visual stimulations. Participants were required to respond as fast as possible to a vibration on the chin, a sound or flash delivered at various moments of the trajectory of a visual ball looming towards them at eye level. Results showed that the closer the visual stimulus was, the faster stimulations were detected. This facilitation was similar for all types of stimulation whenever the visual stimulus was outside peripersonal space, i.e. further than 70 cm from the body, while it was greater for the tactile stimulation when the visual stimulus was within peripersonal space. Overall, these results indicate that a looming stimulus facilitates the detection of any event, possibly through increased alertness, with a special emphasis on tactile stimuli in peripersonal space, possibly through dedicated multisensory processes. Importantly, these results underscore the need to re-evaluate the facilitation effects induced by looming stimuli in clinical populations such as individuals with autism spectrum disorder or schizophrenia, to determine whether the alterations observed in these populations reflect atypical multisensory processing within peripersonal space, as previously assumed, or instead arise from differences in attentional modulation.

Abstract 3743

PERIPERSONAL SPACE AS A DYNAMIC INTERFACE BETWEEN ACTION AND SOCIAL INTERACTION

Coello Y.*

SCALab, ULille ~ Lille ~ France

Peripersonal space—the region immediately surrounding the body—has traditionally been conceived as a multisensory buffer supporting the control of goal-directed actions toward actionable objects. Recent advances, however, reveal its highly dynamic and adaptive nature, particularly in social contexts. I will argue that peripersonal space also plays a fundamental role in shaping social interaction, providing the bodily framework through which individuals regulate interpersonal distance, coordinate engagement, and adjust relational dynamics. Specifically, I will present a model that links peripersonal space representation with social space adjustment, highlighting the modulatory influence of emotional context. This framework will be further examined in relation to neuropathological conditions, where alterations in processing social cues may disrupt the alignment between peripersonal and social spaces.

Abstract 3744

EXPLORING THE LINKS BETWEEN COVERT RESPONSE PREPARATION AND SPATIAL ATTENTION: THE CASE OF LOWER LIMB MOVEMENTS

Gherri E.*

University of Bologna, Dipartimento di Filosofia ~ Bologna ~ Italy

Initial evidence suggests that the intention to execute a spatially-directed foot-movement can strongly modulate the representation of peri-personal space (PPS), as suggested by a weakened multisensory representation of the space around the initial foot location before movement onset. However, before concluding that PPS is directly modulated by the intention to execute a lower limb movement it is essential to evaluate the role of motor attention.
Purpose: Motor-induced shifts of attention have been consistently observed during the covert preparation of hand movements, as shown by spatially-specific modulations of visual and tactile processing close to the hand and to the movement goal. However, no study to date has investigated whether analogous sensory processing modulations can be found during the covert preparation of goal-directed foot movements. Here, we assess whether attention shifts occur also during the preparation of a lower limb movement and whether attention shifts are directed towards the movement effector, the goal location or both.
Method: We recorded event related brain potentials (ERPs) to task-irrelevant visual probes presented near the cued effector or goal location while participants covertly prepared a lower-limb movement as instructed by a response cues presented at the beginning of each trial. These cues specified the effector as well as the goal location of an upcoming movement.
Results should reveal systematic modulations of early visual components elicited by task-irrelevant probes presented near the cued effector and the cued goal-location. This study helps demonstrating that the covert preparation of a goal-directed foot movement induced shifts of attention able to modulate sensory processing close to movement-relevant locations. Analogously to hand movements, a close link between covert response preparation and attention shifts should be also present for lower limb movements. Motor-induced shifts of attention can potentially play a role in PPS modulations by lower limb movement planning.

Abstract 3745

FROM REACHABLE TO NAVIGABLE: MOTOR INFLUENCES ON SPATIAL REPRESENTATIONS IN MEMORY

Gyselinck V.*, Dutay J.

univ. Gustave Eiffel ~ Versailles ~ France

A number of studies have used interference paradigms to examine the impact of motor constraints on the perception of peri-personal space. They highlight the deleterious effects of manual or upper limb constraints on the perception of distances in this space, sometimes also referred to as reachable space, but not in the space just beyond. However, there has been less research on the exploration of extra-personal space requiring physical movement. The aim of this study is to examine different forms of extra-personal space, in particular extra-personal action space requiring motor movement, in order to highlight the role of sensorimotor information from the lower limbs. It will help inform which specific sensorimotor information contributes to the spatial representations present in memory, depending on whether we consider peripersonal or extrapersonal space, and identify the common processes involved. This work should shed light on our understanding of the perception and formation of distance representations in environmental exploration, navigation, and mobility situations.

Abstract 3746

NAVIGATING AND LEARNING THE ENVIRONMENT: INDIVIDUAL ABILITIES, PREFERENCES AND STRATEGIES AT WORK

Meneghetti C.*

University of Padova, General Psychology Department ~ Padova ~ Italy

The contribution presents an excursus of empirical evidence of the environment learning and navigation (in real and virtual environment) in relation to individual differences (in term of age and gender) and individual abilities (as mental rotation, working memory) and preferences (in term of wayfinding attitude as pleasure in exploring, self-efficacy).

14 - Division 14: Applied Cognitive Psychology

AI and Human–Technology Interaction 1

Wednesday 22 July 2026 from 09:30 to 11:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 1910

BUILDING AN AUGMENTED DINING EXPERIENCE: EXPLORING THE ARCHITECTURAL PILLARS FOR THE DEVELOPMENT OF A MIXED REALITY RESTAURANT

Bettelli A.*, Orso V., Costalunga F., Campanini M.L., Mingardi M., Buiatti E., Gamberini L.

Department of General Psychology, Human Inspired Technologies Research Center, University of Padova ~ Padova ~ Italy

Introduction: Dining experiences emerge from intertwined dimensions, including sensory, social, psychological, and environmental factors. Restaurants, as relational and multisensory contexts, exemplify this complexity. While prior research has highlighted the relevance of atmosphere and multisensory cues, the investigation has been limited by the difficulty of manipulating physical-world factors. Extended Reality provides a flexible approach to address this challenge, allowing systematic and controlled variation of environmental factors while preserving ecological validity.
Purpose: This work aimed to identify the critical aspects that need to be tackled for the design and development of a Hybrid Restaurant by involving expert professionals employed in the food sector.
Method: Semi-structured interviews were conducted with 27 professionals (mean age 40) from the restaurant industry, including chefs, store managers, maitre d's, architects, interior and digital designers, and floral designers. The questions explored how the dining area where guests consume meals was arranged and the aspects that were considered more relevant for shaping the experience. A thematic analysis approach was adopted for clustering similar notes.
Results: Four macroareas were identified: the dining area, table setting and mise-en-place, sensory qualities of the dish, and the overall experience. Specifically, the analysis emphasised recurring aspects across roles, such as lighting as a factor in creating atmosphere, the influence of colour in dish presentation, and the relationship between food and the surrounding environment. These insights oriented the development of the Hybrid Restaurant platform, which builds on Mixed Reality (MR). This platform allows for systematic manipulation of several factors and examines how environmental features affect taste, multisensory perception, emotional responses, and dining behaviours.
Conclusions: By building on professionals' perspectives, the Hybrid Restaurant platform establishes an experimental setting that bridges real-world dining practices with controlled manipulations. This approach illustrates the potential of MR as a methodological tool for investigating Human–Environment interaction in dining contexts, with implications for hospitality and design.

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 1994

PSYCHOLOGICAL AND SOCIAL IMPACT OF COLLABORATIVE ROBOTS IN SMALL WORK GROUPS

Nenna F.*, Nannetti M., Zanardi D., Filippi M., Monteleone G., Mingardi M., Gamberini L.

Università degli Studi di Padova ~ Padova ~ Italy

Introduction. The integration of collaborative robots (cobots) into industrial contexts raises fundamental questions about how human–robot teams organize work, distribute tasks, and maintain social cohesion. Moving beyond performance and production metrics, current research emphasizes the importance of psychological and social factors (e.g., trust, fairness, team cohesion) in determining the success of hybrid human–robot teams. In our research, we explore these dynamics by investigating how the presence of a cobot and the type of task assigned to it shape collaboration quality in small work groups.

Purpose. In this work, we explore these dynamics by investigating how the presence of a cobot and the type of task assigned to it shape collaboration quality and team climate in small work groups. The purpose is to provide empirical evidence on how cobot integration and task allocation affect both individual experiences and collective processes in teamwork.

Methods. In a controlled laboratory experiment simulating an industrial workcell, 26 triads of industrial operators performed assembly tasks. After working in a human-only team, the cobot was integrated as a third team member in the place of one human member, and when present, it was assigned either a logic-based task or a repetitive task. Data collection combined interviews, self-reports, behavioral observations and psychophysiological measures (eye-tracking, HRV, pupillometry), capturing together psychosocial dynamics (e.g., workload, trust, team cohesion) and cobot trust and acceptance.

Results. Preliminary analyses suggest a complex picture: while self-reports and behavioral indices sometimes point in different directions, they highlight that cobot presence and task assignments shape collaboration quality. Initial trends indicate that cobot influences social dynamics and operators' perceptions more than objective task performance.

Conclusions. This work highlights how cobot integration and task assignment critically shape the psychological climate of collaboration. These insights inform the design of human-centered cobot integration strategies that safeguard both productivity, team climate, and worker well-being.

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1836

WHEN ROBOTS MOVE LIKE US: PSYCHOLOGICAL AND BEHAVIORAL EFFECTS OF ROBOTS' HUMAN-LIKE KINEMATICS IN INDUSTRIAL COLLABORATION

Orlando E.M., Nenna F.*, Buodo G., Gamberini L.

University of Padova ~ Padova ~ Italy

Introduction: The emergence of collaborative robotics highlights the need to align technological design with human experience at work. In human–robot interaction (HRI), fluency, the smooth, adaptive, and coordinated interplay between partners, is a key determinant of collaborative quality. A critical aspect of fluency is motor coordination, namely the temporal alignment of actions between agents. Despite its relevance, little empirical evidence has examined how robot motion design shapes this coordination in applied settings.

Purpose: This study investigates whether human-like versus machine-like robot movements affect motor coordination with a human partner during collaborative assembly tasks, and whether this effect varies with the degree of interdependence between partners' actions.

Method: Twenty-two participants engaged in assembly tasks with a cobot under four conditions: high/low interdependence × human-like/machine-like motion. Human and cobot joint kinematics were tracked using a machine learning–based pose estimation model, focusing on the human right wrist and the cobot's end-effector. Coordination was assessed via self-reports and behavioral data (i.e., cross-correlation CC and mutual information MI between time series, as indicators of synchronous coupling). Repeated-measures ANOVAs tested the effect of movement style and interdependence on coordination.

Results: Results evidenced significant effects of condition on coordination indices. Post-hoc comparisons indicated that human-like kinematics in high interdependence tended to produce higher coordination than machine-like kinematics or low interdependence conditions, although adjusted contrasts reached only marginal significance.

Conclusions: Human-inspired kinematics foster greater motor coordination, particularly when collaboration requires high interdependence. These results suggest that biologically-inspired movements enhance fluency, and potentially improve trust and acceptance in human–robot collaboration. Future research should assess these aspects and broaden the focus to additional psychological and organizational outcomes, positioning motor compatibility as a key lever for sustainable and human-centered robotic design.

Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education

Abstract 1622

WHO BENEFITS FROM VIRTUAL REALITY TRAINING IN DENTAL EDUCATION? LEARNER CHARACTERISTICS AND LEARNING MECHANISMS

Panico L.M.*[1], Couso--Queiruga E.[2], Chappuis V.[2], Mast F.W.[1]

[1]Department of Cognitive Psychology, Perception, and Research Methods, University of Bern ~ Bern ~ Switzerland, [2]Department of Oral Surgery and Stomatology, University of Bern ~ Bern ~ Switzerland

Providing high-quality surgical training is a central challenge in dental education. Traditional hands-on practice of dental implant placement using plastic or cadaveric models is single-use and limited in availability. Virtual reality (VR) simulations offer a sustainable alternative, but evidence regarding their effectiveness for dental implantology training remains sparse. Research across disciplines has shown that VR may facilitate learning by boosting intrinsic motivation. At the same time, VR may increase extraneous cognitive load, which can hinder learning and counteract the motivational benefit. The aim of this study is to investigate which individual characteristics allow learners to benefit from high intrinsic motivation without experiencing increased extraneous cognitive load in VR training.

Dental implant placement was practiced either in a VR simulation or using actual surgical equipment and plastic models. Implant placement performance on a plastic model and knowledge retention were assessed as learning outcomes. Immersive tendency and prior VR experience were examined as moderators of VR learning effectiveness.

We will present results on how immersive tendency and VR experience moderate the effectiveness of VR versus traditional learning, with particular attention to intrinsic motivation and extraneous cognitive load as explanatory mechanisms.

By investigating learner characteristics alongside intrinsic motivation and cognitive load, this study contributes to the understanding of VR learning mechanisms and introduces a novel psychological perspective into the dental education literature. Knowing who benefits most from VR learning, and why, may help dental clinics tailor pre-clinical training to each learner's needs and characteristics, thereby maximizing learning effectiveness and optimizing educational resource use.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 4: Quality Education

Abstract 1268

PERCEIVED TRUSTWORTHINESS OF REAL VS FAKE NEWS AS A FUNCTION OF REAL PHOTO VS AI-GENERATED ACCOMPANYING IMAGE

Khanna P., Ramdhave A., Gupta M., Jain R., Arora S., Patki S.*

FLAME University ~ Pune ~ India

Concerns regarding vulnerability to misinformation and fake news have been raised by the rapid adoption and emergence of artificial intelligence (AI) in digital media, which has changed the journalism landscape. When juxtaposed against the lack of digital literacy, the spread of fake news across new media platforms poses a more serious challenge. The present study employed the Uncanny Valley effect to evaluate the impact of real photos versus AI-generated images on the perceived trustworthiness of real versus fake news. An experimental study was conducted with 155 participants who were presented with four combinations of stimuli: real news with a real photo, real news with an AI-generated image, fake news with a real photo, and fake news with an AI-generated image, in a randomized order. While the results did not show significant interaction effects between the type of news and the accompanying image, the main effects for the image were found to be significant. Real photos elicited higher trustworthiness compared to AI-generated images in the total sample, irrespective of whether the news was real or fake. The scores of participants across three age groups were also compared to understand how age affects the trustworthiness of news with AI-generated images. Results showed that participants aged between 40 to 50 years showed higher trust in AI-generated images compared to their younger counterparts (18 to 30 years old). The study's findings underscore the impact of accompanying images on determining the trustworthiness of news items. The study has implications for designing media awareness drives and digital literacy curriculum in the context of aspects like vulnerability to fake news and literacy about AI-generated content, especially among the digitally non-natives.

Division 14: Applied Cognitive Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1867

DIALOGUE OVER DIRECTIVES: HUMAN-CENTRIC INSIGHTS ON HUMAN-ROBOT COMMUNICATION IN INDUSTRY 5.0

Zanardi D.[1], Nenna F.[2], Gamberini L.[2], Pluchino P.*[2]

[1]Department of Developmental Psychology and Socialisation, University of Padova ~ Padova ~ Italy, [2]Department of General Psychology, University of Padova ~ Padova ~ Italy

Introduction. Recent developments in Cognitive Human–Robot Interaction (CHRI) have shifted the role of collaborative robots (cobots) from simple automated machines to intelligent partners able to interpret human intentions and adapt accordingly. In manufacturing, this transformation enables new interaction paradigms such as dynamic task allocation, where task assignments can be redistributed during work tasks according to user needs. While such dynamic adaptations should rely on equally dynamic communicative exchanges between the robot and the human, existing systems predominantly envision unidirectional communication—either cobot-to-human or human-to-cobot.

Purpose. With this work, we move beyond the robot-centric perspective and compare different human-robot communication protocols, including bidirectional human–cobot (BUC), unidirectional cobot-to-human (U-CU), and unidirectional human-to-cobot (U-UC) communication. We specifically focus on human perspectives and address the system's implications for psychological well-being.

Methods. We run an experimental study involving 34 participants collaborating on an assembly task involving dynamic task allocation in a shared workstation. The experiment took place in our highly ecological lab environment simulating an industrial workcell, where all participants completed the assembly task under three communication conditions (i.e., BUC, U-CU, U-UC). Data collected included explicit and implicit measures of cognitive load gained through self-reports and eye-tracking, perceived and behavioral performance metrics, and self-reported assessments of communication quality and teamwork.

Results. Results show that although BUC required longer communicative exchanges, participants rated it as the least frustrating condition. Task performance remained comparable across communication modalities, while BUC demonstrated the highest scores for perceived teamwork and communication quality. Interestingly, participants in the BUC condition evaluated identical allocation suggestions more positively than U-CU, highlighting the role of reciprocal communication in shaping collaboration quality.

Conclusions. These preliminary findings suggest that human-robot communication systems envisioning bidirectional communication may promote a human–cobot synergy that sustains performance without losing focus on worker satisfaction and psychological well-being.

14 - Division 14: Applied Cognitive Psychology

Attention and Cognitive Control

Wednesday 22 July 2026 from 11:00 to 12:30

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1547

THINKING ABOUT THINKING: FROM REFLECTIVE CONSCIOUSNESS TO DECISION-MAKING

Hazira S.*

University of Skövde ~ Skövde ~ Sweden

Decision-making is a fundamental function of human cognition, yet existing accounts in cognitive neuroscience often reduce it to neural computations in prefrontal and striatal circuits, overlooking the layered structure of conscious processes. This paper proposes a conceptual framework that positions reflective consciousness as a mediating process between immediate perceptual awareness and deliberate choice. Visual consciousness provides the experiential content of perception, while reflective consciousness, understood as the “thinking conscious mind,” transforms this content through selective attention, inner speech, and conceptual evaluation. In doing so, reflective consciousness enables individuals to classify, compare, and simulate alternative outcomes, shaping decisions in ways that extend beyond automatic or mechanistic processes. It is argued that decision-making is best understood as an interaction between conscious perception and higher-order reflection, with reflective consciousness mediating the transition from seeing to evaluating and choosing. This perspective bridges mechanistic explanations with phenomenological experience, highlighting reflective consciousness as a process that warrants further exploration to clarify its role in adaptive and maladaptive outcomes. The framework also offers testable directions for empirical research and supports the cultivation of responsible choices in alignment with the Sustainable Development Goals.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1131

THE IMPACT OF TRAIT ANXIETY ON TASK-SWITCHING EFFICIENCY: EVIDENCE FROM PREDICTABLE AND UNPREDICTABLE CONTEXTS

Chiu Y.*, Wu Y.

Fu Jen Catholic University ~ New Taipei City ~ Taiwan

This study investigated the impact of trait anxiety on task-switching performance during the classification of letters and digits. Based on Trait Anxiety Inventory (TAI) scores, sixty participants (42 females; mean age = 21.70 years) were assigned to low trait anxiety (LTA; n = 30) and HTA (n = 30) groups. The experiment included three phases: a single-task phase (single trials), a mixed-task phase (repeat and switch trials), and a reverse stimulus-response rule phase. The mixed phase consisted of one predictable clockwise mixed block and one unpredictable random mixed block. Performance was evaluated using accuracy and Inverse Efficiency Scores (IES). The study calculated global switch costs (repeat trials versus single trials) and local switch costs (switch trials versus repeat trials). We hypothesized that trait anxiety primarily affects endogenous rather than exogenous control processes. The high trait anxiety (HTA) group was expected to experience greater difficulty in conditions requiring increased endogenous control, such as the random mixed block and reverse rule phases. Results indicated that LTA individuals consistently achieved higher accuracy and faster IES than HTA individuals. This advantage was most pronounced in repeat and switch trials but not in single trials. In predictable clockwise conditions, LTA individuals demonstrated lower global and local switch costs across both original and reverse rule conditions. Although HTA participants could remember reversed rules, they exhibited significantly higher local switch costs in predictable conditions during rule reversal, suggesting reduced efficiency in extracting task sets during switching. LTA individuals were more adept at leveraging predictability to optimize task switching. In unpredictable contexts, both LTA and HTA groups showed similar immediate task-switching costs. These findings suggest that high trait anxiety undermines task-switching efficiency, especially when active cognitive reconfiguration and rule reversal are required.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure

Abstract 4573

EFFECT OF RESPONSE TYPE DISCRIMINABILITY ACROSS VOCAL, KEYBOARD, AND MICROGESTURE RESPONSES : EVIDENCE FROM A MULTIMODAL STROOP TASK

Lacroux Z.*[1], Jouffrais C.[2], Paubel P.[1], Lemercier C.[1]

[1]Université Toulouse Jean Jaurès ~ Toulouse ~ France, [2]CNRS ~ Toulouse ~ France

When two tasks performed simultaneously share common processing resources at the perceptual, cognitive or response level, they interfere with each other. This interference results in degraded performance in one or both tasks. Beyond the concept of resource sharing, interference at the response level may arise when the tasks share the same or highly similar response types, even within the same modality (e.g., the same key press for both tasks). Recent studies suggest that the Stroop task may in fact be a dual task situation. When the stimulus is a word, the reading process is automatically activated during the color-naming task. Reading and color naming share common resources at perceptual and cognitive levels which contributes to the interference. We hypothesized that greater response type discriminability would reduce the interference of reading on color naming. In total 92 participants completed a Stroop task under one of the four conditions: a baseline with the same hand and keyboard keys for both tasks and three experimental conditions in which response types differed either by hand (right hand and left hand), motor action (microgestures and key press), or response modality (vocal and manual). Subjective workload was assessed with the NASA-TLX at the end of the experiment. 3 repeated measures ANOVAS compared the baseline condition to the three experimental conditions. Results supported our hypothesis: interference was significantly reduced in all three experimental conditions compared to the baseline. NASA-TLX scores did not differ across conditions. These results suggest that, even within the same response modality, the level of discriminability between response types contributes to the interference. These findings highlight the importance of using different response types across tasks in multitasking contexts. Moreover, using multiple distinct response types did not increase subjective workload, further underlining the importance of varying response types between tasks.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1239

FEASIBILITY AND EFFECTS OF REAL-TIME FMRI NEUROFEEDBACK TRAINING ON PRECUNEUS ACTIVITY AND THE BRAIN NETWORK CONNECTIVITY

Hsueh J.J.[2], Liu Y.*[1], Kung C.[1]

[1]National Cheng Kung University ~ Tainan ~ Taiwan, [2]I-Shou University ~ Kaohsiung ~ Taiwan

The precuneus, a key hub of the default mode network (DMN), plays a vital role in core cognitive functions, including episodic memory retrieval, self-awareness, and visuospatial imagery. Given its significance, modulating this region holds potential for addressing cognitive dysfunction. Real-time fMRI neurofeedback training (rtfMRI-NFT) offers a promising method for individuals to self-regulate brain activity. While rtfMRI-NFT has demonstrated success across various brain regions, its application and effects on the precuneus remain largely unexplored. This study aimed to investigate the feasibility of rtfMRI-NFT, which modulated precuneus activity, and explore its effects on the brain network connectivity.

Healthy participants (N=20, aged 20-30) were randomly assigned to either an experimental group (n=10) or a control group (n=10). The experimental group received real-time feedback of the precuneus BOLD signal displayed on a visual interface, while the control group received a random signal. Both groups underwent six sessions, each consisting of six 6-minute down-regulation training blocks. Three questionnaires, Beck depression inventory-II (BDI-II), Beck anxiety inventory (BAI), and Pittsburgh sleep quality index (PSQI), were conducted before and after rtfMRI-NFT to evaluate the possible side effects.

The experimental group successfully modulated their precuneus activity, showing a significant decrease in BOLD signal that was not observed in the control group. Furthermore, functional connectivity analysis revealed a significant reduction in connectivity between the precuneus and other DMN regions (e.g., posterior cingulate cortex, medial prefrontal cortex, and middle temporal gyrus) in the experimental group. No significant changes in scores were found in the questionnaires before and after rtfMRI-NFT. These findings confirm the feasibility of our rtfMRI-NFT that modulates the precuneus activity and brain network connectivity, offering a new direction for future interventions targeting DMN-related dysfunction.

Division 14: Applied Cognitive Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2050

UNUSUALLY UNNOTICED: HOW CONTEXT AND THE WEAPON FOCUS EFFECT INFLUENCES INATTENTIONAL BLINDNESS

Wynne R.*[1], Klenjyan S.[1], Cullen H.[2], Beanland V.[3]

[1]The University of Newcastle ~ Newcastle ~ Australia, [2]Macquarie University ~ Sydney ~ Australia, [3]Swinburne University of Technology ~ Melbourne ~ Australia

The eyewitness experience is extraordinarily complex, given the influence of attentional-related phenomena, such as the weapon focus effect and inattentional blindness. There remains uncertainty as to how the weapon focus effect might occur in relation to inattentional blindness, and how the unusualness of a weapon might shape these experiences. Therefore, this study investigated the influence of context and the weapon focus effect within an inattentional blindness paradigm. Naive participants completed a dual counting task whilst they viewed a short video of a busy medical centre or classroom setting. During this video, an actor walked into the scene and held out a stethoscope or a gun. Post-video questions revealed that most participants missed the object's presentation, however, the gun was significantly more likely to be noticed than the stethoscope. There was also no difference between rates of inattentional blindness for the stethoscope across the different conditions. Further, eye-tracking data found no statistically significant difference in fixation across the conditions. It did, however, reveal that some participants spent time fixating on the object despite experiencing inattentional blindness. Therefore, this study challenged the role of unusualness in eliciting the weapon focus effect and showed that weapons do not always capture attention during attention-demanding tasks. It also showed that fixations towards the weapon does not always result in conscious recognition. This study has implications for understanding how attention can influence eyewitness testimonies. Future research should consider the role of threat in eliciting the weapon focus effect within this paradigm.

14 - Division 14: Applied Cognitive Psychology

Usha Kiran Subba, (Trichandra Multiple Campus, Nepal)

Wednesday 22 July 2026 from 13:00 to 13:30

(N-Lorenese)

Abstract 4948

Presidential Address

Subba U.K.*

14 - Division 14: Applied Cognitive Psychology

Aleksander Veraksa, Lomonosov Moscow State University

Wednesday 22 July 2026 from 13:30 to 14:00

(N-Lorenese)

Abstract 4654

Digital Childhood: What should we know to harmonize development?

Veraksa A.*

14 - Division 14: Applied Cognitive Psychology

AI and Human–Technology Interaction 2

Wednesday 22 July 2026 from 18:00 to 19:00

(L-Lorenese)

Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2591

RELOCATING MEMORY IN SAFE VIRTUAL SPACES: A NEURO-ART THERAPY FRAMEWORK FOR CHILDREN EXPOSED TO INTERGROUP CONFLICT

Abbasi K.*

PhD ~ Pecs ~ Hungary

Children living in contexts of intergroup conflict often develop fragmented autobiographical memories, emotional dysregulation, and difficulties with narrative coherence. While psychological interventions for trauma traditionally rely on verbal processing, emerging evidence suggests that combining embodied experience, creative expression, and environmental cues may facilitate memory integration. This pilot study introduces an innovative applied framework that uses Virtual Reality (VR)-based spatial memory relocation integrated with neuro-art therapy to support emotional processing and autobiographical specificity in conflict-exposed children.

Twelve children (ages 10–14) from marginalized communities participated in a single-session VR intervention consisting of three symbolic environments: a conflict-coded space representing distress, a safe relational space, and a future-oriented space emphasizing resilience. In each zone, children engaged in creative expression using VR drawing and sculpting tools, visually mapping memories, emotions, and self-identity. Quantitative measures included autobiographical memory specificity tasks, perceived safety, emotional regulation scales, and presence ratings. Qualitative interviews explored subjective experience, symbolic meaning, and feelings of agency.

Preliminary findings indicate increased specificity of autobiographical recall, reduced overgeneral memories, and heightened sense of safety upon transitioning into the safe and future-oriented VR spaces. Children described the virtual relocation as “leaving the bad place behind,” “drawing what I couldn’t say,” and “seeing myself in the future.” The framework was feasible, engaging, and culturally adaptable, with no adverse emotional reactions.

This study offers initial evidence that virtual relocation combined with art-making may help children reorganize traumatic memory into a coherent, self-authored narrative in a controlled and emotionally safe environment. The results lay groundwork for larger controlled trials and suggest a scalable tool for schools, community centers, and post-conflict mental-health programs. The framework contributes to applied, community-focused psychology at the intersection of trauma, technology, and creative healing.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2366

IMMERSIVE VIRTUAL REALITY ENHANCES EMPATHY-INDUCED MEMORY BENEFIT

Lo S.*[1], Kuo C.[2]

[1]National Yang Ming Chiao Tung University ~ Hsinchu ~ Taiwan, [2]Feng Chia University ~ Taichung ~ Taiwan

Previous research has shown that empathy can reduce susceptibility to misinformation. Given that immersive virtual reality (IVR) is known to enhance empathy, we hypothesized that experiencing events in IVR —compared to on a computer screen— would increase the user's empathy and thereby protect them from misinformation. In our experiment, participants were assigned to either the IVR or the computer condition, and then watched six videos. After each video, half of the participants received false information, while the others did not. Although IVR did not directly increase overall empathy level, it did influence how empathy affected memory. For each participant, we identified the videos that elicited the highest and lowest levels of empathy, defining "empathy-induced accuracy increment" as the difference in memory accuracy between these high- and low-empathy videos. This empathy-induced accuracy increment was greater in the IVR condition than in the computer condition. Furthermore, this effect was evident among participants exposed to misinformation but not among those in the control group. These findings suggest that empathy can protect individuals from misinformation, and that this protective effect is amplified in immersive virtual environments.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 4602

EXAMINING AFFECT AND MEMORY PROCESSES IN HUMAN–ROBOT INTERACTION IN THE CONTEXT OF MIND PERCEPTION THEORY

Saygili D.Y.*

Izmir Bakirçay University ~ Izmir ~ Turkey

Advances in artificial intelligence and robotic technologies have accelerated the proliferation of social robots in fields requiring direct human interaction, such as healthcare, education, and the service sector. Human-Robot Interaction (HRI) examines how people perceive their interactions with robots and how these interactions affect emotional and cognitive processes, beyond the technical and functional structure of HRI. Literature has often focused separately on psychological constructs such as attitude, emotion, trust, and perception; however, experimental research examining processes such as mind perception, affect, and long-term memory performance holistically has been limited. The study will test the hypotheses that robot type and scenario type will affect affect and long-term memory performance, and that mind perception will mediate this relationship. This study is based on a 3 × 2 factorial experimental design. There are a total of six experimental groups, including robot type (humanoid robot, mechanical robot, human) and scenario type (emotion-eliciting, neutral). Participants are randomly assigned to one of the groups and exposed to the relevant scenario. After the scenario presentation, measures of affect were taken using The Self-Assessment Manikin (SAM) and measures of mind perception were taken using the Mind Perception Scale; a surprise recall test was administered 48 hours later to measure long-term memory performance. Additionally, demographic variables and measures of attitudes toward robots and artificial intelligence are included in the analyses. The sample consists of undergraduate psychology students fat Bakırçay University. G*Power power analysis determined that a minimum of N = 120 participants would be sufficient to test the study's hypotheses.The data will be evaluated using appropriate statistical analyses and mediation models. This study is expected to provide experimental contributions regarding the multidimensional psychological processes involving perceptual, emotional, and memory processes in HRI and to focus on the cognitive and emotional outputs of social robots on humans.

Abstract 4929

FROM AI INSTRUCTION TO APPLIED PRACTICE: FIRST AID TRAINING IN COMMUNITY HEALTH EDUCATION

Ciaghi G.*

Seattle Pacific University; in collaboration with the University of Geneva, Switzerland

Suggested ICAP Fit

This proposal connects well with the applied focus of ICAP 2026 by examining a practical training model for community health education in a low-resource setting. It relates to applied psychology through its focus on learning, confidence, feedback, skill development, and the transfer of training into practice. It also reflects the conference theme of New Directions in Applied Psychology by considering how AI-supported instruction can be combined with human-led simulation and train-the-trainer approaches.

Abstract

In low-resource and crisis-affected settings, limited access to health-care services and structured skills training can reduce individuals' ability to respond effectively to medical emergencies. Community health education therefore requires learning models that are practical, scalable, and feasible under resource constraints. Applied psychology can contribute to this challenge by informing how people learn, build confidence, receive feedback, sustain motivation, and transfer knowledge into practice.

This continuing program of work, conducted by Seattle Pacific University in collaboration with the University of Geneva, Switzerland, examines how AI-supported first aid instruction can move from digital learning into applied practice. The program includes two connected components: first, an online basic first aid module supported by AI-powered avatars; second, a human-led simulation and train-the-trainer model designed to strengthen applied skills, local facilitation, feedback, debriefing, and training capacity.

The empirical evaluation of the AI-supported first aid module used a mixed-methods design. Quantitative data included 18 matched pre- and post-training surveys and 43 post-only surveys. Outcomes included first aid knowledge, attitudes toward first aid, perceived learning efficacy, persistence, and learner experience with AI avatar-based instruction. Findings showed small positive trends in first aid knowledge, Cohen's $d = 0.29$; perceived learning efficacy, Cohen's $d = 0.15$; and attitudes toward first aid, Cohen's $d = 0.22$. Persistence showed a slight negative trend, Cohen's $d = -0.15$. These changes were not statistically significant, $p > .05$. Qualitative findings suggested that avatar visualization and interactive demonstrations supported learner understanding and engagement.

The applied implementation component extended this work through human-led simulation and trainer development. An AI-supported avatar lesson provided standardized foundational instruction, while four local graduates and four Kenyan health professionals participated in trainer development. Trainers learned to facilitate simulations, role-plays, feedback, debriefings, and local adaptation. Across two cohorts, 57 learners started and 38 fully attended and completed the simulation module assessment in Cohort 1; 27 started and 25 fully attended and completed the module assessment in Cohort 2.

Together, these findings suggest that AI can support consistency, access, and scale, but human facilitators remain essential for feedback, trust, contextual adaptation, and skill development. This work contributes to applied psychology by offering a practical model for responsible AI use in health education, emergency preparedness, workforce development, and technology-supported training in low-resource community health settings.

14 - Division 14: Applied Cognitive Psychology

COGNITION IN ACTION: FROM SENSORIMOTOR ENCODING TO SOCIAL INTERACTION

Thursday 23 July 2026 from 08:00 to 09:30

(N-Lorenese)

Cristina Becchio (UKE ~ Hamburg ~ Germany), Chair and Discussant

Contemporary approaches in cognitive psychology and neuroscience show that action is not merely the endpoint of cognitive processing, but a central organizing principle that shapes how humans perceive, predict, and understand others, coordinate with them, and navigate dynamic environments. This symposium brings together complementary perspectives illustrating how action-based mechanisms structure both individual behaviour and social exchange.

Across the four contributions, we highlight how humans learn from and adapt to the statistical structure of their environments, how they communicate and coordinate through movement, and how kinematic cues support real-time social decision-making and collective behaviour. Fiehler and colleagues show that navigation in dynamic environments depends on an adaptive integration of environmental regularities, individual strategy preferences, and sensorimotor decision demands. Knoblich's work demonstrates that joint action coordination is deeply intertwined with communication, revealing how both subtle sensorimotor cues and simple vocalizations can enhance prediction and stabilize collective action. Schmitz and collaborators expand this view to collective decision-making, showing that confidence—a key metacognitive signal—can be encoded and inferred from movement kinematics, thereby shaping the dynamics and accuracy of group decisions. Finally, Novembre and colleagues reveal the geometric and multidimensional organization of interpersonal synchrony in dance, demonstrating how shared sensory input and inter-individual adaptation support distinct but parallel forms of coordination across the body.

Together, these contributions show how action scaffolds both individual cognition and the complex dynamics of social interaction.

Abstract 4365

NAVIGATING THROUGH A DYNAMIC WORLD

Fiehler K.*

Justus Liebig University ~ Giessen ~ Germany

Human navigation requires to learn and exploit spatial regularities through predictive motor adjustments. Using virtual reality, we investigated how humans learn environmental statistics and accordingly adjust their eye and body movements. Participants navigated through a virtual museum and had to find the shortest path to one of two exit doors while avoiding a suddenly appearing virtual guest blocking either the left or right path. We manipulated the expected reward of a path by varying obstacle frequency in a block-wise manner (high frequency-90% vs. low-frequency-10% path blocking). In control blocks, path blocking occurred equiprobably. We hypothesized that participants learn and capitalize on the statistical regularity in the world (obstacle appearance), and as a result predictively adjust their eye and body movements towards the less frequently blocked path in later trials of a block. We found that only around one-third of the participants adjusted their movements to the spatial regularities of the environment. Many of the other participants walked in a straight line until obstacle appearance, delaying their decision until the last moment. While this approach resulted in greater adjustments upon obstacle appearance compared to scenarios where participants had committed to the correct pathway earlier, it minimized the risk to make even larger movement adjustments if the initially chosen path was blocked. In a follow-up experiment, we eliminated the opportunity to employ this strategy by separating the pathways right at the start, forcing earlier decisions. Now, a majority of participants consistently selected the path presumed to be free, however, roughly one-third still chose the wrong path even in later trials of a block. These findings highlight that navigational behavior does not simply arise from the presence of environmental regularities but reflects an adaptive process of sensorimotor decisions shaped by task demands, environmental structure, individual strategy preferences, and learning capabilities.

Abstract 4366

LINKS BETWEEN JOINT ACTION COORDINATION AND COMMUNICATION

Knoblich G.*

Central European University ~ Vienna ~ Austria

When people perform highly coordinated joint actions to achieve common goals, such as playing a duet, hoisting a sail, or handing over an object, they may communicate while the joint action is being performed. I will present recent studies that asked how communication during joint action may improve joint action coordination. The results of these studies indicate that there are different ways in which improvements can be achieved. Causing prediction errors in a joint partner may be used to convey task relevant information unknown to a partner such as where to grasp an object or which path to take (sensorimotor communication, Pezzulo et al. 2019). But there is also a more direct route between basic forms of communication and joint action coordination. Simple utterances, songs, or counting may be used as timing signals that stabilize temporal coordination in joint action by reducing interpersonal variability. This reduction can help with keeping a stable tempo in rhythmic joint action, applying forces at the same time, or maintaining joint actions that require a certain temporal pattern. Further studying the links between joint action coordination and communication is worthwhile because it may provide clues as to how increasing needs for collaborative joint action may have driven the evolution of sophisticated communication systems.

Abstract 4367

CONFIDENT MOTION: READING CONFIDENCE FROM MOVEMENT SHAPES COLLECTIVE DECISION-MAKING

Schmitz L.*

University Medical Center Hamburg-Eppendorf ~ Hamburg ~ Germany

Most decisions in daily life are not made alone but together with others, requiring us to determine when to trust another person's judgment over our own. To do so, we can use the other's confidence as a helpful indicator of accuracy. While verbal communication about confidence has indeed been shown to enhance collective decision accuracy, little is known about whether and how confidence can be transmitted nonverbally—through the observation of others' movements. In this study, we investigate how confidence information conveyed via movement shapes real-time social decision dynamics. Specifically, we test whether two individuals infer confidence information from each other's movements and then use this information to achieve a collective benefit in perceptual decision-making. Our results show that (1) dyads make better perceptual decisions than individuals, (2) confidence information is 'encoded' in movement patterns, and (3) individuals infer and use this information to guide their collective decisions. Moreover, our experimentally inspired modeling demonstrates that integrating a partner's encoded confidence with one's own improves collective decision accuracy compared to when the partner's confidence is not considered. These findings highlight the importance of bodily motion for the social transmission of confidence information in collective decision-making.

Abstract 4368

THE GEOMETRY OF INTERPERSONAL MOVEMENT SYNCHRONY IN DANCE

Giacomo N.*

IIT ~ Rome ~ Italy

Collective synchronized behavior has powerful social-communicative functions observed across several animal taxa. Operationally, synchronized behavior can be explained by individuals responding to shared external cues (e.g., light, sound, or food) as well as by inter-individual adaptation. We contrasted these accounts in the context of a universal human practice—collective dance—by recording full-body kinematics from dyads of laypersons freely dancing to music in a ‘‘silent disco’’ setting. We orthogonally manipulated musical input (whether participants were dancing to the same, synchronous music) and visual contact (whether participants could see their dancing partner). Using a data-driven method, we decomposed full body kinematics of 70 participants into 15 principal movement patterns, reminiscent of common dance moves, explaining over 95% of kinematic variance. We find that both music and partners drive synchrony, but through distinct dance moves. This leads to distinct kinds of synchrony that occur in parallel by virtue of a geometric organization: anteroposterior movements such as head bobs synchronize through music, while hand gestures and full-body lateral movements synchronize through visual contact. One specific dance move—vertical bounce—emerged as a supramodal pacesetter of coordination, synchronizing through both music and visual contact, and at the pace of the musical beat. These findings reveal that synchrony in human dance is independently supported by shared musical input and inter-individual adaptation. The independence between these drivers of synchrony hinges on a geometric organization, enabling dancers to synchronize to music and partners simultaneously by allocating distinct synchronies to distinct spatial axes and body parts.

14 - Division 14: Applied Cognitive Psychology

Cognition in Complex Systems

Thursday 23 July 2026 from 09:30 to 10:30

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1970

EFFECTS OF TECHNOLOGY-ASSISTED SUPPLEMENTAL WORK ON SLEEP QUALITY AND QUANTITY: THE ROLE OF WORK-RELATED PERSEVERATIVE COGNITIONS

Menghini L.*, Gamberini L.

Human-Inspired Technologies Center, Department of General Psychology, University of Padova ~ Padova ~ Italy

Introduction: Recent global trends towards work intensification and digitalization, together with increasingly prevalent remote work modalities and cultures of long working hours, are posing emerging threats to employee health and well-being. Particularly, the impact of technology-assisted supplementary work (TASW) – i.e., tendency to perform work tasks with digital devices after regular work hours – on post-work recovery and sleep is increasingly acknowledged. Yet, while TASW has been consistently associated with poor sleep quality, inconsistent evidence has been provided on its relationship with sleep duration, with work-related perseverative cognitions (i.e., affective rumination and problem-solving pondering) having been proposed as possible intervening mechanisms. Purpose: To investigate the role of work-related perseverative cognitions as mediators of the relationship between TASW and sleep quality and quantity. Method: A cross-sectional survey (funded by MUR - Complementary National Plan PNC-I.1 PNC0000002 DARE - Digital Lifelong Prevention, CUP: B53C22006440001) was conducted with a representative sample of Italian workers (n = 1,585; 46% women; 52% remote/hybrid workers; mean age = 46.1 years) that reported working 18+ hours/week and using work-related devices at their home (e.g., smartphones and laptops). WLSMV-based structural equation modeling was used to test the study hypotheses. Results: Affective rumination and problem-solving pondering fully mediated the relationship between TASW and sleep quality, whereas only the latter mediated the relationship between TASW and sleep duration. The potential moderating roles of remote work and chronotype are also explored. Conclusions: Whereas problem-solving pondering is often considered a “positive” form of rumination that improves creativity without harm, our study highlights that it can be not only detrimental for both sleep quality and quantity, but also one of the main mechanisms through which digital overwork impairs overall sleep outcomes. Practical implications for human resources and work-life boundary management are discussed.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2459

HUMAN FACTORS IN THE USE OF DIGITAL EARLY WARNING SCORES: AN OBSERVATION STUDY

Moran M.*, Ward M.E., Corrigan S.

Trinity College Dublin ~ Dublin ~ Ireland

Introduction:
Recent digitalisation has driven a rapid shift from paper-based documentation to Electronic Patient Record (EPR) systems. At the same time, Early Warning Systems (EWS), used to support detection of patient deterioration, have become widespread. Integrating EWS into EPRs aims to improve scoring accuracy and ultimately reduce preventable in-hospital mortality. However, digital EWS also introduce new cognitive demands, influencing how clinicians monitor patients, construct situational awareness, and communicate clinical concerns. As such, a human factors psychology lens was utilised to understand how digital EWS tools are interpreted, trusted, and operationalised in everyday clinical practice.

Purpose:
To examine the psychological, social, and organisational processes underpinning clinicians' use of a newly implemented digital EWS system, and to identify how human factors influence uptake, sense-making, and escalation behaviours.

Method:
An ethnographic observation study was conducted in Ireland's largest teaching hospital across acute medical and surgical wards. Using a structured guide based on the Systems Engineering Initiative for Patient Safety (SEIPS) 2.0 model, a leading healthcare human factors framework, we conducted non-participant observations of nurses and physicians across the full EWS workflow: vital sign measurement, data entry, score calculation, and escalation.

Results:
Digital EWS use was shaped by multiple interacting factors across individual cognition and motivation, team hierarchies, task demands, and organisational context. Clinicians' trust, perceived usefulness, and cognitive workload influenced how alerts were interpreted and acted upon, while system usability, workflow integration, and temporal delays in data entry and processing affected responsiveness. These dynamics produced variable outcomes in efficiency, communication, and clinician burden, with users frequently relying on compensatory workarounds to maintain clinical sense-making alongside automated alerts.

Conclusions:
The effectiveness of digital EWS systems depends not only on algorithmic accuracy but on careful alignment with cognitive workflows, professional judgement, and interface usability, making explicit attention to human factors essential for safe and meaningful clinical decision-making.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1618

WHY PSYCHOLOGY MATTERS IN MEDICAL TECHNOLOGY: MENTAL WORKLOAD IN DENTAL IMPLANT SURGERY

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[1]Department of Cognitive Psychology, Perception, and Research Methods, University of Bern ~ Bern ~ Switzerland, [2]Department of Oral Surgery and Stomatology, University of Bern ~ Bern ~ Switzerland

In dental implant surgery, surgeons must manage more than the operative task itself: they monitor patients, communicate with the team, and deal with unforeseen complications. Novel computer-assisted surgical guidance systems were designed to support surgeons through real-time visualization of instrument position relative to anatomy and planning. Currently available systems often suffer from high information load, complex interfaces, and off-site information displays that require frequent attentional shifts. These factors may amplify surgeons' mental workload and increase the risk of adverse surgical events. Medical research has focused mainly on maximizing and evaluating the surgical precision (implant placement accuracy) of such systems. By contrast, potential detrimental effects on surgeons' cognitive resources have been largely overlooked.

This in-vitro study highlights the critical importance of psychology in evaluating surgical guidance systems. Surgeons' mental workload was compared across three implant placement procedures: freehand, static (3D printed mechanical guide), and dynamic (real-time visualization). Mental workload was assessed multimodally through subjective ratings, physiology (pupillometry, EEG), and a secondary task measuring spare cognitive capacity.

We will present results on how dynamic guidance influences mental workload and surgical accuracy compared to static and freehand implant placement, with particular attention to the relationship between both outcomes.

By integrating psychological theory and methods into the evaluation of surgical technology, this study shows that the traditional focus on accuracy may conceal excessive cognitive demands, creating hidden risks for patient and surgeon well-being. This underscores the value of a user-centred perspective: addressing surgeons' needs and cognitive resources in medical technology design ensures novel technologies genuinely support – rather than strain – the professionals they are designed to serve.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 1899

CULTIVATING RESILIENCE AND SATISFACTION THROUGH KAIZEN: A CONTINUOUS IMPROVEMENT FRAMEWORK FOR EMPLOYEE WELL-BEING

Rana N.*, Singh A.

Gautam Buddha University ~ Greater Noida ~ India

In today's fast-paced business landscape, organizations recognize the importance of cultivating a resilient workforce to drive success. Kaizen, a Japanese philosophy emphasizing continuous improvement, offers a powerful framework for enhancing employee satisfaction and engagement. This study explores the impact of the Kaizen approach on employee resilience and satisfaction in the workplace. This approach encourages employees to identify areas for improvement, develop problem-solving skills, and implement changes that enhance workflows and processes. However, there is need to explore its effects on employee resilience and satisfaction to help business organizations.

In this study, the case study approach is utilized, and data analysis is conducted using statistical instruments. Through a mixed-methods approach, this research investigates how Kaizen implementation influences employee attitudes and behaviors. The intended participants are Human Resources professionals and Kaizen team members within the manufacturing organization for the investigation.

As a result, employees feel empowered, valued, and invested in the organization's success. Kaizen's focus on small, incremental changes also fosters a sense of achievable goals, promoting motivation and job satisfaction. Employees who participate in Kaizen initiatives report increased feelings of autonomy, motivation, and engagement, leading to improved overall well-being and reduced turnover intentions. The study's results highlight the importance of organizational culture and leadership support in facilitating successful Kaizen implementation. By fostering a culture of continuous improvement, organizations can promote employee resilience, satisfaction, and growth, ultimately driving business success.

This research contributes to the existing literature on Kaizen and employee outcomes, providing insights for organizations seeking to improve employee resilience and satisfaction through continuous improvement initiatives. The findings have implications for HR practitioners, managers, and organizational leaders aiming to create a positive work environment that supports employee well-being and performance.

14 - Division 14: Applied Cognitive Psychology

Emotion and Cognition 1

Thursday 23 July 2026 from 10:30 to 11:30

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions

Abstract 453

A CULTURALLY SENSITIVE MEASURE OF COPING STRATEGIES FOR POTENTIAL VICTIMIZATION IN MÉXICO

Gonzalez Tapia F.P.*

National Autonomous University of Mexico ~ Mexico City ~ Mexico

Crime affects a large portion of the population, leading people to take actions to protect themselves due to fear of victimization. Most existing classifications of these actions lack theoretical background and psychometric evidence. From a psychological perspective, preventive behaviors against victimization parallel coping mechanisms. Therefore, the purpose of this study was to test a measurement model of coping strategies for potential victimization based on coping theory. Data were collected from a non-probabilistic sample of 377 residents of Mexico City, with ages from 18 to 75 years (M = 27.08, SD = 10.73), 68.2% women, 30.2% men, and 1.6% preferring not to specify. Educational levels included basic (6%), middle (65.5%), and higher education (28.6%). Participants came from diverse socioeconomic and geographical areas of the city. Recruitment was conducted online via social media, and participation was voluntary, anonymous, and consistent with international ethical standards. The instrument consisted of 27 items representing six coping dimensions: religious coping, communal coping, cautious prevention, help-seeking, protection of loved ones, and avoidant prevention. Items were rated on a five-point pictorial frequency scale ranging from “Never” to “Always,” indicating how often participants engaged in each strategy. Results from a CFA indicated excellent fit: $\chi^2(309) = 522.71$, $p < .001$; CFI = .97; TLI = .96; RMSEA = .043 (95% CI [.036, .049]). Composite reliability values exceeded .80, and average variance extracted (AVE) values were above .50 for most factors, supporting convergent validity. Discriminant validity was confirmed as AVE values were greater than maximum shared variance. The scale showed strong internal consistency ($\omega = .91$). These findings validate the proposed structure and provide a culturally sensitive tool for assessing coping strategies for potential victimization, enabling future research on crime prevention and coping processes in urban settings.

Division 6: Clinical and Community Psychology Division 8: Health Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 656

ECO-NEURO-REHABILITATION IN A VUCA WORLD: AN INTEGRATIVE MODEL TO ENHANCE PREFRONTAL REGULATION AND RESILIENCE UNDER TOXIC STRESS

Hussein Farraj R.*, Mualem R.

Econeurobiology Research Group, Research Authority, Oranim Academic College ~ Tivon ~ Israel

Introduction:
In today's VUCA world—marked by uncertainty—children are increasingly exposed to toxic stress from war and displacement. Such stress disrupts the balance between bottom-up emotional reactivity and top-down prefrontal regulation, overactivating the limbic system and impairing executive functions. This imbalance undermines resilience, learning, and mental health, posing harm. Toxic stress is linked to epigenetic changes, reduced brain connectivity, and anxiety, depression.
Purpose:
This project introduces the Eco-Neuro-Rehabilitation model, developed through integration of our research with global evidence. It provides a holistic framework that mitigates neurocognitive consequences of toxic stress, strengthens prefrontal cortex (PFC) control, and promotes resilience and brain connectivity in children.
Method:
The model is grounded in an eco-systemic perspective and unites interventions across mind, soul, and body. The Mind (PFC) component integrates movement, nutrition, biofeedback, and non-invasive brain stimulation (NIBS) to enhance executive control. The Soul (Limbic System) component emphasizes nurturing environments, psychotherapy (art, CBT, game), mindfulness, music therapy, faith-based approaches, animal-assisted and horticultural therapy to foster meaning and belonging. The Body (Brain Stem) component focuses on meditation, sleep, and body–brain massage to regulate physiology and stress. Each program is personalized to developmental and cultural needs.
Framework (Expected Outcomes):
By engaging mind, soul, and body, the model is expected to reduce hyper-arousal, improve emotional regulation, strengthen functions and build resilience. Integrating research with clinical observation enhances impact.
Conclusions:
Eco-Neuro-Rehabilitation links mind, soul, and body to brain systems in addressing toxic stress. Embedding these practices in schools fosters recovery. The model also calls for rethinking school schedules and management to align with neurobiology.
Rehabilitation Outcomes:
• Mental health through mind–soul–body care.
• Enhanced PFC function and top-down regulation.
• Improved cognition and executive control.
• Strengthened emotional limbic regulation and resilience.
• Regulated brainstem functions.
This comprehensive model equips children to withstand adversity and thrive in a VUCA world.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being

Abstract 835

AWE ENHANCES PSYCHOLOGICAL DEPTH IN REFLECTION: CONVERGENT EVIDENCE FROM FIELD AND VR EXPERIMENTS

Perini M.*, Van Schie H., De Groot J., Karremans J.

Radboud University, Behavioural Science Institute ~ Nijmegen ~ Netherlands

Awe has been linked to prosociality, curiosity, authenticity, and meaning, yet a unifying account remains underspecified. We propose that awe's broad effects arise because it promotes psychological depth, operationalized via ratings collected after reflection tasks.

We test this account in naturalistic and virtual reality (VR) experimental settings. Participants completed reflection tasks and a scale assessing experienced depth in the reflection, measuring (a) the depth of evoked ideas and principles and (b) the depth of the reasoning process as a whole.

In our naturalistic study (N=74), each participant underwent two separate reflection tasks on topics chosen before the experiment. Awe was manipulated by counterbalancing the reflection location (top vs. ground floor) in an 88-meter-tall building with a panoramic, awe-eliciting view. Mixed-effects models showed that reflections in the awe condition were experienced as deeper than those in the control condition. Awe also increased state authenticity, reflecting alignment with deeper values and beliefs.

In our lab study (N=79), participants completed reflection tasks under four conditions—neutral control, positive-emotion control, awe-nature, and awe-space—with stimuli presented via a VR headset. Awe reliably increased experienced depth relative to both controls, and this effect was accompanied by higher ratings of emotional engagement, insight, and meaning.

Collected data include manipulation checks, dispositional awe and several other measures (e.g., a 100-item Big Five inventory), writing samples from participants' reflections, and heart rate monitoring.

This research underscores awe's role in promoting reflection and psychological depth, with theoretical and practical implications. Findings support a depth-based account of awe, showing how this emotion can support reflection on personally relevant topics. These results also suggest practical interventions to elicit deeper self-examination in applied settings.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 326

INTERPERSONAL SENSITIVITY AND THE COGNITIVE-EMOTIONAL DRIVERS OF PROBLEMATIC SOCIAL MEDIA USE IN YOUNG ADULTS

Pradhan R.K.*, Sabu S.

Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

Introduction: Young adults are increasingly vulnerable to excessive engagement with social media, often leading to disruptions in mental health and daily life. While social difficulties are known to influence digital habits, the pathways that connect interpersonal traits to problematic social media use (PSMU) remain underexplored.
Purpose: This study investigates whether interpersonal sensitivity, a heightened tendency to perceive and react strongly to social rejection, is linked to PSMU. It further examines whether this relationship is explained by emotion regulation difficulties and metacognitive beliefs about social media use.
Method: A cross-sectional survey was conducted with 768 young adults aged 18 to 29 years (M=21.89, SD=3.17) from different regions of India. Participants completed validated self-report measures assessing interpersonal sensitivity, emotion dysregulation, metacognitions related to social media and PSMU. Partial least squares structural equation modeling (PLS-SEM) was conducted using RStudio to test the hypothesized mediation model.
Results: Interpersonal sensitivity was found to significantly predict PSMU. The analysis revealed a significant indirect effect through a serial mediation pathway involving emotion dysregulation, positive metacognitions and negative metacognitions. This suggests that individuals with high levels of interpersonal sensitivity may develop emotion regulation difficulties and maladaptive beliefs about social media use, leading to more frequent and problematic engagement.
Conclusion: These findings shed light on the psychological mechanism linking interpersonal vulnerability to digital overuse. Interventions aimed at reducing PSMU in interpersonally sensitive young adults may benefit from addressing emotion regulation challenges and targeting dysfunctional metacognitive patterns tied to social media use.

14 - Division 14: Applied Cognitive Psychology

Emotion and Cognition 2

Thursday 23 July 2026 from 11:30 to 13:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2589

CONTEXTUALIZING FEAR MEMORIES: A NEUROCOGNITIVE AND PEER-SUPPORT APPROACH TO TRAUMA RECOVERY

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Traumatic experiences often generate fear memories—vivid, sensory, and intrusive recollections that remain disconnected from context and contribute to the persistence of post-traumatic stress disorder (PTSD). Contemporary neurocognitive research (Hermans et al., 2017; Mary et al., 2020; Boccia et al., 2022) suggests that trauma impairs the integration of memory systems linking the amygdala, hippocampus, and prefrontal cortex, resulting in fragmented emotional recall. This project explores how peer-support narrative frameworks may help re-contextualize such memories by combining shared storytelling with reflective dialogue. The study employs a mixed qualitative–neurocognitive design: (1) a literature review synthesizing trauma memory and cognitive-affective regulation research; (2) focus-group discussions examining how individuals describe and interpret distress, fear, and recovery; and (3) pre-/post-assessments of intrusive memory frequency, perceived stress, working memory, and emotion-regulation indices. Quantitative data will provide measurable indicators of cognitive-emotional change, while narrative analysis will capture meaning-making processes within group interaction. Preliminary observations indicate that shared reflection fosters decreased distress and greater coherence in trauma narratives. By integrating neurocognitive models of memory reconsolidation with peer-based dialogue, the research aims to develop an accessible, evidence-informed framework for contextualizing fear memories and enhancing resilience across community and clinical populations.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2421

INSTRUCTION MODALITY EFFECTS ON EMOTION EVALUATION, DECISION-MAKING, AND VISUAL RECOGNITION MEMORY IN EMOTIONAL AUDITORY AND NEUTRAL FACIAL CONTEXTS

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Emotional information can influence cognitive processing across sensory modalities, shaping how individuals perceive and evaluate social cues. However, the extent to which the instructional focus modulates this cross-modal interference remains unclear. Building upon previous findings on affective auditory and visual interactions, this study investigates how attentional orientation modulates emotional interference by manipulating the instruction modality (visual vs. auditory) in affective evaluation, decision-making, and recognition tasks. Thirty-two undergraduate students (aged 18–27) were simultaneously presented with 24 neutral faces paired with affective auditory stimuli (positive, negative, or neutral). Participants rated the emotional content of the stimuli on a 5-point Likert scale (1= very negative, 5= very positive) and responded to social decision-making questions (e.g., “Would you be friends with this person?”) while instructed to focus on either the auditory or facial stimuli. After 12 stimuli in the first block, the instruction type changed, counterbalanced across blocks (visual–auditory-focused vs. auditory–visual-focused). In a subsequent recognition task, participants judged whether previously presented faces were “old” or “new.” Emotion evaluation scores were higher under visual than auditory instruction across all categories ($p < .05$). Neutral faces paired with negative auditory stimuli received the lowest ratings, with a greater reduction under auditory instruction ($p < .05$). Although affective auditory stimuli influenced decision-making, this effect did not significantly differ between instruction conditions ($p > .05$). Recognition accuracy was significantly higher under visual instruction across all categories ($p < .05$). These findings suggest that the disruptive effect of emotional valence on cognitive performance is instruction dependent. When attention is directed toward the auditory modality, affective cues exert cross-modal interference on visual memory, whereas visual focus provides relative protection from this interference. These results provide insights into how attentional focus modulates emotional interference and may have implications for instruction-based approaches to supporting attentional control and reducing emotion-driven disruptions in cognition.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 324

EXPLORING THE PATHWAYS TO PROBLEMATIC SOCIAL MEDIA USE: THE ROLE OF LONELINESS, EMOTION DYSREGULATION AND METACOGNITIONS

Sabu S.*, Pradhan R.K.

Indian Institute of Technology Kharagpur ~ Kharagpur ~ India

Introduction: Problematic social media use (PSMU) is an emerging mental health concern among young adults, often linked to adverse outcomes in emotional well-being and daily functioning. Individuals experiencing loneliness may be more susceptible to engaging in problematic social media behaviors, using these platforms as a coping mechanism to alleviate feelings of isolation and seek social connection.
Purpose: Based on the Interaction of Person-Affect-Cognition-Execution (I-PACE) model of specific internet-use disorders, this study aimed to investigate the underlying mechanisms of PSMU by examining the serial mediating roles of emotion dysregulation and metacognitions in the relationship between loneliness and PSMU.
Method: A cross-sectional design was employed with 768 participants aged 18-29 years (M=21.89, SD=3.17) from various regions in India. Participants completed validated self-report measures assessing PSMU, loneliness, emotion dysregulation and metacognitions related to social media use. Data were analyzed using partial least squares equation modeling in RStudio.
Results: Loneliness was found to predict PSMU significantly. The relationship was partially mediated through a serial pathway involving emotion dysregulation, positive metacognitions about social media use and negative metacognitions about social media use. Specifically, loneliness was associated with greater emotion dysregulation, which was linked to heightened maladaptive metacognitive beliefs about social media. These cognitive processes further increased the likelihood of engaging in problematic use.
Conclusions: The findings highlight a complex interplay of psychosocial, affective and cognitive factors in the development of PSMU. Interventions to reduce PSMU may benefit from addressing emotion regulation deficits and reshaping maladaptive metacognitive beliefs, particularly in lonely young adults.

Division 14: Applied Cognitive Psychology Division 12: Sport Psychology Division 10: Psychology, Law, and Ethics SDG 3: Good Health and Well-being

Abstract 851

SMARTPHONE USAGE AND PHYSICAL ACTIVITY AMONG STUDENTS: MINDFULNESS PERSPECTIVE

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Banaras Hindu University ~ Varanasi ~ India

Mindfulness has been reported in some researches to be influenced by physical activity and smartphone usage. To further explore the pattern and extent of the relationship between smartphone usage, physical activity and mindfulness among students. The present study employed
112 university students aged 18-25 years. Mindful Attention Awareness Scale (MAAS) was used to assess trait mindfulness (Brown & Ryan, 2003); Smartphone Use Scale assessed smartphone usage (SUS; Mukherjee & Dasgupta, 2020) and International Physical Activity Questionnaire – Short Form (Craig et al., 2003) assessed self-reported physical activity. Correlation analysis was performed to determine the strength and direction of associations between the variables. Findings revealed that statistically significant negative correlation existed between smartphone usage and mindfulness ($r = –0.495$, $p = 0.001$), indicating that higher smartphone usage was linked with lower mindfulness. However, relationship between smartphone usage and physical activity was found to be non-significant ($r = –0.131$, $p = 0.324$), suggesting that smartphone usage was not associated with physical activity levels of the participants. Further, no significant correlation was reported between mindfulness and physical activity ($r = -0.006$, $p = 0.968$). The current study found an association between smartphone usage and mindfulness but no significant relationship existed with
physical activity. However, this study was done on a relatively small sample and used only self reported measures, future researches may include larger sample sets from diverse population and empirical/qualitative data would provide better insights about smartphone usage, physical activity and mindfulness.

14 - Division 14: Applied Cognitive Psychology

Silvia Sara Canetto, Colorado State University, USA

Thursday 23 July 2026 from 13:00 to 13:30

(B- Spadolini)

Abstract 4651

Suicide is a cultural act

Canetto S.*

14 - Division 14: Applied Cognitive Psychology

Bhoomika Rastogi Kar, University of Allabad, India

Thursday 23 July 2026 from 13:30 to 14:00

(B- Spadolini)

Abstract 4652

Cognitive and Affective aging

Rastogi Kar B.*

14 - Division 14: Applied Cognitive Psychology

Memory Processes 1

Thursday 23 July 2026 from 18:00 to 19:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1179

IS THE PROUST PHENOMENON FACT OR FICTION? A META-ANALYSIS OF OLFACTORY STIMULATION IN AUTOBIOGRAPHICAL MEMORY RETRIEVAL

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[1]Laboratory of Cognitive Clinical Sciences, Interdisciplinary School of Doctoral Studies, University of Bucharest ~ Bucharest ~ Romania, [2]Laboratory of Cognitive Clinical Sciences, University of Bucharest, Bucharest ~ Bucharest ~ Romania, [3]Faculty of Psychology and Education Sciences, Spiru Haret University ~ Bucharest ~ Romania

Objectives: This is the first meta-analysis investigating the relative efficacy of olfactory stimulation on the quality of evoked memories compared to other modalities of sensory stimulation in order to test the veracity of the Proust phenomenon. Method: Twenty experimental/quasi-experimental studies were included in this meta-analysis. Olfactory stimulation was compared with a variety of stimulation modalities and four key characteristics of evoked memories (specificity, vividness, emotionality and evocativeness) were assessed in these analyses. Results: Olfactory stimulation had a greater effect on emotionality g = 0.18 and evocativeness g = 0.18 of retrieved memories compared to other stimulation modalities. These differences tended to decrease with year of publication for both emotionality and evocativeness. Subgroup analyses showed larger effects of olfactory stimulation in contrast to verbal or label-based stimulation than to auditory or visual stimulation, but these effects varied depending on the outcome analyzed. Conclusions: Although olfactory stimulation has a significantly greater effect on two characteristics of autobiographical memories analyzed, these results did not fully confirm the Proust phenomenon. Future research is needed to further clarify the conditions under which olfactory stimulation has a more pronounced effect on evoked memories relative to other stimulation modalities.

Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 396

PERSONALISED, GAMIFIED WORKING MEMORY TRAINING: MACHINE LEARNING-DRIVEN ADAPTATION FOR COGNITIVE GAINS AND TRANSFER EFFECTS

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Birkbeck University of London ~ London ~ United Kingdom

An impact of working memory training (WMT) on cognitive performance is being investigated. There has been substantial research undertaken on the effects of WMT on individuals with learning disabilities, ADHD, neurological disorders, as well as typically developing children and healthy adults. The issue of WMT has received a considerable critical attention as results of multiple studies are still inconsistent, studies based on designs that differ in sample composition, training duration, outcome measures, and training paradigm. However, despite a few recommendations, no 'golden standard' has been proposed yet answering still outstanding questions about particular factors that play a role in successful transfer to everyday life abilities (far transfer). Till this day, no known empirical research has focused on exploring machine learning (ML) models that would create more fitted training environment to test whether individual differences play a role in training outcome. A web application of gamified working memory tasks is being developed using Hidden Markov Model to predict a level of difficulty based on individual's performance. Prediction is that the results of studies of this research will reveal what factors are responsible for successful transfer, and also will shed a light on the importance to upgrade current testing methods, as it seems like field of psychology is long overdue with creating new innovations for behavioural testing.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure

Abstract 681

FALSE MEMORIES IN THE AGE OF AI: THE (IN)EFFECTIVENESS OF WARNINGS AGAINST HALLUCINATED MISINFORMATION

Weeber M.*

University of Amsterdam ~ Amsterdam ~ Netherlands

As generative AI systems like ChatGPT become increasingly integrated into everyday life, concerns have emerged about their potential to influence human cognition. This study investigated whether AI-generated misinformation (AI hallucinations) can induce false memories and whether explicit warnings about AI hallucinations can reduce this effect. A 2×2 between-subjects experiment was conducted, manipulating chatbot type (honest vs. rogue) and the presence of a warning (present vs. absent). Participants (N = 44) viewed CCTV footage of a robbery and were then interviewed by an AI chatbot. In the rogue condition, the chatbot subtly introduced five fabricated details. Memory accuracy was assessed through a subsequent recall questionnaire. Results demonstrated that participants exposed to the rogue chatbot reported significantly more false memories for the manipulated details than those in the honest condition, confirming the powerful influence of AI as a suggestive agent. However, warnings about AI hallucinations had no significant effect on reducing false memory formation. These findings suggest that current warning designs are insufficient to counteract the persuasive effects of AI-generated misinformation and highlight the need for more robust safeguards in human-AI interaction contexts. As one of the first studies to test AI-generated misinformation in a false memory paradigm, this research highlights urgent implications for eyewitness reliability, digital literacy, and the ethical design of AI systems.

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions

Abstract 984

FAKE PHOTOS PROMPT EYEWITNESSES TO REACTIVATE THE DETAILS OF THE ORIGINAL EVENT IN THEIR BRAINS

Zhu B.*

Beijing Normal University ~ Beijing ~ China

Fake photos can create false memories. However, it has been unclear whether witnesses are able to reactivate their representations of original event details when seeing fake photos. This study investigated which brain regions reactivate neural signals of original event details when witnesses see fake photos. Functional magnetic resonance imaging data were obtained from 33 subjects at the original-event stage and the misinformation stage. Half of the subjects saw version A of the photos at the original-event stage and version B at the misinformation stage. The other half of the subjects saw version B of the photos at the original-event stage and version A at the misinformation stage. One day later, subjects completed recognition tests. To examine neural representations of event details shared across subjects at the original-event stage, we computed the neural pattern similarity between subjects who saw the same version and compared it to those who saw different versions. To investigate neural reactivations of event details, we computed the neural pattern similarity between subjects seeing the fake photo at the misinformation stage and other subjects seeing the original photo at the original-event stage. They were computed separately for subjects presented with the same version and for subjects presented with different versions, and the two were compared. When eyewitnesses first see an event, neural representations of the original event details in the visual cortex are shared between eyewitnesses, regardless of whether the later reported memory is true or false. However, when eyewitnesses are subsequently exposed to fake photos, their parietal cortex reactivates neural signals about the original event details, which may help to counteract image-based misinformation and thus report true memory. This finding has practical significance, as it demonstrates both the positive and negative effects that showing fake photos to witnesses can have on their memory.

14 - Division 14: Applied Cognitive Psychology

DIGITAL FRONTIERS IN APPLIED PSYCHOLOGY: INTERDISCIPLINARY INSIGHTS INTO OPPORTUNITIES AND RISKS OF MERGING AI, IMMERSIVE DEVICES, PSYCHOLOGY UNDER EU REGULATION

Friday 24 July 2026 from 08:00 to 09:30

(N-Lorenese)

Silvia Francesca Maria Pizzoli (Pegaso University ~ Milan ~ Italy), Chair and Presenter
Giulia Vilone (Analog Devices International ~ Limerick), Co-Chair

This symposium explores how emerging digital technologies—spanning artificial intelligence (AI), wearable devices, and immersive tools such as Virtual Reality (VR) devices—are transforming psychology, health, and the promotion of well-being. By bringing together experts in AI research, European Union (EU) law, and applied psychology, the session highlights the promise and challenges of integrating technological innovation into applied psychological practices.

The presentations will address multiple, complementary dimensions. Talks on explainable AI will examine how transparency and interpretability can enhance the responsible use of large language models in psychological research, clinical practice, and mental health interventions. Legal scholars will critically evaluate the implications of EU regulations, including the General Data Protection Regulation (GDPR) and the AI Act, with a particular focus on issues of data protection, informed consent, and accountability in psychological contexts. Other contributions will focus on the role of wearable and immersive technologies for stress management, resilience building, and cognitive enhancement, showcasing their capacity to provide real-time feedback while also considering risks of over-reliance and digital exclusion.

The symposium will also address broader ethical and societal concerns, including the reinforcement of biases and stereotypes, the generation of harmful content, and the importance of safeguarding psychological autonomy in an era of pervasive technology.

The topic is highly relevant to the ICAP congress because it addresses a rapidly evolving intersection between psychology and technology. While the integration of AI, wearables, and VR devices into psychological science and practice is advancing quickly, the evidence base, ethical frameworks, and regulatory standards remain under development. By promoting dialogue across disciplines, this symposium will provide novel insights and stimulate debate on how to leverage these technologies to advance health and well-being while upholding the professional and ethical standards of the field of psychology.

Abstract 3367

FROM SELF-TALK TO SELF-COMPASSION: A VIRTUAL REALITY INTERVENTION TO ENHANCE PSYCHOLOGICAL COPING IN SPORTS INJURY RECOVERY

Amadini Genovese L.*, Pizzoli S.F.M., Riva G.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Sports rehabilitation represents a fertile ground for multidisciplinary mind–body interventions supported by emerging technologies. Injuries challenge athletes not only in terms of physical recovery but also by undermining psychological resilience, often leading to frustration, stress, and identity disruption. Traditionally, self-talk has been used to sustain motivation and adherence to rehabilitation. At the same time, self-compassion has gained recognition as a protective factor that supports acceptance and adaptive coping. In this context, Virtual reality (VR) provides an immersive medium to deliver such interventions in an engaging and embodied way. This project examined the feasibility of integrating VR-based self-talk and self-compassion exercises into the rehabilitation of athletes recovering from musculoskeletal injuries. Insights from a pilot study with athletes undergoing physiotherapy participated in a four-week protocol with weekly VR sessions will be presented. The experiences included guided self-talk protocols, compassionate imagery, and perspective-taking exercises. Pre- and post-intervention assessments measured self-compassion, injury-related distress, self-esteem, resilience, sense of presence, and technology usability. Preliminary findings show high acceptability and engagement, along with positive trends in emotional regulation. These results suggest that VR is not only feasible but may also strengthen motivation and resilience by embedding psychological skills training directly into the recovery process. Future directions will involve the use of psychophysiological sensors (e.g., heart rate variability, skin conductance) and AI-driven adaptive algorithms to provide real-time feedback and tailor VR content to athletes' states and needs. Such integration reframes rehabilitation as a biopsychosocial process, opening pathways for preventive mental skills training beyond injury recovery.

Abstract 3368

TOWARDS RESPONSIBLE USE OF LARGE LANGUAGE MODELS IN PSYCHOLOGY: IMPLICATIONS OF THE EU REGULATORY FRAMEWORK FOR PSYCHOLOGICAL PRACTICE

Antoine C.*

Université de Namur ~ Namur ~ Belgium

Large language models (LLMs) can profoundly modify psychological research and practice by providing powerful tools for text analysis, conversational assessment, and mental health support for clinicians and patients. Their capacity to interpret and respond to natural language prompts opens up opportunities for psychologists to enhance psychological diagnostics and therapeutic interventions. Patients and the broader public can, and are already doing so, turn to AI chatbots for affordable, on-demand mental health support and therapy.

However, these applications raise ethical, methodological, and legal challenges. Within the EU context, compliance with the General Data Protection Regulation (GDPR) and the EU Artificial Intelligence Act (AI Act) presents pressing concerns. Issues of data minimisation, informed and explicit consent (where applicable), and transparency of algorithmic processing intersect directly with the sensitive nature of psychological data. Additionally, a key question under the AI Act is whether certain uses of LLMs in psychology - whether by psychologists or by patients themselves - might fall under the “high-risk” category, which would trigger more stringent requirements around transparency, oversight, and safety.

Beyond these considerations, the very design of LLMs raises further concerns for psychological practice. Their complexity and opacity, combined with probabilistic outputs, undermine reliability and accountability in clinical use. The risks of bias, reinforcement of stereotypes, and generation of harmful content could have a profoundly negative impact on vulnerable populations. We will critically evaluate the compatibility of LLM usage in psychology with European regulatory requirements. Ultimately, the discussion will provide a framework for integrating LLM technologies into psychological science and practice under the evolving European legal landscape.

Abstract 3370

GENERATIVE AI FOR PSYCHOTHERAPY: A PROTOTYPE TOOL FOR AUGMENTING MENTALIZATION-BASED THERAPY AND EXTENDING IT INTO DAILY LIFE

Pizzoli S.F.M.*[1], Vilone G.[2]

[1]Pegaso University ~ Milano ~ Italy, [2]Analog Devices International ~ Limerick ~ Ireland

Background and Aim
Generative AI—and large language models (LLMs) in particular—are opening up new opportunities to extend psychotherapy beyond the consulting room. Their ability to generate context-sensitive, linguistically nuanced responses makes them especially relevant for Mentalization-Based Therapy (MBT), a manualized psychodynamic treatment that strengthens reflective functioning and affect regulation. A central challenge in MBT is sustaining patients' capacity for mentalization outside sessions with the therapist. This work presents Mentora, a prototype tool designed to showcase the feasibility of integrating MBT principles with generative AI to deliver ecological momentary interventions.
Methods and Results
Mentora allows for delivering MBT techniques in a responsive, on-demand fashion through: (1) reflective prompts engineered to promote self–other understanding, (2) feedback on recurrent emotional-linguistic patterns, (3) integration of mood and event journaling into daily routines, and (4) manualized, theory-driven psychoeducational micro-interventions aligned with the MBT theory. The system is configured by therapists, who set treatment objectives and calibrate its functions, while patients regulate scope and intensity. Strong privacy safeguards ensure that patients retain full control over what is shared with therapists. To establish technical adequacy, four LLMs were systematically compared as potential trainers of mentalization. Simulated case scenarios, developed under the supervision of a psychotherapist, illustrate how Mentora can generate reflective material between sessions that later enriches therapeutic work.
Discussion and Conclusions
Mentora demonstrates how generative AI can expand the reach of MBT while preserving the centrality of the therapeutic relationship. By embedding MBT-informed reflection into daily routines, it highlights the potential for scalable, personalised, and ethically grounded augmentation of psychotherapy. Future directions include integrating wearable data (e.g., heart rate variability, sleep quality, stress markers) to enrich ecological momentary interventions and tailor them to patients' mentalizing capacities and well-being.

Abstract 3371

VIRTUAL REALITY-BASED COGNITIVE TRAINING: AN INTERVENTION TO ENHANCE DECISION-MAKING IN YOUNG SOCCER PLAYERS

Gala F.C.R.*, Repetto C.

Università Cattolica del Sacro Cuore ~ Milano ~ Italy

Background and Aim. Success and failure in team sports are often influenced by athletes' decision-making skills, which depend on perceptual abilities and higher-level cognitive functions. Virtual Reality (VR) can recreate real-life sporting scenarios, helping athletes prepare for different situations and train their ability to read the game, process information, and make rapid, accurate decisions. This study investigates the effectiveness of VR training on decision-making accuracy and its far-transfer effects on cognitive functions underlying decision-making.
Methods and Results. Thirty youth soccer players participate in a within-subjects study during the competitive season. They are tested at baseline (T0), after 4 weeks of regular practice (T1), and after 4 weeks of additional VR-based cognitive training (T2). The intervention includes three weekly sessions, each presenting 15 in-game video scenarios via a head-mounted display. At decision points, videos pause, and athletes quickly verbalise their choices before visualising themselves performing the optimal action. A total of 56 videos are recorded from a first-person perspective using a 180° GoPro Max to reduce motion sickness; 20 unique videos are used at each time point to assess decision-making accuracy. Neuropsychological tests evaluating inhibitory control, cognitive flexibility, and processing speed are administered to examine far-transfer effects. At T2, participants complete questionnaires assessing embodiment, sense of presence, and the perceived usefulness and ease of use of the technology.
Discussion. This study assesses whether the training suits participants' expertise and is perceived as beneficial. It provides insights into designing effective VR-based cognitive training with a focus on far-transfer effects on cognition. Future research should examine how these effects translate to on-field performance.
Conclusions. VR-based cognitive training shows potential to simulate realistic game scenarios and enhance the key perceptual and cognitive skills that influence decision-making during matches, thereby affecting the final outcome.

14 - Division 14: Applied Cognitive Psychology

Cognitive and Social Processes 1

Friday 24 July 2026 from 09:30 to 11:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology Division 17: Professional Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth

Abstract 201

AN EXPLORATORY STUDY OF PERSONALITY TRAITS, NEED FOR COGNITION, AND AI PERCEPTION

Labriola M.*, Vanhara A., Salapska--Gelleri J.

Florida Gulf Coast University ~ Fort Myers ~ United States of America

The rise of artificial intelligence (AI) has sparked discussions on its psychological impact, particularly in relation to cognition and critical thinking. Increased AI use has been linked to cognitive offloading, potentially reducing critical thinking abilities (Gerlich, 2025). This raises concerns about preserving reflective cognitive processes amid AI's rapid growth.

An individual's need for cognition (NFC)—their enjoyment and desire for thinking—may also influence AI engagement. Those with higher NFC tend to critically evaluate AI outputs more effectively (Buçinca et al., 2021). Additionally, NFC correlates with personality traits: positively with Conscientiousness and Openness to Experience, and negatively with Neuroticism (Sadowski & Cogburn, 1997). However, research exploring connections between NFC, Big Five personality traits, and AI-related attitudes/emotions remains scarce.

This study aims to examine these relationships using an online survey of 250 participants aged 18 and older. Participants will provide demographic information and respond to questions about their AI knowledge, opinions, and emotions. The Need for Cognition Scale (Cacioppo & Petty, 1982) will measure NFC, while the BFI-10 (Rammstedt & John, 2007) will assess personality traits.

Pearson correlations will identify links between NFC, personality traits, and AI-related attitudes and emotions. Additionally, a multiple linear regression will determine how NFC and personality traits predict negative attitudes and emotions toward AI, with these serving as the dependent variable. Findings from this study will help clarify how individual differences shape AI use, including the role of critical thinking tendencies and personality in influencing perceptions and interactions with AI.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 736

AN INVESTIGATION INTO SEMANTIC INFERENCE AND EXPRESSION RECOGNITION

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Humans are social beings and express a strong and innate need to form interpersonal relationships with others. Face processing and expression recognition play a crucial and communicative role in this process as expressions contain essential information and assist in conveying a person's emotional state. Positive expressions like happiness are recognised faster than negative expressions like anger or fear, the happy face advantage. Character information alters expression recognition in that a larger happy face advantage is observed for faces paired with positive character information than for those paired with negative character information. The present study investigated the effect of pairing faces with positive, negative, or negative health-related words on expression recognition.The training phase consisted of participants viewing neutral faces paired with positive, negative or negative health-related words. During the expression recognition task, they were asked to indicate whether emotional versions of these faces were happy or angry. The present study comprised of two experiments (N= 61; N= 52) that differed in the negative and positive words used in-order to investigate whether stronger word valence would affect expression recognition. Both experiments demonstrated that pairing with negative, positive, and negative health-related words affected the likability of the faces. Faces paired with positive words were extremely liked, faces paired with negative words were extremely disliked. However, faces paired with negative health-related words were not disliked and almost as liked as the faces paired with positive words. However, expression recognition was not affected by face-word pairings although participants had learned the pairings very well in both experiments. Findings from this study offer novel insights for person perception. The increased likability of faces paired with negative health-related words could be attributed to empathy or compassion. Future research could explore how diseases commonly regarded as stigmatised affect face likability and expression recognition.

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1779

AGENCY IN DECISION-MAKING AND RESPONSIBILITY

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This study re-examines the link between agency and responsibility attribution—specifically, whether higher personal agency in decision-making leads to greater responsibility for outcomes. Agency-based attribution of responsibility underlies legal systems worldwide, from historical precedents such as Nuremberg trials to contemporary cases, with previous studies consistently finding that external constraints reduce both agency and responsibility. However, Malter et al. (2021) reported a striking asymmetry through their series of experiments: observers attribute greater responsibility to individuals who make free choices, while actors themselves experience heavier feelings of culpability when they have low agency. This mismatch between external attribution and internal experience of responsibility is theoretically important but has not yet been closely replicated.

We replicated and extended Malter et al.'s (2021) findings through three key innovations. First, we employed a unified 2×3 between-subjects framework manipulating Perspective (self vs. other) and Agency Level (following orders vs. taking advice vs. autonomous decisions), allowing direct statistical comparison of whether perspective determines the direction of the agency–responsibility relationship. Second, we refined measurement by focusing specifically on responsibility attribution as our central construct while also assessing perceived deservingness of punishment and accountability, providing a more nuanced account of attribution. Third, we introduced advice-taking as an intermediate agency condition to test whether observed patterns generalize across a broader spectrum of agency.

Using Prolific Academic, we recruited 1,600 participants (~267 per cell) to have 90% power to detect effects comparable to the original study's smallest reported effect ($\eta p^2 \approx .011$). Data collection is currently underway, with results available for presentation at ICAP 2026. Together, this replication and extension tests the robustness of the agency–responsibility attribution link across perspectives, measurement approaches, and levels of agency, offering both theoretical clarification and methodological advances.

Division 3: Psychology and Societal Development Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 848

THE ANXIOUS MIND: EXAMINING THE RELATIONSHIP BETWEEN SOCIAL ANXIETY AND SOCIAL COGNITION

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University of British Columbia ~ Vancouver ~ Canada

Background: Social anxiety (SA) is an intense fear of social settings that negatively impacts many aspects of an individual's life, including relationships, employment, and mental health. Research suggests an important link between SA and social cognitive processing (i.e., the ability to reason about others). Unfortunately, research in this area has been exceedingly mixed; arguably because of the different aspects of social cognition and social anxiety measured across studies. To gain clarity into the specific nature of the relationships between SA and social cognition, the current study employed multiple measures of both.

Method: A sample of 78 children (Mage = 8.15, SD = 1.61) and their parents participated online through Zoom and Qualtrics. We conducted 4 hierarchical regressions, examining whether higher levels of SA, assessed through social worry and fear of negative evaluation (FNE), would predict poorer performance in 4 different measures of social cognition, and whether levels of social avoidance would provide additional predictive value.

Results and Discussion: Contrary to our expectations, our overall regression model combining measures of social anxiety (both worry and FNE) and social avoidance did not significantly predict performance on any of our social cognitive variables ($p > .05$). Interestingly, however, FNE was a unique predictor of poor basic mental state understanding ($t(69) = -2.28$, $p = .03$, (Holm-Bonferonni corrected $p = .057$) suggesting that children who present poor mental state understanding would benefit from interventions designed to reduce the fear of negative evaluation. Furthermore, we found surprisingly weak correlations among our measures of social cognition ($r \leqq .30$), suggesting social cognition is a multifaceted construct and future research should avoid relying on any single measure to capture children's social cognitive ability. Implications for future intervention approaches and practical applications will be discussed, including how it applies to children impacted by the pandemic.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 17: Partnership for the goals

Abstract 716

THE BRIGHT SIDE OF DARK LEADERSHIP? HOW SUBORDINATES' PERCEIVED PERFORMANCE PROMOTION MOTIVES SHAPE FORGIVENESS AND CITIZENSHIP BEHAVIOR

Chi S.S.[1], Lai H.[2], Wei S.*[3]

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Drawing upon literature on social account, ethical leadership, and moral justification, we propose that subordinate attributions of supervisors' performance promotion motives play a mitigating role in the negative relationship of abusive supervision with subordinate forgiveness, resulting in a beneficial effect on organizational citizenship behavior (OCB) (i.e., a decreased drop). We conducted three studies to test our hypotheses. Study 1 used a two-wave survey with 188 military personnel in Taiwan. Respondents filled out scales on leadership styles of direct supervisors, and their attributed motives, forgiveness, and OCB. Study 2 employed a 2X2 scenario-based design (i.e., high vs. low abusiveness with supervisory motives of self-centered vs. subordinate-centered) to preclude effects of supervisors' performance promotion motives from supervisors' self-centeredness. Respondents were 160 undergraduates enrolled in a military university in Taiwan. Results of Study 1 and 2 showed that the difference between path estimates of the indirect effect of abusive supervision on OCB via subordinate forgiveness across high and low levels of subordinate-attributed performance promotion motives, and subordinate-centered and self-centered motives, were both significant ([-.04] – [-.13] =.09 and [-.08] – [-.21] =.13, $p < .05$). In Study 3, we obtained a sample of 159 respondents through mTurk in the U.S., with a design similar to that of Study 1. Although the difference between path estimates of the indirect effect of abusive supervision on OCB via subordinate forgiveness across low and high levels of subordinate-attributed performance promotion motives was again significant ([.11] – [.05] =.06, $p < .05$), abusive supervision was found positively (rather than negatively) associated with forgiveness ($b = .11$, $p < .05$). We discussed possible reasons for such a finding at the end. This study contributes to the literature by highlighting the importance of subordinates' attributions in shaping responses to supervisor misbehavior and the transformative power of forgiveness in organizational settings.

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1141

NOT ALL COPYING WORKS THE SAME: CONFIDENCE AND ATTENTION REVEAL DISTINCT MECHANISMS OF HUMAN MATE COPYING UNDER INDIVIDUAL INFORMATION

Xie J.*, Qi Q., Huang J., Zhang K.

Qingdao University ~ Qingdao ~ China

Mate copying refers to the tendency to adjust one's preferences of potential mates based on others' choices. While the mate copying effect has been shown to be attenuated by individual information, it remains unclear if its influence varies between acceptance and rejection social cues, and what mechanisms underlie these effects. Across two behavioral and eye-tracking studies, female participants first rated the depicted males as potential romantic partners and reported their confidence. They then re-rated them after observing same-sex models' acceptance, rejection, or undecided attitudes, with individual information manipulated as present or absent. Results showed that ratings increased following observed acceptance and decreased after observed rejection, both with stronger effects when individual information was absent. Confidence analyses revealed that, under rejection, absent information reduced confidence, which in turn partly accounted for the increase in copying; in contrast, acceptance copying was not mediated by confidence. Eye-tracking further showed that acceptance cues enhanced visual attention to the photographs and predicted stronger copying, whereas rejection cues did not reliably alter gaze distribution. These findings suggest that, although individual information modulated acceptance and rejection in behaviorally similar ways, confidence and attention revealed distinct mechanisms, providing novel insights into the cognitive foundations of individual and social influence in mate choice.

14 - Division 14: Applied Cognitive Psychology

Parichehr Sharifi, Germany

Friday 24 July 2026 from 13:00 to 13:30

(N-Lorenese)

Abstract 4653

Neurovisual Cognitive Training

Sharifi P.*

14 - Division 14: Applied Cognitive Psychology

Cognitive and Social Processes 2

Friday 24 July 2026 from 13:30 to 15:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 18: History of Applied Psychology SDG 4: Quality Education SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 1809

INVESTIGATING THE CREATIVE ABILITIES OF SPATIAL INTELLIGENCE AMONG OMANIS THROUGH TWO CASE STUDIES: USING STARS FOR IRRIGATION AND ALLOCATING WATER SHARES IN THE FALAJ IRRIGATION SYSTEM.

Alkiyumi M.*

Sohar University ~ Sohar ~ Oman

The location and arid climate of the Sultanate of Oman necessitated that its inhabitants utilize their physical and intellectual abilities to the fullest in order to avail the most of its limited natural resources. This study aimed to investigate the creative abilities of the Omani people in two areas related to the management of scarce water resources: firstly, the use of celestial bodies (stars and their positions in the sky) to time irrigation at night; and secondly the equitable distribution of water from traditional irrigation systems (falaj canals) based on precise quotas determined by geographical and environmental factors. These two practices are creative and unique to Oman, reflecting the remarkable spatial intelligence of its people. The researcher gathered data by studying 12 falaj systems and their water distribution methods, interviewing farmers and falaj managers who still rely on star positions for nighttime irrigation, and analyzing numerous relevant documents and recent studies. The study identified several novel spatial abilities not previously documented in the literature on spatial intelligence, including: spatio-temporal measurement, spatial insight, morphological analysis of the shapes, and arithmetic estimation. Each of these abilities encompass several sub-skills.

Division 14: Applied Cognitive Psychology Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation
SDG 9: Industry, innovation and infrastructure

Abstract 2002

INTEGRATING SELF, OTHERS, AND SPACE: NEURAL MECHANISMS OF OWNERSHIP IN PERIPERSONAL SPACE AND THEIR APPLICATIONS

Lenglart L.[1], Sampaio A.[2], Coello Y.*[3]

[1]Lucie Lenglart ~ Lille ~ France, [2]University of Minho ~ Braga ~ Portugal, [3]University of Lille ~ Lille ~ France

We interact daily with objects in our peripersonal space (PPS), a region that serves as a motor interface between the body and the environment. Beyond their spatial location, objects may or may not belong to us, potentially leading to a conflict between ownership-related processing and sensorimotor representations. Understanding how the brain resolves this conflict is not only of theoretical interest, but is also relevant to the design of environments that assess the relationship to objects in different contexts. To examine the processes and neural mechanisms involved, participants performed a reachability judgment task on self- and other-owned virtual objects while undergoing functional magnetic resonance imaging (fMRI). Replicating previous findings at the behavioural level, the contrast between objects located in PPS and those in extrapersonal space (EPS)—independent of ownership—revealed bilateral activations in the superior and inferior parietal lobules (SPL, IPL), extending into the supramarginal gyrus and the right cuneus. Further analyses showed distinct activation patterns for self- versus other-owned objects in the PPS: Self-owned objects elicited stronger activations in right-lateralized parietal regions, particularly the IPL and SPL, whereas other-owned objects engaged a smaller cluster in the right parietal cortex and the pre-supplementary motor area (pre-SMA). Multivariate classification analyses further revealed that activity in the ventromedial prefrontal cortex (vmPFC) selectively discriminated self-owned objects in PPS, while the dorsomedial prefrontal cortex (dmPFC) discriminated self-owned objects in both PPS and EPS. Together, these results provide new insights into how the brain integrates sensorimotor and ownership-related signals for goal-directed action, and highlight potential applications ranging from virtual environment development to ergonomic design and clinical interventions.

Division 3: Psychology and Societal Development Division 14: Applied Cognitive Psychology Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 2484

VISUAL AND NARRATIVE SELF-PRESENTATION ON TINDER: A HYBRID CODING FRAMEWORK FOR SOCIO-AFFECTIVE IMPRESSION MANAGEMENT

Garcia--Meraz M.*

Melissa Garcia Meraz ~ Ciudad de Mexico ~ Mexico

Introducion:
Digital dating platforms like Tinder serve as advantageous spaces for impression management, integrating visual cues and textual narratives in self-presentation.Although prior research has investigated motivations and gender disparities, there is a paucity of studies providing systematic frameworks to classify how individuals formulate desire, affect, humor, and status through multimodal self-presentation.
Objective: This study sought to create and validate a coding system for the analysis of narrative and visual self-presentation strategies on Tinder profiles, incorporating theoretical frameworks from Goffman's dramaturgical model, Mead's concept of the social self, and recent empirical research (Ward, 2017; Dunlop, 2018; Jalagat & Yapo, 2021; Lokanan, 2023).

Method: we used a mixed-methods approach.In the qualitative phase, 200 Tinder profiles (text + image) were classified into five theoretically based categories: Seductive, Flirtatious, Humorous, Formal, and Segregating. Every category had operational definitions, language and visual cues, and rules for making decisions in order. In the quantitative phase, factorial stimuli (5 × 2 = 10 conditions: facial expression × socioeconomic status) were developed and validated using eye-tracking and perception tasks with university participants. Reliability analyses (Krippendorff's α) and descriptive statistics guarantee internal consistency.

Results: Initial findings reveal substantial coder agreement (α = 0.86) and unique perceptual patterns among categories. Seductive and flirtatious profiles drew more attention to the eyes and mouth, while formal and funny profiles made people read the text for longer. Segregating profiles led to extreme moral judgments and a lower sense of authenticity.

Conclusions: The suggested framework connects qualitative discourse analysis with experimental assessments of social perception, providing a replicable model for examining moral and aesthetic judgments of self-presentation in digital dating. The findings underscore the influence of impression management strategies on attention, affect, and desirability in online romantic interactions.

Division 1: Work and Organizational Psychology Division 14: Applied Cognitive Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 2388

OWNING MISTAKES, INSPIRING OTHERS: ETHICAL LEADERSHIP AS A PATHWAY FROM LEADER TO FOLLOWER ERROR SHARING

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[1]Xi'an Jiaotong-Liverpool University ~ Suzhou ~ China, [2]Case Western Reserve University ~ Cleveland ~ United States of America

In today's complex and fast-paced work environments, open communication about errors is increasingly recognized as vital to learning, ethical leadership, and team effectiveness. While prior field research suggests that leaders who disclose their own errors may encourage followers to reciprocate with similar openness, the causal psychological mechanisms behind this process remain unclear. In addition, the construct of leader error sharing is often broadly defined. In this study, we adopt a focused definition: leader error sharing refers to the extent to which leaders openly acknowledge and discuss their own errors within the team.

Building on social learning theory, we argue that followers observe and internalize behavioral norms modeled by their leaders, especially when leaders take the initiative to openly and transparently communicate their past errors. Drawing on previous research, we focus specifically on leader error sharing involving high-severity, low-visibility errors, which are highlighted as especially meaningful in shaping leader-follower trust.

Across a vignette-based experimental study, we explore followers' understanding of leader error sharing and examine how it influences followers' willingness to disclose their own errors to the leader. Specifically, we examine whether this relationship is mediated by followers' perceptions of the leader's ethical conduct. Sample participants are recruited from Prolific Academic (N=200).

This research addresses a key gap, moving beyond correlational studies to experimentally test the causal impact of leader error sharing and its specific dimensions. Data collection is ongoing; results will be available prior to the conference. Findings contribute theoretically to social psychology at work, specifically focusing on leadership relationships; and practically with insights into how leaders can foster decent work conditions for employees, promoting inclusive cultures of learning and trust through intentional self-disclosure.

Division 14: Applied Cognitive Psychology Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 4600

WHO WE THINK THEY ARE: HOW PRIOR GROUP INFORMATION SHAPES ATTITUDES, ATTENTION AND LEARNING IN INTERPROFESSIONAL EDUCATION

Mousapour Z.*[1], Gee P.[1], Charlesford J.[1], Schenke K.[2], Rae P.[1]

[1]University of Plymouth ~ Plymouth ~ United Kingdom, [2]University of Gloucestershire ~ Gloucestershire ~ United Kingdom

Background
Interprofessional Education (IPE) research has traditionally been grounded in Contact Hypothesis theory (Allport, 1954), with emphasis on improving intergroup attitudes and teamwork. However, less attention has been given to the cognitive mechanisms through which contact influences attention and learning. Drawing on predictive coding accounts, the Integrating Neuroscience and Social Psychology in Researching Interprofessional Education (INSPIRE) Framework (Schenke et al., under review) proposes that prior (implicit) predictions about content, context, individuals, and professional groups shape what learners attend to, how information is interpreted, and what is retained during IPE sessions.
Aim:
To examine whether prior group-based information influences attitudes, attention, and learning during a simulated Interprofessional education session.

Methods:
Psychology undergraduates participated in a dementia-care interprofessional education simulation in which expertise information about professional groups was experimentally manipulated. Visual attention was measured using eye-tracking, attitudes via validated questionnaires, and learning via multiple-choice recall tests.

Results:
In Study 1 (n = 48), attitudes were more positive, and more attention was paid to information purportedly from students with expertise in the topic compared to those without and improved intergroup attitudes, though no significant effect on recall was observed. In Study 2 (n = 74), attitudes were, again, more positive towards ‘expert’ students, additionally more information was recalled from these students than those without expertise in the topic.

Conclusions:
These findings provide the first empirical support for the INSPIRE framework, demonstrating that prior information relating the expertise influenced attention, attitudes and recall. These findings suggest that shaping learners’ expectations before interprofessional contact may be a practical lever for improving both attitudinal and learning outcomes.
Keywords: Interprofessional education; prior group information; attention; recall; intergroup attitudes
Reference:
Allport, G. W. (1954). The nature of prejudice.

Division 2: Psychological Assessment and Evaluation Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 2402

RIGHT INFERIOR FRONTAL GYRUS GRAY MATTER DENSITY MEDIATES THE EFFECT OF TOLERANCE OF AMBIGUITY ON SCIENTIFIC PROBLEM FINDING

Shi J.*[1], Tong D.[2], Liu H.[1], Gu X.[3], Zhang R.[2], Lu P.[2], Zhang Q.[4], Qiu J.[4]

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Problem finding (PF) is a crucial element of creative thinking. PF facility allows us to manage the rapidly changing world. Tolerance of ambiguity (AT) is a personality variable that plays a vital role in creative thinking. However, few studies have explored PF's brain mechanisms and their relationship with AT. This study aimed to filled this gap using behavioral and voxel-based morphometry (VBM) methods. The behavioral results revealed a significant positive correlation between AT and PF. The VBM analysis found that novel PF positively correlated with the cluster's regional gray matter density (GMD) involving the left dorsolateral prefrontal cortex (DLPFC) and precentral cortex. Additionally, novel and appropriate PF was positively correlated with the GMD of the right inferior frontal gyrus (IFG) and regional white matter density (WMD) of the bilateral thalamus. Further mediation analysis revealed that the rGMD of the right IFG mediated the relation between AT and PF, which showed that the right IFG is associated with inhibitory control and novelty-seeking. Individuals with high AT and regional GMD in right IFG had a greater novel and appropriate PF ability. These findings shed light on the correlation between AT and PF from the brain's structural basis perspective.

14 - Division 14: Applied Cognitive Psychology

Poster Session 1 - Division 14

Friday 24 July 2026 from 14:05 to 15:35

(X- Poster 3)

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1417

USE OF VIRTUAL REALITY IN INTERVENTION WITH SCHEMA MODES IN SCHEMA THERAPY

Mansano F., Szupszynski K.*, Oliveira M.

Pontifícia Universidade Católica do Rio Grande do Sul ~ Porto Alegre ~ Brazil

Abstract: Schema Therapy, as an integrative and innovative approach, aims to treat patients with personality disorders, recurrent symptoms, and those considered difficult to treat. Experiential techniques are a major differentiator in this approach, and through the technique of mental imagery, it is possible to characterize Schema Modes. However, some patients who are resistant to the use of mental imagery and have little creative repertoire may have their treatment limited. Thus, the use of technologies such as virtual reality, with its visual and realistic resources, can contribute to and facilitate the self-compassion training suggested in working with the Healthy Adult Mode. Objectives: The objective of this study is to propose the use of a digital tool for working with Schema Modes to evaluate possible facilitation in training practices of expressing and receiving compassion through Virtual Reality. Method: Participants create a personalized avatar that resembles themselves using artificial intelligence software and view it through a virtual reality application. This makes it possible to combine physical characteristics and facial expressions with the Healthy Adult Mode. Results: The research is ongoing. Results from similar studies indicate a significant influence of virtual reality or metaverse-based interventions on the effectiveness of mental health treatment, as well as promoting changes in levels of self-compassion. Discussion: The trend toward using technology for psychotherapy interventions, both online and in person, is a global phenomenon. There is a need to validate its use through scientific research, the results of which are based on scientific evidence and an ethical approach to these procedures. This premise underpins this doctoral thesis, which aims to make an innovative contribution to Evidence-Based Psychotherapy and the application of Schema Therapy.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1120

A MULTI-STRATEGY APPROACH TO TACKLING THE MENTAL HEALTH CRISIS

Birch S.*, Kataria A., Rho K., Craig S.M., Zaini P., Torjani D., Flores J., Yau H., Yalcin I., Widjojo I., Nielsen A.

The University of British Columbia ~ Vancouver ~ Canada

Background and Hypothesis: The world is facing a mental health crisis. One in eight people worldwide struggle with their psychological health. With such diverse mental health challenges, the solution needs to be equally diverse. In this talk I present my grant-funded research program examining the efficacy of a novel interactive education program integrating diverse insights from across the psychological sciences to foster well-being. A wealth of evidence shows that biases in how we think, called cognitive biases, profoundly impact our well-being. Still, existing intervention approaches primarily focus on only one debiasing approach, or one facet of well-being. In contrast, my lab adopted, and tested, a multi-faceted approach that combines several well-established debiasing techniques into an easy-to-use online education program. Our driving hypothesis is that integrating multiple evidence-based techniques into an engaging and accessible online program will offer the best results for optimizing social-emotional health.

Methods and Discussion. Pre- & Post-test Battery: Our experiments begin and end with a multi-faceted assessment consisting of well-validated measures of different facets of social emotional health (e.g., anxiety, depression, loneliness, stress, and quality of life indices) as well as measures of cognitive biases. Participants then complete a series of online interactive lessons that distill cognitive science research into short, engaging summaries of evidence-based strategies for minimizing these biases and enhancing well-being. These lessons are grounded in high-quality peer-reviewed research showing effective pedagogical approaches, including interactive learning, self-relevant content, practical examples, and formative feedback. These lessons are accessible to a broad audience and 'gamified' (e.g., incorporating visuals, interactive exercises) to enhance engagement and retention. I will review key findings highlighting the efficacy of this work and its many practical applications. I also hope to inspire new practical applications and collaborations and solicit feedback for expanding this initiative globally to improve well-being.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 731

MENTAL SIMULATION OF POSITIVE FEEDBACK IN EVERYDAY SOCIAL CONTEXTS ENHANCES SELF-BELIEFS

Hu X.*, García--Arch J., Zhang S., Korn C.

Section Social Neuroscience, Department of General Psychiatry, Center for Psychosocial Medicine, Heidelberg University ~ Heidelberg ~ Germany

Self-beliefs are systematically influenced by external social evaluations and often exhibit a positivity bias, preferentially integrating desirable over undesirable feedback. It remains unclear, whether actively generated social feedback through contextualized mental simulation produces a similar effect. Understanding this aspect of motivated cognition is critical, as such insights can inform safe, accessible simulation-based interventions to rehearse social interactions and enhance self-image.

Here, 36 participants first rated themselves on 40 personality traits and then engaged in guided mental simulation, imagining receiving desirable or undesirable feedback from relevant others across everyday social contexts (work, family, friends, strangers). They subsequently indicated the value of the freely simulated feedback and its realism before re-rating the traits.

Linear mixed-effects models showed that participants actively generated larger simulation gaps (i.e., the difference between initial self-ratings and indicated feedback) for desirable feedback than for undesirable feedback, suggesting a motivated inclination to simulate stronger positive evaluations. In turn, simulating desirable feedback elicited greater self-belief updating (i.e., the difference between post- and pre-ratings) than undesirable feedback. Notably, the simulation gap for desirable feedback positively predicted updating, whereas the undesirable one did not, reflecting a robust positivity bias. Moreover, participants rated desirable feedback as more realistic than undesirable feedback. Surprisingly, increasing simulation gaps reduced realism only for desirable feedback, underscoring subjective realism as a key factor in belief revision.

These findings demonstrate that contextualized mental simulation can enhance self-image, advancing the cognitive and motivational mechanisms of self-belief updating. To strengthen these conclusions, a preregistered replication with a larger sample is currently underway. This research highlights the practical benefits of simulation-based interventions, which can be performed individually and avoid the potential risks or negative effects of real social interactions, making them promising tools in clinical, educational, and performance-enhancement domains.

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 689

THE HIDDEN CONFLICT BETWEEN IMPULSE AND CONTROL IN CONSUMER DECISIONS: EXAMINING ONLINE CONSUMPTION BEHAVIOR THROUGH BEHAVIORAL AND EEG EVIDENCE

Lo H.*[1], Hsueh J.J.[2]

[1]National Chung Hsing University ~ Taichung City ~ Taiwan, [2]I-Shou University ~ Kaohsiung City ~ Taiwan

Background. This study examines how live stream shopping stimuli—such as streamer appearance, product preferences, scarcity cues, and gamification—shape purchasing behavior and post-purchase regret. It also explores the roles of cue reactivity, craving, and impulsive buying tendencies in influencing consumer decisions and emotions. Method. Two behavioral experiments and one electroencephalogram (EEG) experiment were conducted. The behavioral studies captured conscious purchasing choices, while EEG measured neural responses, providing insights into the cognitive and emotional mechanisms underlying live stream shopping behavior. Results. Consumers with strong product preferences were more likely to purchase when the streamer's appearance was less prominent, suggesting product-centric presentations are more effective. Cue reactivity and craving predicted regret for high-preference products, whereas emotional responses had less impact on low-preference items. Time scarcity produced a U-shaped effect, with both high and low time pressure increasing purchase intentions, while moderate pressure reduced engagement. Cue-triggered pleasure did not reduce regret, aligning with research on compulsive buying. EEG results showed greater alpha wave fluctuations in the control group than in compulsive and impulsive buyers, indicating stronger internal conflict between desire and self-control. Conclusions and Impact. These findings highlight the complex interaction of product preferences, streamer characteristics, and psychological factors in live stream shopping. Visual cues and scarcity significantly influence purchasing decisions, while impulsive buyers exhibit distinct neural patterns that reveal the emotional conflicts underlying post-purchase regret. This research advances understanding of the neural and psychological drivers of consumer behavior in live stream shopping. By clarifying craving triggers and cognitive conflicts, it provides a foundation for marketing strategies that enhance consumer engagement while reducing post-purchase regret.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 727

WHY BLACK FACE MASKS ARE LESS PREFERRED IN EAST ASIA: THE MEDIATING ROLE OF CANONICAL MASK COLOR

Miyazaki Y.*[1], Tsurumi S.[2], Park K.[3], Yang J.[1], Ito M.[1]

[1]Chukyo University ~ Nagoya ~ Japan, [2]Hokkaido University ~ Sapporo ~ Japan, [3]Tokyo Metropolitan University ~ Hachiouji ~ Japan

Previous studies have shown that in Japan, individuals wearing black masks are perceived more negatively than those wearing white masks, whereas in Western contexts, black masks are sometimes preferred. However, previous studies differed in stimulus presentation: some presented masks worn by models, while others presented masks alone, leaving it unclear whether impressions of black masks are culturally dependent. The current research presented only the masks and asked participants from Japan, the UK, the US, China, and South Korea to directly evaluate the impressions of the masks themselves. Two web-based experiments were conducted. In Study 1, participants from Japan, the UK, and the US evaluated white, gray, and black masks. A separate group evaluated socks in the same colors to test whether the effect was specific to masks. In Study 2, participants from Japan, China, and South Korea completed the same task. Impressions were measured with items such as willingness to wear and likability, together with a rating of the typicality of each mask color ("How different is this mask's color from the usual mask color?"). Results showed that in East Asian countries, black masks were consistently rated less favorably than white masks, whereas in the UK and the US no such negative impressions were observed. Mediation analyses demonstrated that this cultural difference was explained by recognition of canonical mask color: in East Asia, where white is strongly associated with masks, black masks were judged as non-standard and therefore evaluated more negatively. Importantly, the same pattern did not appear in evaluations of socks in the same colors, suggesting that the effect is specific to the object "mask." Overall, the findings can be interpreted in two ways: as a perceptual deviation from the canonical association of "mask equals white," or as a social deviation from the norm that "white masks are desirable."

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 782

WHERE YOU LOOK MATTERS: SPATIAL PUPIL PATTERNS DISTINGUISH VISUAL PREFERENCES

Shigemune Y.*[2], Midorikawa A.[1]

[1]Chuo University ~ Hachioji ~ Japan, [2]Yamaguchi University ~ Yamaguchi ~ Japan

While eye-tracking simultaneously captures both pupil diameter and gaze position information, traditional research has primarily analyzed these measures separately. This study aims to integrate pupil diameter with spatial gaze information to develop a novel approach for examining preference-related pupil responses during evaluation of daily objects. Participants (N=41) viewed daily object images and rated their preference on a 1-7 scale during eye-tracking recording. Images were presented until button press, followed by a 3-second inter-trial fixation. Trials were divided into low preference (1-4) and high preference (5-7) conditions. We calculated overall mean pupil diameter and created pixel-by-pixel maps of mean pupil diameter for each condition during image viewing. While pupil responses involve physiological delays, defining definite delay times is difficult; therefore, we focused on pupil responses during sustained viewing periods until button press without lag correction. This approach is justified because participants evaluated preference by viewing the image and pressed the button, ensuring active processing is reflected in the image area of the map. We computed two-dimensional kurtosis and skewness measures centered on gaze peaks, and conducted Threshold-Free Cluster Enhancement (TFCE) analysis to identify clusters of differential pupil responses. Paired t-tests compared pupil diameter measures between preference conditions. Overall mean pupil diameter and 2D skewness showed no significant differences. However, 2D kurtosis measures demonstrated significantly higher values for high-preference versus low-preference conditions. Conversely, TFCE analysis identified clusters where low-preference conditions elicited greater pupil responses. These results suggest that while overall pupil diameter is larger in low-preference conditions, pupil dilation is spatially more concentrated around attention focus points in high-preference conditions. This spatial approach opens new methodological possibilities for understanding visual preference and other cognitive mechanisms, potentially revealing integrated localized attentional and emotional responses that separate analysis of pupil diameter and gaze position might miss.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 12: Responsible consumption and production

Abstract 490

EMOTION THRESHOLDS: A PSYCHOPHYSICAL APPROACH TO AFFECTIVE TOLERANCE

Rodrigues Arruda Pinto V.[1], Correa Vione K.[2], Gomes Lopes M.P.[1], Geraldo De Azevedo T.[1], Mendonça De Souza L.[1], Vieira Passos J.G.[1], Alvarenga M.*[1]

[1]Federal University of São João del-Rei ~ São João del-Rei ~ Brazil, [2]University of Birmingham ~ Birmingham ~ United Kingdom

Can affective overload be anticipated and prevented? This presentation introduces the Emotion Thresholds Methodology (ETM) for assessing affective tolerance—defined as the point at which a stimulus exceeds an individual's emotional capacity to sustain positive valence or regulated arousal. The model is based on three distinct thresholds: the Unpleasantness Threshold (UT), where valence turns negative; the Arousal Threshold (AT), where stimulation surpasses optimal activation; and the Compromised Pleasure Threshold (CPT), where both dimensions fail to maintain a pleasurable experience. These thresholds do not measure discrete emotions but serve as indirect indicators of affective compromise, identifying when a stimulus becomes emotionally taxing, aversive, or disengaging. Originally developed in sensory science, the model holds strong potential for broader application. In clinical contexts, thresholds can support the monitoring of affective responses in individuals with eating disorders, sensory sensitivities, or emotional dysregulation. In educational and occupational settings, they may inform emotionally sustainable environments. In public health and policy, they provide novel criteria to support psychoeducational strategies that align with emotional well-being. These thresholds are not intended to measure affective tolerance per se, but to enable a better assessment of the personal attitude that shapes one's response to emotional impulses. Although initial studies demonstrate sensitivity in detecting valence shifts (UT, CPT), operationalizing arousal thresholds (AT) remains methodologically challenging—particularly with simplified affective scales or low-arousal stimuli. By identifying the points at which emotional responses become concerning, the model offers a promising tool for shaping environments, guiding adaptive interventions, and promoting emotional agency. The methodology bridges psychophysics and affective science in ways that advance applied psychological research and reinforce its societal relevance.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 13: Climate Action

Abstract 337

INDIGEOUS PSYCHOLOGY: TRADITIONAL HEALING SYSTEM IN NEPAL

Subba U.K.*

Association of Psycholgists in Nepal ~ Kathmandu ~ Nepal

Explore the foundations of indigenous psychology (IP), with a focus on traditional healing practices in Nepal. This lesson highlights how IP is deeply connected to cultural traditions, spirituality, and holistic well-being.In the context of Nepali culture, the expression “traditional healing” may include several
methods that are applied by experts to cure the patients. They may include: (a) janne/dhami/jhankri, traditional tantric shamanic healers; (b) vaidya/jyotishi/ayurvedic astrologist; (c) local priest-experts; (d) simple users of herbs and powders.
It emphasizes that socio-cultural context and history is
the source of knowledge and attempts to find and explain both culture-specific knowledge and culturally shared knowledge by documenting, organizing, and interpreting the understanding people have about themselves and their world. It emphasizes the use of natural taxonomies as units of analysis and examines how individuals and groups interact within their sociocultural context. This information is then used as a tool for discovering psychological invariants.
Indigenous psychology is best suitable to find out native point of view in particular socio-cultural context and examine how such point of view is constructed.
The majority of Nepal s Indigenous Peoples still rely on forests for their livelihoods and have a symbiotic relationship with the forest and natural resources, sustainable forest and biodiversity management is critical for preserving their distinct identity and customary practices, as well as their ability to pass them down to future generations.
It is the cultural system of shared ideas, concepts, rules and meanings that underlie and are expressed in the ways that humans live. It is learnt, transmissive, continuous, cumulative, dynamic and adaptive. Traditional health care system is also part of the cultural system because it has a cultural origin and cultural meaning acceptable and meaningful for that particular cultural group.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education

Abstract 491

LOST IN AMBIGUITY: WHERE LARGE LANGUAGE MODELS DIVERGE FROM HUMAN LEXICO-SEMANTIC RATINGS

Cheng X.[1], Huang X.[1], Chan Y.[2], Tse C.*[1]

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Psycholinguistic norming studies traditionally rely on human participants to rate individual words on lexical variables such as valence, arousal, and concreteness. These ratings enable researchers to control or manipulate lexical variables when examining word recognition processes. Given the time-intensive nature of collecting human ratings, recent research has explored whether Large Language Models (LLMs) can approximate human judgments through conversational probing across various languages (Martínez et al., 2025; Trott, 2024). However, our previous work revealed that LLM-generated ratings for Chinese two-character words showed only moderate correlations with human ratings across several lexico-semantic variables (arousal: r = .62; familiarity: r = .53; concreteness: r = .67; imageability: r = .65; Huang et al., under review).

The present study extends this work by examining whether variable ambiguity moderates the relationship between LLM and human ratings. We analyzed valence, arousal, familiarity, concreteness, and imageability ratings for over 25,000 Chinese two-character words (Chan & Tse, 2024) using two LLMs (GPT-4o-Turbo and DeepSeek-R1-FW). Variable ambiguity was operationalized as the standard deviation of ratings across human raters, reflecting individual differences in word interpretation. For instance, “dog” may evoke positive or negative valence depending on personal experience. We hypothesized that higher variable ambiguity would weaken LLM-human correlations, as LLMs may struggle to capture the contextual and individual variability inherent in lexico-semantic ratings.

Our results revealed significant LLM × ambiguity interactions across both LLM platforms. For valence, arousal, concreteness, and imageability, these interactions were negative, indicating that greater ambiguity indeed attenuated LLM-human correlations. In contrast, familiarity showed positive interactions (with the exception of DeepSeek’s familiarity × familiarity ambiguity term). These findings largely support our hypothesis that variable ambiguity compromises LLMs’ ability to predict human lexico-semantic ratings for Chinese two-character words, highlighting an important boundary condition for using LLMs in psycholinguistic research.

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1059

SEEING BOTH SIDES: PERCEPTUAL REVERSAL SUPPORTS THEORY OF MIND JUDGMENTS ON AMBIGUOUS FIGURES

Tsuji H.*

Osaka Shoin Women's University ~ Osaka ~ Japan

How do people infer others' perceptions when stimuli afford multiple interpretations? We tested whether perceptual reversal (reporting multiple readings of ambiguous figures) supports Theory of Mind (ToM) and reduces self-projection.

Japanese adults (N = 300; aged 20-70) viewed three bistable figures: Young woman/Old lady, Duck/Rabbit, Man/Rat. After a 5-second preview with replay available, participants completed: (a) untimed free-text "everything you saw," (b) initial percept (forced choice), and (c) what third persons (aged 3/20/75) would perceive (side-1/side-2/cannot determine). Reversal was coded when both interpretations appeared in free text. ToM accuracy, following Carpendale & Chandler (1996), required selecting "cannot determine" as correct. Self-projection was coded when incorrect responses matched own initial percepts.

Binomial GEE models (clustered by participant) included Figure × Target Age, Reversal, demographics, and interactions. Despite unlimited viewing time, reversal remained uncommon: Young woman/Old lady (7%), Duck/Rabbit (23%), Man/Rat (13%).

Model 1: Reversal predicted higher ToM accuracy (OR = 1.54, 95% CI [0.98, 2.42]), improving accuracy by 4–11 percentage points (Duck/Rabbit: +7; Man/Rat: +4–5; Young woman/Old lady: +11). Young woman/Old lady exceeded Duck/Rabbit for ToM accuracy (OR = 1.40 [1.10, 1.77]), except when judging 75-year-old targets (interaction OR = 0.67 [0.49, 0.91]). Older participants endorsed indeterminacy less (60s OR = 0.57; 70s OR = 0.52) than younger people.

Model 2: Among incorrect responses, reversal reduced projection (OR = 0.54 [0.37, 0.78]), decreasing projected errors by 7–14 points. Projection increased for Young woman/Old lady with 20-year-old targets (interaction OR = 2.11 [1.07, 4.15]) and with participant age (60s OR = 1.80; 70s OR = 2.18).

Perceptual flexibility supports ToM-appropriate uncertainty and buffers against egocentric biases. Experiencing multiple visual interpretations helps people recognize that others face similar ambiguity, rather than projecting their own percepts. Limitations include a Japanese-only sample and conservative reversal coding.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 879

COGNITIVE MECHANISMS ASSOCIATED WITH BODY DISSATISFACTION IN YOUNG ADULTS

Wang Y.L.*

Ming Chuan University ~ Taoyuan ~ Taiwan

Introduction: Body dissatisfaction is a growing concern in young adults. However, the underlying cognitive mechanisms associated with body dissatisfaction remain underexplored. The current gap in the literature limits the ability to develop effective mechanism-focused interventions to alleviate body dissatisfaction.

Purpose: The aim of this study was to examine the cognitive processes associated with body dissatisfaction.

Method: A total of 100 young adults between 18-25 years old without current or past diagnosis of schizophrenia or bipolar disorder enrolled in the study. Participants completed a series of questionnaires pertaining to body dissatisfaction, cognitive flexibility (general and those specific to body image flexibility), perfectionism (general and those specific to physical appearance), and interpretation bias.

Results: Body dissatisfaction was significantly and negatively correlated with less positive interpretation bias and less physical appearance flexibility (but not general cognitive flexibility). Body dissatisfaction was also positively and significantly correlated with general perfectionism, but the association was stronger for physical appearance perfectionism.

Conclusions: This is the first study to investigate a range of cognitive mechanisms related to body dissatisfaction. The preliminary findings suggest that individuals with body dissatisfaction demonstrate greater dysfunction in context specific to physical appearance, but not general cognitive inflexibility or maladaptive perfectionism. With ongoing data collected in the second wave, the directionality of different variables will be further discussed.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 833

WHAT PREDICTS OUTCOME OF COGNITIVE BIAS MODIFICATION FOR INTERPRETATION (CBM-I) IN STUDENTS? AN INVESTIGATION OF COGNITIVE MECHANISMS

Wang Y.L.*[1], Hughes A.[2], Young K.[2], Hirsch C.[2]

[1]Ming Chuan University ~ Taoyuan ~ Taiwan, [2]King's College London ~ London ~ United Kingdom

Introduction: Past research showed that high levels of worry are associated with the tendency to interpret ambiguous information in a negative way. Cognitive bias modification for interpretation (CBM-I) effectively promotes a more positive (benign) interpretation bias, which reduces worry.

Purpose: As for any intervention, individuals differ in the degree of improvement in symptoms following CBM-I. The purpose of the present study was to identify factors that predict change following CBM-I.

Method: A total of worry-prone students (N = 289) between 18-25 years old were enrolled in the study. At baseline, participants completed a battery of tests that assess individual differences in attentional control, cognitive flexibility, responses to positive affect, and imagery ability. Change in interpretation bias and worry were assessed post training and at 1 month and 3 months follow-up. Participants (n = 106) who completed a full dose of CBM-I training were included in the analysis.

Results: The set of predictors accounted for 18-25% of the variance in changes in interpretation bias and worry from pre to post CBM-I training. Specifically, high worriers with lower dampening of positive affect showed significantly greater increase in positive interpretation bias as well as greater reductions in negative thought intrusions (a behavioural worry task) at the end of the intervention, compared to those with greater dampening of positive affect. However, the set of predictors was unsuccessful in explaining change in trait worry in the longer term (1 month and 3 months follow up).

Conclusions: This is the first study to predict change in symptoms following CBM-I training. However, given the cognitive processes that predicted the outcome at the end of CBM-I intervention did not translate to the prediction of longer-term outcome (1 and 3 months follow-up), further research is needed.

14 - Division 14: Applied Cognitive Psychology

META-REASONING IN ADOLESCENTS AND ADULTS

Friday 24 July 2026 from 15:00 to 16:30

(N-Lorenese)

Meta-Reasoning is a relatively new research domain under the metacognitive umbrella, which focuses on the metacognitive processes which accompany reasoning and problem solving. The Meta-reasoning framework provides a basis for developing concrete research questions in several domains, which will be addressed in this symposium. Specifically, meta-reasoning methods advance the understanding of underlying processing during reasoning, such as monitoring processes during uncertainty (Thompson) and uncertainty monitoring of conflict detection (Handley & Kosourikhina). In addition, these methods also extend our understanding of metacognitive monitoring in applied domains, including medical diagnosis (Ackerman), anticipatory thinking in career decision-making (Ginevra, Rinaldi & Santilli) and examining metacognitive regulation in ADHD (Torres, Ackerman & Toplak).

Abstract 3515

THE RELUCTANT THINKER

Thompson V.*

University of Saskatchewan ~ Saskatoon ~ Canada

All other things being equal, what makes us pause and reflect on some choices but not others? Once reflection has been engaged, how do we decide that we have given the current matter sufficient thought? In this talk, I will use a metacognitive lens to shed light on these issues. Like other models of metacognition (e.g., Nelson & Narens, 1991), the Meta-Reasoning framework (Ackerman & Thompson, 2017) proposes that reasoning, decision-making, and problem-solving behaviours can be understood at both the meta- and the object-level. Processes at the "meta" level are proposed to monitor the quality of our thinking and to trigger control processes as needed. The monitoring processes that I will discuss consist of noetic feelings of certainty or uncertainty, which are measured by asking participants how they feel about a decision they are about to make, are in the process of making, or have made. Monitoring processes inform control processes, which include continuing to think about a problem, changing one's answer, giving up, changing strategies, amongst other behaviours. Perhaps not surprisingly, the data show that it is difficult for people to engage in analytic processes; counter-intuitively, however, the data also show that they are often reluctant to give up when it is appropriate to do so.

Abstract 3516

MEDICAL DIAGNOSIS AS A REASONING AND META-REASONING CHALLENGE

Ackerman R.*

Technion - Israel Institute of Technology ~ Haifa ~ Israel

Metacognition, the ability to monitor and control one's cognitive processes, is crucial in high-stakes medical diagnoses. In two studies, we examined metacognitive processes in radiological and dermatological decision-making, focusing on how confidence and thinking time influence diagnostic accuracy and efficiency. Medical doctors (N = 150) assessed medical images, bone X-rays and skin images, providing diagnoses, confidence ratings, and recommended next steps (e.g., ordering additional tests, consulting experts). Key measures included diagnostic accuracy, monitoring accuracy (calibration and resolution), and strategic allocation of thinking time. As with mundane lab tasks, medical professionals exhibit well-calibrated confidence in easy cases but compromised success accompanied by pronounced overconfident in the time-consuming cases. Senior professionals not only performed better than juniors, but were more reliable in their confidence ratings, and made better next step decisions. Analyses of the misleading cases were done based on domain specific knowledge. These analyses exposed cases especially susceptible to time wastage and overconfidence across expertise levels. Recognizing when confidence is miscalibrated, is key to reducing errors and improving efficient decision-making. Further research should consider interventions to enhance metacognitive skills in medical practice.

Abstract 3517

UNCERTAINTY MONITORING IN REASONING: APPLYING THE SELF-CONSISTENCY MODEL TO BELIEF-LOGIC CONFLICT

Handley S.*, Kosourikhina V.

Macquarie University ~ Sydney ~ Australia

Dual process accounts of reasoning posit that the interactions between automatic Type 1 processes and reflective Type 2 processes are regulated through the mechanism of conflict detection. Conflict detection is thought to be triggered when two or more incompatible responses to a problem are produced. Conflict detection can be viewed as an aspect of metacognition, as both are concerned with monitoring the outputs from the reasoning process as assessing one's certainty in them. In this paper we apply the self-consistency model and the cue-utlisation approach to metacognition to analyse cues that inform confidence judgements in reasoning, to investigate the potential sources of responses to a given problem. In two experiments (total N = 242), we analysed the relationship between confidence and accuracy on the base-rate task and syllogisms, amongst a group of college students. We found that in both tasks, confidence and accuracy were influenced by many cues, rather than belief-logic conflict exclusively. Belief-logic conflict was a significant cue to confidence in the base-rate task, but not in syllogisms. Items identified as eliciting the most uncertainty, based on the self-consistency model, showed greater conflict detection effects. These findings support the uncertainty monitoring account of conflict detection and link it with broader metacognition research.

Abstract 3518

ANTICIPATORY THINKING IN THE CAREER DECISION MAKING PROCESS: A META-REASONING COMPETENCE FOR ADOLESCENCE

Ginevra M.C.*, Rinaldi B., Santilli S.

University of Padova ~ Padova ~ Italy

According to the Organization for Economic Co-operation and Development, in rapidly changing societies of the 21st century, meta-cognitive and meta-reasoning skills are becoming essential for adolescents, as well as socio-emotional skills (OECD, 2018). One of the most important meta-cognitive skills is anticipatory thinking. Anticipatory thinking can be described as the process of acknowledging and preparing for complex situations. Starting from this point, in this context, characterised by continuous changes, anticipatory thinking represents a crucial competence in the Vocational Guidance field to plan future personal and professional trajectories (Thomaes et al., 2023). In fact, by implementing anticipatory thinking, young people can construct future scenarios that are attentive to environmental and social sustainability, and translate them into present actions (Poli, 2010, 2017; Brassett & O'Reilly, 2021; Light, 2021). Thus, this study aims at examining relations between anticipatory thinking and key career-related constructs: career adaptability, future orientation, and decisiveness regarding professional future. A sample of 227 Italian adolescents (M = 17; SD = 1.09) was involved, and measures of anticipatory thinking, career adaptability, future orientation, and career decidedness were administered. The structural equation model run in M-Plus showed anticipatory thinking predicted career decisiveness, directly, and indirectly, through the mediational role of career adaptability and future orientation. Moreover, career adaptability and future orientation acted as mediators. As regards practical implication, the results carried out emphasize the importance to support anticipatory thinking in adolescence, and a specific example of career interventions to promote anticipatory thinking will be provided.

Abstract 3519

METACOGNITIVE EFFORT REGULATION IN ADHD

Torres A.*, Ackerman R., Toplak M.

York University ~ Toronto ~ Canada

Difficulties engaging mental effort during cognitive tasks are well documented in individuals with ADHD and are reflected in the DSM-5-TR inattention criteria, which note a tendency to avoid or dislike tasks requiring sustained effort. The Diminishing Criterion Model (DCM) is a metacognitive framework of effort regulation that integrates objective performance and subjective confidence ratings to predict time investment. Although validated in neurotypical samples, the model has not been applied to neurodevelopmental populations. The present study applied DCM principles to an adult ADHD group (n = 70), a sub-threshold ADHD group (n = 72), and a control group (n = 71) recruited online through Prolific Academic. Groups were formulated using quota sampling to ensure balance across key demographic variables (e.g., age, gender, and education). Participants completed a 40-item word-analogy task that recorded item-by-item response times and confidence ratings. No group differences were found in overall accuracy, mean confidence, resolution, or calibration. However, control participants invested more time overall than the ADHD group. Effort-regulation analyses based on the DCM revealed distinct time-investment patterns: the ADHD group invested the least amount of time regardless of item difficulty. In contrast, the sub-threshold group resembled controls on easier and intermediate items but invested less time on the most challenging ones. These results expand on the limited research on metacognition in ADHD, which has primarily relied on one-shot measures of monitoring accuracy. The present findings provide preliminary evidence that effort is dynamically allocated differently during tasks in neurodevelopmental populations.

14 - Division 14: Applied Cognitive Psychology

Poster Session 2 - Division 14

Friday 24 July 2026 from 15:40 to 17:10

(X- Poster 3)

Division 14: Applied Cognitive Psychology Division 4: Environmental Psychology SDG 9: Industry, innovation and infrastructure

Abstract 1209

HOW VOCAL ALIGNMENT SHAPES INTERPERSONAL IMPRESSIONS DURING CONVERSATION

Kitamura M.*

Tokyo University of Technology ~ Tokyo ~ Japan

Spoken interaction conveys more than words: vocal qualities such as pitch, timbre, and rhythm strongly influence how speakers are perceived in terms of warmth, competence, and trust. Although this has been shown in many laboratory studies, most have relied on short, isolated utterances, leaving open how impressions unfold in extended conversations. In addition, emotional expression has typically depended on the speaker's performance, which makes systematic control difficult.

To address these issues, we employed DAVID (Da Amazing Voice Inflection Device; Aucouturier et al., 2016), a real-time transformation system that allows parametric modulation of prosody. Seventy-eight Japanese university students engaged in scripted dialogues in which their voices, and those of their partners, were gradually shifted toward either happy or sad tones. Each dyad completed one session with convergent prosody (both happy or both sad) and another with divergent prosody (mismatched tones).

After each conversation, participants rated their partners and the interaction, while physiological data were collected, including heart rate, inter-beat interval, and electrodermal responses. Linear mixed-effects analyses showed that divergence, particularly when partners spoke with a positive tone and participants with a negative tone, led to higher trust ratings and greater enjoyment of the dialogue in opposite-gender pairs and was also accompanied by elevated autonomic arousal.

These findings indicate that conversational impressions depend not only on whether prosodies converge or diverge, but also on the emotional valence and relational context of the pair. Importantly, the results suggest practical implications: vocal alignment may play a role in counseling and therapeutic dialogue, support rapport-building in workplace communication, and inform the design of voice-based conferencing systems that aim to promote trust and engagement. Studying prosodic dynamics therefore contributes both to psychological theory and to applied settings where effective communication is essential.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1332

SOCIAL COGNITIVE SKILLS PROMOTE SOCIAL-EMOTIONAL HEALTH IN CHILDREN AND ADULTS

Birch S.*, Kataria A., Stewardson C., Rho K., Craig S.M.

University of British Columbia ~ Vancouver ~ Canada

This presentation shares our recent research showing how improving social cognitive skills—like understanding others' thoughts, feelings, and perspectives (also known as social perspective taking abilities)—can boost social-emotional well-being in both children and adults.

In one line of research, we examined how these skills relate to different aspects of children's social-emotional development using a multi-faceted, multi-measure, approach. We studied 768 children (ages 3-12) and found that those better at understanding others had stronger friendships, better communication, more cooperation, and were more likely to help others. Social cognition strongly predicted positive traits like communication and cooperation, and also predicted social-emotional difficulties such as conduct problems and hyperactivity-impulsivity.

In other research, we explored whether strong social cognitive skills could protect children during stressful times—specifically, during the COVID-19 pandemic, when many experienced increased stress and fewer peer interactions. Parents of 120 children completed surveys on their child's social-emotional health, social skills, and social interaction changes. For some children, we had data from both before and after pandemic restrictions. As expected, children with fewer in-person interactions during the pandemic showed more emotional and behavioral difficulties showing the importance of social interaction on wellness. However, those with stronger social cognitive skills were less affected, suggesting these skills protect against stress.

In other research, we investigated whether social cognitive skills protect university students' mental health (e.g., reducing anxiety and depression) and whether teaching strategies to enhance social cognition and reduce cognitive biases can improve their well-being.

Together, our findings highlight the value of fostering social cognition in children and adults to promote emotional resilience and well-being. We highlight practical applications of this work for researchers, clinicians, educators, and policymakers.

Division 14: Applied Cognitive Psychology Division 10: Psychology, Law, and Ethics SDG 16: Peace, Justice and Strong Istitutions

Abstract 1231

VICTIMS' APPEALS OF AGENCY AND VULNERABILITY AFFECT PUBLIC SUPPORT FOR VICTIMS

Hashimoto T.*

Toyo University ~ Tokyo ~ Japan

Purpose:
The present study investigated public attitudes toward victims and how they are determined by the types of reactions victims exhibit following the transgression. I hypothesized that public support for a victim would decrease when the victim adopts an "agentic" form of response, such as publicly protesting their situation, compared to when the victim displays vulnerability-emphasizing response, such as by making an appeal of the suffering they experience. Based on the discussion that perceptions of target's agency affects people's decision to give aid (Schroeder, Waytz, Epley, 2017), I examined whether the perception of a victim as agentic or vulnerable influences people's judgments on the need and effectiveness of support for the victim.

Method:
Participants (N = 1019) viewed a vignette describing a person being physically injured by another person. The vignette was followed by one of three victim reactions: (1) the victim publicly condemns the perpetrator and suggests legal action (agentic-appeal condition), (2) the victim expresses emotional distress (vulnerability-appeal condition), or (3) the victim neutrally explains her circumstance (control condition). Participants then responded to measures assessing the perceived necessity and effectiveness of emotional and instrumental support.

Results:
Emotional support was perceived as more necessary and effective for the victim in the vulnerability-appeal condition than in the agentic-appeal or control conditions. Conversely, instrumental support was deemed more necessary and effective for victims in the agentic-appeal condition compared to the other two conditions.

Conclusion:
These findings suggest that the way a victim responds to transgression influences public attitudes—particularly perceived appropriateness of support. These results have important implications for understanding the social psychological dynamics of victim perception and support.

Division 14: Applied Cognitive Psychology Division 9: Economic Psychology Division 3: Psychology and Societal Development SDG 12: Responsible consumption and production

Abstract 1585

CAN PEOPLE EMPATHIZE WITH OBJECTS? : EMOTIONAL RESPONSES TO ANTHROPOMORPHIC PRODUCTS AND THE MEDIATING MECHANISM OF ANIMISTIC THINKING

Ikeuchi H.*

Kansai University ~ Suita ~ Japan

This study examined whether people can feel empathy toward inanimate objects, focusing on anthropomorphic products in the form of animal-shaped foods. We conducted two experiments with Japanese university students (Exp.1:n=50, Exp.2:n=55). In Experiment1, participants viewed images of anthropomorphic foods (e.g., panda buns, koala cookies) and non-anthropomorphic foods (e.g., doughnuts, cream puffs) under intact and damaged conditions. Negative emotional responses (e.g., “I feel sorry for them” “I feel their pain”) were rated on a 6-point scale. Results showed that damaged anthropomorphic foods elicited stronger negative emotions than damaged non-anthropomorphic foods, and emotional responses increased with the severity of damage. In Experiment2, participants again evaluated damaged anthropomorphic and non-anthropomorphic foods, and then completed scales measuring empathy for others (Interpersonal Reactivity Index) and animistic thinking (Animism Scale). Mediation analysis revealed that the relationship between empathy for people and empathy for anthropomorphic products was fully mediated by the animistic tendency of “the anthropomorphication of possessions.” These findings indicate that empathy, typically regarded as an interpersonal capacity, arises not only in human-to-human contexts but also toward inanimate objects when they are anthropomorphized.
Moreover, this extension depends on individual differences in animistic thinking. By linking empathy to animistic cognition, our study enriches psychological theories of empathy by demonstrating that empathy toward anthropomorphic products is not simply a spillover from interpersonal empathy, but emerges through specific cognitive mechanisms. The results also provide practical implications for marketing and design, suggesting that anthropomorphic features can enhance consumer attachment but may also provoke aversive reactions when such products appear to “suffer.” Future research should test whether these effects are universal or culturally specific, and whether they extend beyond food to other categories of products.

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1347

A PERFORMANCE-BASED TASK TO MEASURE HINDSIGHT BIAS IN ACCIDENT PROBABILITY JUDGMENTS

Kitamura Y.*, Onoma N., Fujimichi M.

Railway Technical Research Institute ~ Tokyo ~ Japan

Introduction
Hindsight bias, the tendency to believe that one “knew it all along” once an outcome is revealed, is a pervasive cognitive distortion. It makes events seem more predictable than they actually were, influencing probability judgments, causal reasoning, and responsibility attribution. In accident contexts, such distortions may foster unfair blame. As with other cognitive biases, however, individuals find it difficult to recognize their own hindsight bias.
Purpose
This study aimed to develop a performance-based task to measure individual tendencies toward hindsight bias, and to validate this method using both neuroimaging (fMRI) and confidence ratings.
Method
Participants completed a computer task consisting of two stages. In the first stage, they provided both an accident probability judgment for each image and a confidence rating for that judgment. In the second stage, the same images were re-presented together with an expert’s probability assessment, and participants recalled their own initial probability judgment and confidence rating. Hindsight bias was quantified as the reduction in the difference between participants’ probability judgments and the expert assessments when comparing initial versus recalled values (larger reductions indicating stronger hindsight bias). Brain activity during task performance was measured using fMRI, and confidence ratings were further analyzed to clarify whether the observed shifts reflected hindsight bias rather than anchoring.
Results
Preliminary fMRI analyses suggested activity in the medial prefrontal and orbitofrontal cortices during recall, consistent with hindsight-related processing. These neural tendencies appeared dissociable from anchoring, as confidence ratings showed that shifts toward expert evaluations could not explain the observed bias.
Conclusion
These preliminary findings suggest that the task provides a promising approach for measuring hindsight bias. While further validation is needed, the method shows potential applications in accident investigation and bias-aware safety education. Future work will extend this approach to the development of training programs aimed at reducing hindsight bias and supporting safer decision-making in occupational and industrial settings.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1225

BRAIN HEMODYNAMIC ACTIVATION IN A NEW MOTOR LEARNING MEASURED BY NEAR-INFRARED SPECTROSCOPY.

Kojima H.*, Nakano R.

Kanazawa University ~ Kanazawa ~ Japan

Learning of motor control is crucial not only for sports or music, but also for craft production, vocational training, or rehabilitation of patients. Motor learning has been long studied with mirror drawing in psychology. However, the neuropsychological mechanism of the learning process has not been well understood, yet. To this end, the present study used a mirror drawing task to examine the changes in the performance before and after practicing the task, while the changes in cerebral blood flow (CBF) was monitored during the task with a Near Infrared Spectroscopy (NIRS) to evaluate cortical activation underlying the developmental process.
In the experimental sessions, participants performed a star-shape drawing on a PC tablet. We set two conditions of drawing hand and two conditions on the cursor movement of the pen; moving normally or moving like a mirror in which the pen moves to the opposite to the normal direction on the monitor. The 32 students, all right-handed, participated and allotted in the either of the four conditions. They run the drawing trials thirty times a day for consecutive three days. Although the task was difficult at the beginning, they improved their performance as the training session proceeded. Hemodynamic changes were monitored on the first trial of the first day and the last trials on the second and the third days. Hemodynamic activation was observed significantly large in the first trial; especially, strong bilateral activations were observed with non-dominant hand conditions. However, dominant hand drawings did not induce much activation in either mirror conditions.
The results indicated that NIRS can clearly detect hemodynamic activation in a new motor learning such as with non-dominant hand, and that such a new motor learning task induced activation not only in the contralateral motor area but also in the bilateral, broad cortical areas.

Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 1542

EFFECTS OF SELF-ASSOCIATION ON TASK SWITCHING AND INTERFERENCE CONTROL

Kuratomi K.*

Gifu Shotoku Gakuen University ~ Gifu ~ Japan

Making choices for oneself is known to enhance memory and improve motivation. However, little research has examined how self-choice influences cognitive processing, particularly the balance between cognitive stability (the ability to maintain relevant information) and cognitive flexibility (the ability to adapt to changing task demands). This study investigated whether linking a choice to the self would affect task switching and interference control. It was hypothesized that self-association would enhance attention to the selected stimulus, supporting its maintenance while making it more difficult to switch between task rules and regulate interference from features previously relevant or irrelevant.

Participants performed a parity judgment task in which digits were presented on two simultaneously displayed geometric shapes. The task included two block types: in the Perseverance block, the shape serving as the target in the initial phase became a distractor later, whereas in the Distraction block, a distractor shape became the new target. The target shape was determined under two conditions: in the simple-choice condition, participants selected a preferred shape; in the self-association condition, they selected a preferred shape and then underwent a procedure linking the shape to the self.

The results indicated that simply choosing a shape did not significantly affect performance. In contrast, in the self-association condition, response times were consistently slower when task roles changed. This suggests that self-association promoted persistence with the chosen stimulus, facilitating its maintenance but increasing the costs of both task switching and interference control.

These findings indicate that it is not choice itself that alters cognitive processing, but rather the link between the choice and the self. While self-association may increase the costs of switching and interference control, it also suggests that merely making a choice is insufficient and that meaningful effects on cognitive processing emerge only when choices are tied to the self.

Division 14: Applied Cognitive Psychology Division 10: Psychology, Law, and Ethics Division 1: Work and Organizational Psychology SDG 6: Clean Water and Sanitation SDG 12: Responsible consumption and production

Abstract 1536

THE PERSON BEHIND PROMPTS. WHY IS AI USED AND WHAT FACTORS INFLUENCE IT?

Sumlinski L.*, Agata S.

SWPS University ~ Department of Psychology in Wroclaw ~ Poland

Artificial intelligence has become part of everyday life, even though it is still being developed. Integrated into popular interfaces such as search engines, it blurs the line between traditional IT solutions and language models. These changes influence daily practices and make the topic worth investigating.

As a part of doctoral project, AI users were asked to answer the question: why do they use these tools, and what motivates them? Focusing on the human perspective rather than the technology itself allows us to capture factors independent of model development but closely tied to their presence in everyday life.

Structured interviews were conducted, which were transcribed, coded, and analyzed thematically. Participant selection was based on grounded theory and the snowball method. Respondents indicated that AI supports everyday tasks, shortens working time, and facilitates information retrieval. It provides comfort and certainty but can also reduce the sense of agency and self-confidence.

AI also raises ethical concerns, from replacing people at work to questions of intellectual property. At the same time, users value its accessibility and ease of use. They often treat AI as a primary source of information, one that can be verified and corrected. A decline in the need for independent learning was noted, alongside recognition of the necessity to keep up with new technologies.

The study highlights the complexity of users' relationship with AI. It is not seen merely as a tool but as part of decision-making, knowledge acquisition, and life organization. From the user perspective, AI offers not only functionality but also emotional and cognitive comfort, reducing uncertainty and increasing control. Yet, it also fosters ambivalence, simultaneously supporting independence while risking dependence and eroding self-directed learning. Understanding these dynamics is vital for assessing AI's long-term cognitive impact and its environmental footprint, including resource use and sustainability.

Division 14: Applied Cognitive Psychology Division 18: History of Applied Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1562

THE ROLE OF TASK SET INHIBITION IN CUED AND VOLUNTARY TASK SWITCHING

Minafra R.*, Zivi P., Ferlazzo F., Sdoia S.

Dipartimento di Psicologia, Sapienza Università di Roma ~ Roma ~ Italia

Task-set inhibition involves suppressing interference from recently performed tasks. Previous research has demonstrated that returning to a recently abandoned task (e.g. ABA) is more difficult than switching to a less recently abandoned one (e.g. CBA), as indicated by slower reaction times (RTs) and higher error rates. Although this mechanism has been consistently observed in cued task-switching paradigms, it remains unclear whether it impacts the decision-making process in voluntary task selection. The present study investigated whether task-set inhibition operates in both cued and voluntary task-switching paradigms, and how it influences task selection processes. Thirty-six participants performed two task-switching paradigms. In the cued version, participants were required to switch between three tasks (parity, size and distance) according to the presented cue. In the voluntary version, participants decided voluntarily the task to perform among one of these three tasks, avoiding consecutive repetitions. Preliminary results showed an inhibitory effect in both paradigms, with ABA sequences being slower than CBA sequences. In the voluntary switching paradigm, differences between sequences persist independently of task type when considering reaction times (RTs), but not when considering 'choice proportion'. In the cued switching paradigm, results revealed a significant interaction between task type and sequence, suggesting a task-dependent control mechanism. These results suggest that task-set inhibition operates as a general cognitive mechanism. However, the differential patterns observed between cued and voluntary conditions highlight the complex interplay between this mechanism and switching processes. Further research could focus on generalizing findings to different settings and populations, and on understanding the impact of representativeness during the decisional process.

14 - Division 14: Applied Cognitive Psychology

Memory Processes 2

Friday 24 July 2026 from 16:30 to 18:00

(N-Lorenese)

Division 14: Applied Cognitive Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2697

TRANSITION, GENERATIONAL IDENTITY AND THE ORGANISATION OF AUTOBIOGRAPHICAL MEMORIES: A STUDY ON THE BANGLADESH INDEPENDENCE WAR GENERATION

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The debate remains on how external events, such as life transitions, and internal psychic processes, such as identity formation, influence the recall of autobiographical memories. We investigated the role of national transition and identity in the recall of autobiographical memories by the generation of the 1971 Bangladesh War of Independence. Sixty-four male war veterans and forty-one male nonveterans recalled and dated twenty memories and completed a generational identity scale. Both groups recalled more memories from their age 11 to 20 – a reminiscence bump effect, which also coincided with the period of national transition (1969–1973) marked by Bengalis' protest movements, the war culminating in the independence of Bangladesh, and its aftermath. Veterans recalled more war and political memories from this period and referenced historically defined autobiographical periods (H-DAPs) more often than nonveterans (OR = 5.08, 95% CI [2.29, 11.28] for war memories; OR = 3.35, 95% CI [1.92, 5.83] for H-DAPs). Veterans also exhibited stronger generational identity than nonveterans. Higher generational identity scores correlated with the recollection of more war and political memories. Veterans rated their memories as more important, self-defining, and emotionally intense than nonveterans. We discussed the results in the context of the Self-Memory System and the Transition theory of autobiographical memory.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 3: Good Health and Well-being

Abstract 1823

INVESTIGATING THE IMPACT OF WORD VALENCE ON WORKING MEMORY PERFORMANCE

Mishra T.*[1], Tiwari P.[2], Singh P.[1], Das D.[1]

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Emotional states have been increasingly recognized as key modulators of working memory processes, shaping attentional dynamics and decision-related cognition. The present study utilizes a delayed matching-to-sample task to examine how affective priming influences memory encoding and retrieval performance. The task requires the participants to be exposed to the affective word primes, in the first phase, to induce emotional activation. In the second phase, participants are instructed to encode three words (one valenced and two neutral) presented sequentially. Following a retention interval, a probe phase requires the participants to identify the previously encoded words by matching them with newly presented options. Reaction times (RT) and accuracy serve as the dependent measures. The study anticipates that affective priming will significantly modulate both encoding and retrieval processes. Precisely, participants primed with emotionally valenced words are expected to demonstrate enhanced recall accuracy and faster reaction times compares to neutral priming conditions. The observations consistent with evidence which shows that affective cues facilitate selective attention and memory consolidation. Moreover, negative affective primes may impose greater cognitive load, potentially slowing RTs relative to positive primes. These findings are expected to provide insights into the interaction between affective states and short - term memory processes, contributing to broader theories of emotion-cognition integration.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 4: Environmental Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 1364

"SINGING NOISE": MULTI-LAYERED, DYNAMIC BAND-NOISE VOICE

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Two major auditory models have been proposed to explain the perception of sound pitch. For decades, a significant debate has raged between the temporal theory, which asserts the temporal periodicity of sound as crucial, and the frequency theory (place theory), which is grounded in the sensory organs that detect harmonic components. In this study, we attempted to generate new experimental voices that are commonly heard in everyday life to study voice pitch perception. A source-filter type vocoder, WORLD, was modified to generate a multi-layer dynamic band-noise voice with a spectrum extracted from ordinary speech and driven by white noise. This noise has no periodicity, but a dynamic band noise with a harmonic structure-like spectrum. In the evaluation experiment, we used singing voices as materials. We prepared (1) a simple re-synthesized voice, (2) a pseudo-whispering voice with noise-vocoded spectral envelope, (3) a multi-layered dynamic band-noise voice with the harmonic structure preserved, and (4) a band-noise voice based on transposed singing voices. Next, we conducted auditory evaluation experiments on these experimental voices. Two hundred fifty-six first-year university students listened to the generated experimental voices. They rated the following: a) type of vocalization (a1: whispering voice, a2: singing voice), b) perception of melodiousness, and c) naturalness of the voices. As a result, the multi-layered, dynamic band noise generated was perceived as a "whisper," composed of noise, but it sounded like a "singing voice" with a melody. However, considering the real structure of the human vocal organs, this band noise cannot be produced as a human voice. Nevertheless, since it was recognized as a whisper and the melody could also be evaluated, this sound will be effective in pitch perception research. Furthermore, it can be used as material for creating artistic works, such as a whispering voice that sings.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1816

EXPLORING WORKPLACE REINTEGRATION AFTER MYOCARDIAL INFARCTION: A QUALITATIVE INQUIRY

Kohli V.*[3], Banerjee A.[2], Kohli N.[1], Chawla S.K.[2]

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Returning to work after experiencing a cardiovascular disease, such as a myocardial infarction (MI), poses numerous challenges for patients. This study investigated the process of workplace adjustment among employees who resumed work following an MI, emphasizing crucial psychosocial factors, including personal resilience, workplace support, and the broader organizational context. The sample comprised 14 employees (13 males and 1 female), aged 42 to 56 years, all of whom had returned to work after recovery. The findings indicated that economic, social, and cultural factors significantly influenced their decision to re-enter the workplace. Participants highlighted the importance of their beliefs about illness, self-efficacy, and perceived control in shaping their readiness to rejoin the workforce and enhance their well-being, thereby facilitating their adjustment and reintegration into the workplace. The coping strategies employed by participants included both problem-focused techniques, such as actively managing job-related demands, and emotion-focused approaches, which involved efforts to regulate emotional responses to stress. These findings underscore the necessity for workplace practices that foster resilience, establish support networks, and allow for flexible adjustments to promote long-term employee well-being. Future research should explore the interplay between individual coping mechanisms and organizational strategies to improve outcomes related to reintegration.

14 - Division 14: Applied Cognitive Psychology

Poster Session 3 - Division 14

Friday 24 July 2026 from 17:15 to 18:45

(X- Poster 3)

Division 14: Applied Cognitive Psychology Division 2: Psychological Assessment and Evaluation SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1852

ATTENTIONAL PROFILES IN ADULTS WITH ADHD AND ASD SYMPTOMS

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Universidade Presbiteriana Mackenzie ~ São Paulo ~ Brazil

Introduction: Neurodevelopmental disorders are complex due to early-onset symptoms that persist into adulthood. Autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) share common deficits, such as inattention, distractibility, low sustained attention, emotional dysregulation, inhibitory control difficulties, and hyperactivity. Genetic and neuroimaging findings suggest shared pathophysiological mechanisms, with up to 70% of children with ASD also showing ADHD symptoms. Given this variability, a dimensional framework is recommended for their analysis. Purpose: Characterize attentional profiles in adults, comparing performance based on ADHD and ASD symptoms. Different types of attention (voluntary, automatic, and temporal) were assessed to identify similarities and differences from a dimensional perspective. Method: A cross-sectional, exploratory design was applied to a convenience sample of 120 adults (18–59 years) with attentional complaints, inattention, hyperactivity, and executive function problems. Computerized tests assessed attention, while participants completed the Conners Continuous Performance Test (CPT II), the Autism Spectrum Quotient – Adults (AQ 16+), and the Adult Self-Report Scale 18 (ASRS) for ADHD symptoms. The Adult Self-Report (ASR/18-59) evaluated adaptive functioning and emotional, behavioral, and social problems, providing a comprehensive psychological profile. Results: Data were analyzed using descriptive statistics and Latent Profile Analysis (LPA), a categorical approach that identifies latent subpopulations based on selected variables. The best-fitting model revealed three profiles: profile 1 (n = 50), characterized by inattention and hyperactivity/impulsivity consistent with ADHD; profile 2 (n = 27), showing a balance between cognitive skills and social functioning, with attention patterns overlapping with other groups; and profile 3 (n = 43), marked by low social skills and alternating attention. Conclusions: Findings highlight diverse attentional profiles and complex interactions between ADHD, social skills, and attention task performance. These results reinforce the heterogeneity and dimensionality of ADHD and ASD, reflecting altered neurocognitive and neurobehavioral functioning, and provide valuable insights for clinical identification and intervention strategies.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2126

FROM PAPER-AND-PENCIL TO EYE-TRACKING TESTS: OCULOMOTOR MARKERS DRIVING NEXT-GENERATION INTERVENTIONS FOR UNILATERAL SPATIAL NEGLECT

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University of Lille ~ Lille ~ France

Unilateral Spatial Neglect (USN) is a neuropsychological syndrome characterized by the failure to detect or respond to stimuli in contralesional space, independent of primary sensory or motor deficits. It occurs most frequently after right hemisphere stroke, affecting up to 82% of patients, and manifests with considerable clinical polymorphism. Subtypes such as egocentric, allocentric, and representational neglect disrupt a wide range of daily activities, resulting in prolonged hospitalization and reduced autonomy. Traditional paper-and-pencil assessments, however, lack sensitivity and ecological validity. To overcome these limitations, virtual reality (VR) combined with eye-tracking (ET) has emerged as a promising approach to identify oculomotor markers of USN in realistic environments. In this study, we developed a new multi-task VR-ET battery by analyzing fixation, saccade, and smooth pursuit metrics in static and dynamic tests, and compared these with conventional behavioral measures. A cohort of 24 stroke patients and 29 healthy controls completed standard paper-and-pencil tests followed by a new nine-task VR-ET battery. ROC analyses revealed that oculomotor metrics—particularly number of saccades, refixations, saccadic distance, and cumulative fixation time—achieved excellent sensitivity and specificity (AUC > 0.9), consistently outperforming behavioral metrics. Importantly, a reduced version of the battery reached perfect classification (AUC = 1) and detected cases missed by traditional assessments, highlighting its immediate clinical utility. Overall, these findings demonstrate that the VR–ET battery provides highly sensitive, ecologically valid, and time-efficient diagnostic tools, paving the way for technology-based diagnosis and personalized rehabilitation strategies tailored to patient's oculomotor profile.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2066

MOTIVATIONAL DYNAMICS OF SCHOOL SUCCESS: AN EXPERIMENTAL STUDY OF THE RELATIONSHIP BETWEEN COGNITIVE EFFORT WILLINGNESS AND SOCIAL MEDIA USE

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University of Debrecen Institute of Psychology, Dept. of General Psychology ~ Debrecen ~ Hungary

Willingness to engage in cognitive effort, beyond cognitive abilities, significantly influences academic success. Maladaptive media use, i.e., not aligned with learning goals, may alter reward system functioning and thus the subjective evaluation of effort. This study experimentally examined these effects among high school and university students, drawing on the theory and paradigm of cognitive effort. 94 students (17–26 years, M = 18.79, SD = 1.25) participated in an online experiment on the Inquisit Web platform. They solved working memory (N-back) tasks of varying difficulty, then chose between tasks of different load levels (1, 2, 3) for varying rewards in an effort-discounting paradigm. This was followed by a second stage with point rewards. Participants were randomly assigned to one of three experimental groups: task-oriented social media use, cognitively demanding task, or hedonic social media browsing. After the manipulation, both stages of the discounting paradigm were repeated. Subjective devaluation of rewards showed significant differences between load levels ($W1=3179$, $p<.001$; $W2=2999$, $p<.001$; $W3=3172$, $p<.001$), indicating lower valuation of high-effort tasks even with higher rewards. Effort willingness emerged as a stable trait, along which four clusters were identified through hierarchical analysis of discounting patterns, task performance, and subjective load (NASA-TLX). The clusters reflected distinct strategies: Comfortable (low effort, low performance), Goal-oriented (high effort, high performance), Optimists (challenge-seeking, perceiving tasks as less strenuous), and Deliberate (balanced evaluation, lower preference for high load). Experimental interventions did not produce significant differences between clusters ($F1(3)=0.72$, $p=0.541$; $F2(3)=1.08$, $p=0.364$; $F3(3)=1.17$, $p=0.326$). Findings suggest that dispositional preferences shape decision-making strategies and determine the extent to which maladaptive social media use negatively affects cognitive effort valuation, with implications for understanding motivation and academic success.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being

Abstract 1928

NEUROPSYCHIATRIC SYMPTOMS AS MODIFIABLE MEDIATORS OF GENETIC RISK FOR EXECUTIVE DECLINE

González--Rodríguez E.*, Pérez--Colón J., Arrufat--Pérez D., Rodríguez--Muñoz L., Gómez--Martínez H.

Albizu University ~ San Juan ~ Puerto Rico

Genetic vulnerability such as APOE4 is a well-established risk factor for dementia, but its impact often becomes evident though everyday behavioral changes. Eating disturbances, measured with the Neuropsychiatric Inventory (NPI), are easily observable symptoms. These changes may signal underlying self-regulation difficulties that compromise cognition. Because executive functioning supports independence in daily life, eating disturbances may represent a pathway linking genetic risk to declines in flexibility and planning. This study examined whether appetite/eating disturbance frequency (NPI) mediates the association between APOE4 and executive functioning (TMTB) in older adults at risk of dementia, with the aim of identifying clinically relevant modifiable factors that may be addressed in clinical practice. Cross-sectional data were drawn from the Alzheimer's Disease Neuroimaging Initiative (ADNI; N = 1,729; M age = 80.04, SD = 7.8; 978 males). Diagnoses included Cognitively Normal (n = 592), Mild Cognitive Impairment (n = 977), and Dementia (n = 160). APOE4 was coded as Non-Carrier (0) or Carrier (1). Appetite/eating disturbances were measured with the NPI frequency item (range 1-4; higher scores indicate greater frequeny). Executive functioning was assessed with the Trail Making Test-B (seconds to completion). Analyses were conducted using PROCESS v4.2 (Model 4), controlling for gender and age, with 5,000 bootstrapped samples (95% CI). APOE4 carriers reported more frequent eating disturbances (B = 0.2896, p <.001). In turn, greater disturbances frequency predicted slower TMT-B performance (B = 4.2569, p < .001). The indirect effect of APOE4 on TMT-B via eating disturbances was significant (B = 1.2327, 95% CI [0.3493, 2.4522]), while the direct effect remained significant (B = 18.2194, p < .001). Beyond genetic risk, behavioral symptoms emerge as critical indicators of executive decline. These findings highlight the value of routine behavioral assessment, caregiver education, and early psychological interventions targeting eating patterns to potentially buffer cognitive deterioration in at-risk populations.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2083

MOTHERS' ATTENTION FOLLOWING IS LINKED TO LOWER DISTRACTIBILITY IN INFANTS

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Focusing attention and resisting distraction are key predictors of later cognitive development, including language (Edgar et al., 2022; Yu et al., 2019). Infants tend to focus longer when caregivers follow their focus, while caregivers' redirecting behavior is linked to shorter attention spans (e.g., Findji, 1998; Wass et al., 2018). However, most studies focus on infants' attention within the context of caregiver interactions or on sustained attention when the caregiver is present and directly visible to the infant, allowing for face-to-face interaction during the task. This study aimed to explore the relationship between maternal behaviors during mother-infant interaction and infants' distractibility using a computer-based task, where infants were assessed independently while their caregivers remained behind them.

Participants included 76 infants (34 girls; age range: 9-16 months, M(SD)=11.9(1.4)) and their mothers. Infants' distractibility was assessed using a task adapted from Salley et al. (2013), where they viewed a video with a distractor appearing midway through the trial. The percentage of trials in which infants looked at the distractor was coded. Maternal behaviors during a 10-minute free play session were categorized as "following" (engaging with the infant's focus), "initiation" (introducing a new object), and "redirecting" (shifting attention) based on Landry and Chapieski's (1989) coding scheme.

A simple linear regression model with infant age and maternal following as predictors and distractibility as the outcome variable was significant, $R^2=.09$, $F(2,72)=3.44$, $p=.01$. Infants who showed less distractibility had mothers who engaged in more attention following behaviors ($\beta=-.02$, $SE=.01$, $t(72)=-2.61$, $p=.01$). Mothers' initiation ($rs=-.02$, $p=.83$) and redirecting ($rs=.11$, $p=.36$) behaviors were not significantly associated with infants' distractibility.

While the cross-sectional design limits causal conclusions, these findings carry important applied implications, indicating that encouraging parents to follow their infants' focus could serve as an everyday strategy to foster early attention regulation, which can be integrated into parenting programs.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1817

THE INFLUENCE OF RETRACTION ON PEOPLE'S BELIEFS ABOUT RESEARCH FINDINGS

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People frequently encounter false or misleading information online, and initial exposure can continue to influence beliefs even after corrections are issued. This study examined how retraction affects belief in research findings.

Thirty-six psychology research summaries were drawn from the Retraction Watch Database and randomly assigned to retracted or published conditions. The only difference between conditions was the final sentence, which stated either that the study had been retracted or that it had been made publicly available. To counterbalance the retraction effect, two versions of the study materials were created so that each research summary had an equal chance of appearing in either the retracted or the published condition. Participants rated their agreement with each study's main conclusion before and one day after reading the summaries and also reported their level of comprehension.

Endorsement increased after reading, consistent with a familiarity-as-truth effect. However, among participants with high comprehension, belief change was smaller for retracted studies than for published studies. No such difference appeared among participants with low comprehension.These findings indicate that retraction can reduce the persuasive impact of false research, but only when readers have a strong understanding of the material. Improving public comprehension of scientific content may therefore be critical for the corrective power of retractions to take hold.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 1760

ADVANCING WORKFORCE COMPETENCIES: COMPARATIVE ANALYSIS OF INNOVATIVE ROBOTIC TRAINING FOR SOFT SKILLS DEVELOPMENT

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Problem-solving, collaboration, communication, and digital literacy are key competencies for the workforce of the future. The spread of advanced technologies and the demand for adaptability in rapidly evolving professional and personal contexts necessitate a substantial rethinking of training practices. Educators and trainers are therefore challenged to redesign learning systems that can address these emerging needs. This study investigates innovative training strategies, with a focus on the role of Educational Robotics in strengthening soft skills among young professionals. In particular, it examines how a robotics-based educational model contributes to the development of essential soft skills. We implemented Skill-UP!, a structured workshop that included two training approaches: (1) Traditional Training, relying on established methods for soft skill acquisition, and (2) Robotic Training, which utilized LEGO Spike Prime educational robots to provide an experiential, hands-on learning experience. A within-subject experimental design was employed, with quantitative analysis comparing the effects of both modalities on skill development in young adults. To complement this, qualitative data from open-ended responses were thematically analyzed to capture participants' perspectives and experiences. Results show that both training formats effectively improved communication abilities. However, Traditional Training was more effective in building confidence in problem-solving and strategic thinking, while Robotic Training strongly enhanced teamwork, engagement, and overall satisfaction. Moreover, interacting with educational robots fostered positive attitudes toward technology, encouraging creativity and enjoyment. These findings highlight the value of Educational Robotics as a powerful tool for skill development and advocate for its wider integration in preparing an agile, adaptable future workforce.

Division 14: Applied Cognitive Psychology Division 5: Education and School Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education

Abstract 1861

DESIGN AND ASSESSMENT OF VISUAL TECHNIQUES FOR MENTAL IMAGERY AND THEIR USE IN SUPPORTING DECISION-MAKING

Ohmori T.*

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Mental imagery is often difficult to express and interpret, especially in educational settings where mismatches in perception—termed “image gaps”—can occur between learners and instructors or among learners themselves. This study proposes a novel method for visually representing mental imagery to make such gaps more transparent and actionable. Traditionally, psychological and cognitive constructs derived from statistical techniques like factor analysis are presented as numerical data or abstract matrices, which are challenging for non-specialists to interpret. To address this, we developed an algorithm that transforms factor analysis results into intuitive graphical representations using Chernoff face graphs. These visualizations allow users to grasp complex latent structures at a glance, facilitating shared understanding and dialogue.

Our approach aims to support decision-making in areas such as course evaluation, career guidance, and learner profiling by making implicit perceptions visible and comparable. Preliminary applications suggest that visualizing image gaps can foster more interactive and empathetic communication between stakeholders in education. By bridging the divide between statistical insight and practical interpretation, this method contributes to both psychological assessment and educational technology.We will present the algorithm, sample visualizations, and explore its potential impact on decision-making in educational contexts.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1421

USE OF DIGITAL TECHNOLOGIES IN SCHEMA THERAPY: SCOPE REVIEW AND ETHICAL ASPECTS IN PSYCHOLOGICAL INTERVENTIONS

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Psychological interventions using digital tools are being widely applied both within and outside the methodological parameters of scientific research in the field of mental health, especially since the COVID-19 pandemic. Objectives: The study seeks to investigate which technological resources are being used for innovation in the application of Schema Therapy techniques and to understand the effectiveness of these innovations. It aims to investigate in which Schema Therapy techniques the innovations are being applied, broadening the understanding of their scope and impact. In addition, based on the review, the study aims to propose ethical considerations regarding the use of digital technologies in psychological interventions. Method: A Scope Review is generally used in research in which gaps or greater complexity are identified in defining the conceptual boundaries of a topic, such as the scope of the concepts of 'Technology' and 'Schema Therapy'. Descriptors are defined based on consultation with the Decs/Mesh. The databases consulted are PubMed, PePSIC, and LiLACS, chosen for their relevance and to ensure greater diversity of results. The results will be subject to the following inclusion/exclusion criteria: 1) Technological resources used (based on Virtual Reality and/or Artificial Intelligence and/or Metaverse); 2) Empirical studies in the field of Schema Therapy and the use of digital tools in the techniques of the approach. Results: Initial research shows scarce scientific production focused on theoretical and experimental discussions on the topic. There is evidence of the widespread use of concepts and how this can even influence research methodologically directed toward the use of digital tools in psychological interventions. Discussion: Discussing the ethical aspects of proposing and applying digital technologies in psychological studies and interventions, as well as how these studies can be found in secure databases that are truly focused on Evidence-Based Psychology, is essential for the social commitment of Applied Psychology.

14 - Division 14: Applied Cognitive Psychology

Poster Session 3 - Division 14

Saturday 25 July 2026 from 08:15 to 09:45

(X- Poster 1)

Division 14: Applied Cognitive Psychology Division 15: Students and Early Career Psychologists Division 1: Work and Organizational Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 2556

DOES MORE COMPATIBILITY IMPROVE PERFORMANCE? COMPARISON OF COMPATIBILITY EFFECT BETWEEN DOUBLE AND SINGLE IRRELEVANT FEATURES CONDITIONS.

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University of North Florida ~ Jacksonville ~ United States of America

Stimulus-Response Compatibility (SRC) is a major principle in human performance and human factors design. The Theory of Event Coding (TEC) proposed that actions were represented by perceptual consequences called feature codes, which could be activated by perceiving features belonging to external stimuli. SRC effects occurred when perception of external stimuli activated action feature codes, as observed in the Simon Effect, where performance improved when an irrelevant location feature activated the intended action's feature code compared to when it activated the alternative action's code. The TEC model further implied that greater activation of action feature codes increased action execution, suggesting that multiple compatible features might additively enhance performance. This study examined how the number of activated feature codes impacted reaction time and accuracy in a speeded reaction-time task. Participants responded using their left or right thumb to press a left-red button for letter "X" and a right-green button for letter "O" on a touchscreen. Compatibility effects were compared across single- and dual-feature conditions where letter color or location was compatible or incompatible with the button-pressing action. In the dual-feature condition, location and color were presented simultaneously— red "X" on the left was compatible with the left-red button's color and location features, while a right, green "X" was incompatible. In the color-only condition, letters appeared centered with varied colors. In the location-only condition, letters appeared in white with varied locations. Results partially confirmed TEC's prediction that SRC effects were larger for dual-feature than single-feature conditions, driven mainly by incompatible rather than compatible conditions. More compatible features did not significantly enhance performance, while incompatible features significantly interfered with performance in the speeded reaction task.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 2436

COMPARING VIRTUAL REALITY AND TRADITIONAL TOOLS TO ASSESS MANUAL DEXTERITY AND HAND DOMINANCE

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Manual dexterity refers to the ability to handle and manipulate objects precisely using hands and fingers (Backman et al., 1992). Several standardized tools are commonly used for assessing manual dexterity, such as the Box and Block Test (BBT) and the Minnesota Manual Dexterity Test (MMDT). These tests are mainly used to assess the performance of patients with neuropsychological disorders and are not developed to establish hand dominance, which is typically investigated using self-report measures (e.g. Edinburgh Handedness Inventory, EHI; Oldfield, 1971). However, a tool specifically developed to measure behavioural differences between dominant and non-dominant hands in healthy population is missing. In this study, we propose a Virtual Reality (VR) task, called Buzzwire test, with the aim to validate it. Specifically, we will correlate the performance obtained with the Buzzwire test with those observed with traditional tools (BBT and MMDT) and will test the sensitivity to hand dominance comparing the objective measures of these tests with the scores of the EHI. Participants will perform the three tests (BBT, MMDT, Buzzwire test) in a counterbalanced order to control for order effects. The data collection is underway; results of the analyses will be presented at the conference. We expect that the Buzzwire test will have a high correlation with the traditional tools and a higher sensitivity to establish behavioural differences between dominant and non-dominant hands. These findings would highlight the Buzzwire test as a more objective measure of hand dominance, promoting the application of VR into assessment for a healthy population and people with neuropsychological disorders.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 13: Climate Action SDG 11: Sustainable cities and communities

Abstract 2569

EMOTIONAL BARRIERS TO THE PRACTICE “INOCHI-TENDENKO”: AN EMPIRICAL ANALYSIS OF PARENT–CHILD TRIAD DATA IN A HYPOTHETICAL SEDIMENT-RELATED DISASTER SCENARIO

Maeda K.*

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Background: The practice of Inochi-tendenko, which encourages individuals to focus on saving themselves to prevent further casualties, has proven extremely effective in saving lives. Although this principle gained significant public attention following the Great East Japan Earthquake on March 11, 2011, the degree to which people comprehend and internalize its rationale remains limited and few empirical investigations examined the psychological and emotional barriers that inhibit its application. In this study, we collected triad data from university students and their parents to identify factors that impede adherence to Inochi-tendenko during hypothetical sediment-related disaster situations.
Methods: A total of 103 female university students, 101 mothers, and 97 fathers participated in the survey. Participants were asked to imagine a situation in which they faced a sediment-related disaster and were unable to contact their family members. In this hypothetical scenario, they indicated whether they would choose to evacuate immediately or attempt to rescue their family members. Additionally, they completed questionnaires assessing emotional reactions and rational evaluations associated with the Inochi-tendenko principle.
Results: In the sediment-related disaster dilemma, a higher proportion of mothers (75.0%) and fathers (80.2%) chose to “rescue their family members” compared to students (46.0%). Their tendency to choose rescue behavior appeared to be driven by intense negative emotional responses toward the concept of self-prioritized evacuation embodied in Inochi-tendenko.
Conclusions: These findings suggest that, in promoting the importance of Inochi-tendenko and similar principles that emphasize self-assistance, it is crucial to frame and communicate these messages in emotionally sensitive ways that minimize moral conflict or misinterpretation. Furthermore, the observed differences in behavioral choices between students and their parents highlight generational and role-based variations in risk perception and moral reasoning. Developing disaster-prevention and mitigation strategies that integrate these psychological and familial perspectives is therefore essential for fostering effective life-saving behavior during disasters.

Division 14: Applied Cognitive Psychology Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being SDG 15: Life on land

Abstract 2285

THE INFLUENCE OF TASK-IRRELEVANT MUSIC ON FEATURE BINDING

Padulo C.*, De Crescenzo F., Cascone A., Fairfield B.

University Federico II of Naples ~ Naples ~ Italy

The role of background music in cognitive task performance remains contentious. On the one hand, arguments based on the cognitive capacity model suggest that background music constitutes a distraction as it grabs attention and diverts limited processing resources from the task at hand, resulting in reduced performance. On the other hand, it has been suggested that background music has the potential to increase alertness (arousal), positively influencing attention on the task at hand and thus improving performance. If we consider different types of music, results seem to suggest that: 1) instrumental music is associated with a more positive effect on memory and learning, and 2) faster music is more beneficial than slower music. More specifically, listening to fast tempo music creates a state of elevated mood and arousal that is advantageous to subsequent cognitive task performance. However, the role of valence in supporting cognitive performance remains uncertain. 'Touching' music (described as 'slow' and 'sad') seems to enhance facial memory, while 'joyful' music (described as 'fast') impaires it. Conversely, accuracy in difficult arithmetic tasks is enhanced by both 'joyful' and 'touching' music. In our study we aimed to investigate whether faster vs slower musical tempo and background vs pre-task music listening differentially affect performance in a visuospatial feature binding task. Accuracy and mean reaction times demonstrated differential effects based on musical characteristics and task condition demands. Future research should focus on the interaction between music listening and cognitive performance to support cognition in individuals across the lifespan and from different clinical populations (e.g., developmental and/or neurodegenerative disorders).

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 2515

AWE AFTER MORTALITY SALIENCE: DIFFERENTIAL EFFECTS OF POSITIVE AND THREAT AWE ON DEFENSIVE RESPONSES

Takiguchi S.*[1], Nomura M.[2]

[1]Kyoto University ~ Kyoto ~ Japan, [2]Tokyo University ~ Tokyo ~ Japan

Title: Awe After Mortality Salience: Differential Effects of Positive and Threat Awe on Defensive Responses

Introduction: Death is an inevitable, universal threat that people strive to buffer. Based on Terror Management Theory (TMT), mortality salience (MS)—awareness of the inevitability of death—typically heightens defense of self-esteem and cultural worldviews (e.g., in-group favoritism, out group derogation, strengthened materialism). Awe, a self-transcendent emotion elicited by vast stimuli that update existing cognitive schemas and evoke a “small self,” is known to promote prosociality and social connectedness. Recent work suggests awe after MS might buffer worldview/self-esteem defenses, with a critical distinction between aesthetically induced positive awe and threat-induced awe.

Purpose: This study tested whether awe reduces MS-related defenses and whether effects differ between positive-awe and threat-awe.

Method: Thirty University students underwent an MS induction (e.g., death reminders), then watched video stimuli designed to elicit positive-awe, threat-awe, or serve as a control. materialism and self-esteem were measured before and after as indicators of cultural-worldview and self-esteem defense.

Results: Contrary to predictions, MS did not produce observable increases in worldview or self-esteem defenses. This null pattern was interpreted as potentially shaped by religious/belief systems specific to Japanese participants. Nonetheless, awe after MS showed differentiated effects: the positive-awe group displayed increased self-esteem, whereas the threat-awe group showed heightened materialism. Materialism increases under threat-awe ran counter to prior findings. It may reflect Japanese participants’ tendency to associate threat awe with disasters, or residual MS effects.

Conclusion: Awe following MS does not uniformly dampen defensive processes; its impact depends on awe type. positive awe may elevate self-esteem via a small self pathway that fosters prosociality and humility, while threat awe may intensify materialism, possibly through disaster-linked interpretations or lingering MS. These results highlight culturally situated mechanisms and the importance of distinguishing awe subtypes when examining emotion-based interventions in TMT contexts.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 1234

A High-Angle Facial Expression Dataset (HA-FED) for Emotion Recognition in Overhead Surveillance Scenarios

Ruotong Fang, Yujing Wang, Jing Yang, Xing Huang)

Introduction. Recognizing human facial expression from non-frontal, high-angle surveillance viewpoints has broad real-world applications, such as student mental health monitoring on campus and detection of abnormal psychological risks in public space. Traditional emotion recognition datasets, such as CK+, RAF-DB, AffectNet, are predominantly collected from a frontal perspective. This limits their ecological validity due to the failure in capturing the feature distortion and occlusion inherent in overhead views, and consequently reduces model generalizability in surveillance scenarios.

Purpose. This study aims to bridge this gap by constructing a high-angle facial expression dataset reflecting realistic observation conditions. This dataset is based on Ekman's basic emotion theory, which posits universally recognizable emotions, including anger, disgust, fear, happiness, sadness, surprise, and neutral.

Method. Professional actors were recruited and guided with scenario-based instructions to evoke naturalistic emotional expressions, producing authentic facial responses that can be readily captured. Two high-angle surveillance cameras with 1920×1080 resolution simultaneously recorded the actors' facial expressions. All facial expressions in the dataset were annotated by rigorously trained psychological experts, ensuring reliable labeling.

Results. Intra-rater consistency, assessed through repeated classifications, ranged from 0.819 to 0.962 (M = 0.89) indicating that each expert's coding was highly reliable. Images achieving a consensus code from at least six experts were retained, yielding 598 samples. In the final dataset, intra-rater consistency averaged 0.94 across images, with 75.9% of images showing consistency ≥ 0.90 and 52.5% reaching perfect agreement (1.0). Non-consensus samples were excluded to ensure high labeling reliability.

Conclusions. This validated High-Angle Facial Expression Dataset (HA-FED) enables investigation of how facial expressions manifest under atypical viewpoints, informing both theoretical understanding and practical applications. It offers a benchmark for developing robust affective computing models. HA-FED extends the field beyond conventional frontal facial expression datasets, supporting the translation of basic emotion theory into more applied, real-world contexts.

Division 14: Applied Cognitive Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 5678

Knowledge Graphs in Psychological Research: Potential Applications and Future Directions

Shaojia Shi, Xing Huang, Kangning Jiang, Zhiji Lin, Yujing Wang)

Introduction. Knowledge graphs (KGs), a method of knowledge organization based on semantic network theory, integrate vast, dispersed knowledge into machine-readable, structured semantic networks. KGs have been systematically reviewed and applied in fields like biomedicine, education, and psychiatry. However, within psychology, despite growing research, a systematic review of KG application models and prospects is lacking.

Crucially, applying psychological knowledge faces a fundamental challenge: its concepts and theories are highly abstract and subjective, lacking formal expression and computable semantic structures. While traditional empirical research reveals statistical correlations, it struggles to systematize these links into a knowledge system with clear semantic relations and logical hierarchies. KGs may offer a new approach for building computable and inferable psychological knowledge structures.

Methods. Based on a systematic literature review and analysis integrating computer science, information science, and psychology (searching databases like PubMed, IEEE Xplore, ScienceDirect, and Google Scholar), this paper synthesizes research to distill key potential application directions for KGs in psychology.

Results. This paper systematically expounds on KG construction methods and potential application pathways, emphasizing the value of key technologies like KG embedding (KGE), knowledge base question answering (KBQA), and node clustering. KGE represents entities and relations as low-dimensional vectors, enabling computers to "understand" psychological knowledge and support predictive modeling. KBQA enhances interactive flexibility by retrieving and organizing information. Node clustering provides a path for deep cognitive mining by quantifying semantic relevance and topological proximity.

Furthermore, integrating KGs with emerging technologies like large language models (LLMs) and digital twins promises to enhance the intelligence and application value of psychological research. The paper also addresses ethical challenges, such as data privacy and algorithmic fairness.

Conclusions. KGs provide psychology with a computable, inferable knowledge infrastructure. Future research should focus on building high-quality psychological KGs, promoting real-world applications, and strengthening ethical standards for technological practice.

15 - Division 15: Students and Early Career Psychologists

SHAPING PSYCHOLOGY TOGETHER: EFPSA'S STUDENT-LED INITIATIVES FOR SOCIETY AND THE FUTURE OF THE DISCIPLINE

Wednesday 22 July 2026 from 12:30 to 14:00

(M-Lorenese)

Alicja Szmidka (Medical University of Gdańsk ~ Gdańsk ~), Chair and Presenter

In a time when mental health, social inclusion, and trust in science are among Europe's most urgent challenges, the voices of young psychologists are more crucial than ever. The European Federation of Psychology Students' Associations (EFPSA) unites psychology students from 30 countries into the largest and most diverse network of its kind. Since 1987, EFPSA has empowered generations of students to connect science with practice, to advocate for societal change, and to develop the skills needed for the future of psychology.

This symposium will present EFPSA's unique structure and mission, illustrating how student-led initiatives can generate measurable impact on communities and the discipline itself. Presenters, coming from different countries and holding diverse roles within EFPSA, bring unique perspectives that highlight the value of cross-cultural collaboration and student-driven innovation. The session will provide an overview of EFPSA's Social Impact Initiative (SII), which coordinates Europe-wide campaigns on mental health (Mind the Mind), inclusivity (Better Together), resilience (A(live!)), sustainability (PlanetA), and the power of kindness (Organised Acts of Kindness). The session will also highlight EFPSA's education opportunities, such as its Training Office, Research Programme, and the Journal of European Psychology Students (JEPS).

The final presentation will synthesise key learning points and outline EFPSA's future plans, including expanding advocacy for psychological literacy, strengthening collaboration with professional organisations, and fostering global engagement of psychology students.

Through these contributions, the symposium will demonstrate how EFPSA applies psychology to societal challenges while preparing the next generation of psychologists to be both scientifically competent and socially responsible - in line with the mission of IAAP and the aims of ICAP.

Abstract 3750

EMPOWERING PSYCHOLOGY STUDENTS FOR SOCIETAL CHANGE: THE SOCIAL IMPACT INITIATIVE

Salajková A.*

University of Innsbruck ~ Innsbruck ~ Austria

Launched in 2013, EFPSA's Social Impact Initiative (SII) transforms psychological knowledge into large-scale societal action. Since its first anti-stigma campaign Mind the Mind, SII has expanded to projects such as Better Together, Organised Acts of Kindness, Planet A, and (A)live!, reaching over 25+ European countries, training more than 1,000 psychology students as volunteers, and delivering thousands of workshops to schools and communities. Campaigns have demonstrated measurable impact (e.g., significant reductions in stigmatising beliefs, d = 0.84) and produced tangible outputs such as position papers, educational kits, and policy advocacy. This overview traces SII's development, its evidence-based approach to tackling stigma and discrimination, and its role in empowering psychology students to create sustainable social change.

Abstract 3754

(A)LIVE! - A CROSS-CULTURAL, PEER-TO-PEER INITIATIVE

Scarlat I.*

Universidade Lusófona ~ Lisbon ~ Portugal

As a complex phenomenon of global interest, suicide has been monitored closely by the scientific community and policy makers alike. Different organisations and governments have taken steps to address this, with one such initiative being SII's (A)live! campaign. The campaign, inspired by a Slovenian project ('A se štekaš?!?'), aims to provide a common foundational framework for psychology student associations across Europe concerning suicide prevention. The campaign's general goal is to extrapolate a general infrastructure from existing successful initiatives to help perpetuate suicide prevention education at an international level. This is achieved by engaging with high school students and gatekeepers on the topic, drawing on EFPSA's wide range of resources (e.g., materials, trainers). This campaign also aims to provide indirect support, by making use of social media networks or by centralising information pertaining to suicide prevention in European countries. The (A)live! campaign will provide invaluable cross-cultural data for research into suicide within youth cohorts, thus aiding in the exploration of relatively uncharted territory when it comes to global mental health.

Abstract 3755

PLANET A - BECAUSE THERE IS NO PLANET B

Bin Qamar R.A.*

Istanbul Rumeli University ~ Istanbul ~ Turkey

PlanetA is the youngest campaign of the Social Impact Initiative of EFPSA. The aim of PlanetA is to recognise and address the psychological effects of the global climate crisis. The campaign is built on three main pillars: (1) Offering Emotional Support, (2) Education and (3) Empowerment. PlanetA debuted during the 'Raising Awareness, Taking Action' webinars in March of 2023. It has since then upheld a relatively stable social media presence, sharing posts on climate change, climate anxiety and eco-related international days and events. The campaign team's focus is not only on the individual, as the campaign is trying to bridge the (knowledge) gap between the individual and the system. Currently Planet A is a digital-only campaign and provides research-based educational posts on social media.

Abstract 3756

EMPOWERING PSYCHOLOGY STUDENTS THROUGH NON-FORMAL EDUCATION: THE EFPSA TRAINING OFFICE

Santos A.J.*

Catholic University of Portugal ~ Porto ~ Portugal

The EFPSA's Training Office is a service founded in 2010/2011, with the aim of meeting the growing need for high-quality, evidence-based training within EFPSA. EFPSA Trainers support the personal and professional development of psychology students by delivering experiential and interactive learning sessions that foster growth, both individually and in groups. The mission is to prepare active EFPSA members for their mandates, support them throughout, and ensure the well-functioning of the organisation, while promoting non-formal education as a key tool for societal change.

EFPSA Trainers are psychology students who combine scientific knowledge with professional training skills, making them highly valued within the international training community. They deliver team-building sessions within EFPSA, soft skills workshops at Universities, and evidence-based trainings for external organisations.

The Trainers' Community offers its members opportunities such as becoming an official EFPSA Trainer, contributing to the development of EFPSA's training system, joining a European network of like-minded peers, and mentoring new Trainer Candidates. Guided by values of quality, transparency, respect, trust, and development, this Training service continues to expand its impact.

EFPSA also offers several training events, such as the Train the Trainers Summer School - an intensive eight-day program that equips participants with the knowledge, skills, and mindset to deliver effective training. Successful graduates are invited to join the EFPSA Trainers' Pool, a community of trainers approved by the Training Office. Once accepted, Trainers can deliver sessions in the name of EFPSA, access training calls, and actively participate in the Training Community.

For experienced trainers, EFPSA offers Train Advanced Trainers (TAT), a nine-day program for 25–30 seasoned trainers from multiple NGOs, focusing on specialised training topics and networking. And the Trainers' Meetings (TRAM) provide additional opportunities for peer-to-peer learning, skill sharing, and professional development.

Abstract 3757

LEARNING POINTS AND FUTURE PLANS

Szmidka A.*

Medical University of Gdansk ~ Gdansk ~ Poland

EFPSA's four-decade history demonstrates that student-led initiatives can be a transformative force for both psychology education and societal change. One of the key lessons is that when students are empowered with structure, resources, and mentorship, they can simultaneously develop professionally and generate measurable social impact.
EFPSA fosters learning, collaboration, and leadership through a series of in-person and hybrid events, including the EFPSA Conference (biennial, 100–200 participants), the EFPSA Congress (annual; 2026 will mark the 40th edition with 400 participants), the Train the Trainers Summer School, the Research Summer School, and the Joint Executive Board & Member Representative Meeting. These gatherings provide hands-on opportunities for skill-building, networking, and cross-cultural exchange, complementing student-led projects across Europe.
Looking forward, EFPSA aims to shape the next generation of psychologists who are not only academically competent but socially responsible and globally engaged. Future plans include expanding advocacy for mental health and psychological literacy, strengthening partnerships with professional and academic organisations, and aligning student initiatives with the Sustainable Development Goals - particularly SDG 3 (Good Health and Wellbeing), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action). By leveraging its network, events, and educational programmes, EFPSA empowers young psychologists to act as change agents, demonstrating how student-driven initiatives can advance both the discipline of psychology and meaningful societal transformation across Europe and beyond.

15 - Division 15: Students and Early Career Psychologists

Social and Digital Lives

Wednesday 22 July 2026 from 16:30 to 18:00

(S-Monumentale)

Division 3: Psychology and Societal Development Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 9: Industry, innovation and infrastructure SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1510

AVATAR-MEDIATED SELVES IN MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAMES

Baruah A.*

Christ University ~ Delhi NCR ~ India

Background: Digital avatars in Massively Multiplayer Online Role-Playing Games (MMORPGs) serve as dynamic representations of the self, enabling users to perform identity, negotiate social norms, and explore personal aspirations. While prior research has predominantly centered on Western contexts, little is known about how avatar-mediated identity unfolds in culturally distinct environments such as India. Objective: This study explores how Indian MMORPG players construct and interpret their avatars as tools for identity negotiation, cultural expression, and social interaction. Method: Using a qualitative research design, in-depth semi-structured interviews were conducted with 20 Indian MMORPG players. Reflexive thematic analysis was employed to examine the narratives surrounding avatar creation, self-presentation, and symbolic meaning. Results: Three key themes emerged: (1) avatars as ideal selves, where participants projected aspirational traits and mitigated self-discrepancy; (2) gender and role experimentation, involving the playful and strategic exploration of alternate identities; and (3) cultural embodiment, where avatars were infused with traditional aesthetics, mythological references, and symbolic moral values. Participants reported that these digital personas influenced offline perceptions, offered emotional relief, and supported social alignment in virtual communities. Conclusion: Avatars in Indian MMORPGs are not merely cosmetic tools but act as identity mediators embedded in cultural, psychological, and relational processes. Findings offer implications for culturally aware avatar design and deepen HCI's understanding of how digital selfhood is co-constructed in non-Western contexts.

Division 15: Students and Early Career Psychologists Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2038

ANALYSIS OF STRUCTURAL DIFFERENCES IN CHINESE ADOLESCENT MENTAL HEALTH ACROSS DIFFERENT EDUCATIONAL STAGES ON THE DUAL-FACTOR MODEL: LATENT PROFILE ANALYSIS AND NETWORK COMPARISON TESTING

Chen B.*, Yin S., Liu Y.

Hubei University ~ Wuhan ~ China

Introduction: The dual-factor model underscores assessing adolescent mental health with both negative and positive indicators. The World Health Organization calls for strengthening adolescents' abilities to cope with mental-health risks and for enhanced interventions; building on this guidance, we posit that cultivating positive psychological resources is crucial and that schools are promising settings to implement scalable supports.
Purpose: To identify mental-health profiles across school stages and compare their network structures.
Method: Using a provincial sample of elementary, middle, and high school students from China, we conducted latent profile analysis (LPA) on three negative indicators—loneliness, depression, smartphone addiction—and eight positive indicators—meaning in life, search for meaning, cognition, emotion, willpower, self-regulation, prosociality, transcendence. Network comparison analysis assessed structural differences across profiles.
Results: Three profiles emerged in elementary (vulnerable, troubled, complete health), three in middle school, and four in high school, with an additional "symptomatic but content" profile. Significant network differences appeared only in elementary students: in the complete-health group, positive indicators were tightly connected and strongly negatively associated with negative indicators. In contrast, vulnerable and troubled groups showed looser positive connections and weaker negative links. Interestingly, cognition had high strength in the complete-health group, while prosocial behavior and transcendence were notably stronger in the vulnerable and troubled groups than in the complete-health group. Depression was a central node across profiles. In middle school, cognition and willpower showed particularly high strength and centrality in the complete-health group.
Conclusions: Elementary school appears to be a critical window for structuring positive mental-health systems. Stage-specific supports are warranted—universal programs in elementary years and layered/selective supports thereafter. Strengthening positive psychological resources (e.g., meaning, self-regulation, prosociality) should stand alongside symptom reduction to foster resilience and flourishing.

Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists Division 14: Applied Cognitive Psychology SDG 3: Good Health and Well-being

Abstract 1064

TWO ANALOGICAL GAMES WALK INTO A SOCIAL MEDIA FEED

Florence A.*

University of North Carolina at Chapel Hill ~ Chapel Hill ~ United States of America

Social media provides a steady stream of upward comparisons, but whether these encounters inspire or discourage depends on how similarity is perceived. When similarity is judged narrowly - using superficial characteristics like appearance or possessions - users contrast from upward targets, leading to discouragement or envy. When similarity is construed more broadly - highlighting persistence, growth, or creativity - users assimilate toward upward targets, finding inspiration and motivation. Reframing similarity in this way has the potential to shift social media from a source of alienation toward one of connection and growth.

This study tests two gamified procedural priming modules designed to activate analogical transfer and raise the level of abstraction at which similarities are identified. Drawing on structure-mapping theory, the Matching module adapts a scene comparison task to transfer base–target trait similarity, while the Pursuit module adapts a maze task to transfer base-target approach. Both modules embed structural correspondences that automatically and unconsciously broaden the similarity lens without requiring deliberate training. Undergraduate participants (N = 1,500) will be randomly assigned to Matching, Pursuit, or control conditions. They will complete a buffer task to verify automaticity of transfer, a timed relational-matching paradigm to assess analogical processing, and ten upward comparison vignettes capturing cognitive, affective, behavioral, and quantitative identification responses.

Effectiveness will be evaluated through faster and more accurate relational matching and greater frequency of assimilative comparisons relative to the control. If successful, the interventions provide a scalable means of constructively reorienting digital engagement by targeting the comparison mechanism itself rather than limiting exposure, moderating content, or relying on deliberate reframing. This approach offers transferable tools to reshape online comparison processes to foster resilience, motivation, and growth.

Division 15: Students and Early Career Psychologists Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 1781

• LEADERSHIP BEYOND PRESENCE: LESSONS FROM LEADING A EUROPEAN STUDENT FEDERATION HOW TO EMPOWER AND TRUST YOUR TEAM

Kocmanová V.*

Psychiatric Clinic, 1st Faculty of Medicine, Charles University and General University Hospital in Prague ~ Prague ~ Czech Republic

In the context of increasing global interconnectedness and evolving expectations toward leadership, leadership in international and volunteer-based student organizations presents unique challenges and opportunities. Drawing from my experience as President of the European Federation of Psychology Students' Associations (EFPSA), I will present my personal insight how trust can be intentionally cultivated in cross-cultural, remote, and non-hierarchical teams as the foundation of responsible and empowering leadership.

While my leadership responsibilities included strategic planning, public representation, and team coordination, my presidency was deeply shaped by unexpected personal challenges that made me reflect on what it means to lead in times of personal vulnerability. These events underscored a fundamental truth: effective leadership is not about being everywhere or doing everything. It is about building a resilient team that can operate with autonomy, mutual support, and shared responsibility—even in your absence.

This presentation brings ten practical strategies for building trust and shared ownership within diverse student teams. Particular attention will be paid to the efficient communication, recognizing contributions publicly, balance between leadership and followership, and the importance of creating opportunities for others—core practices aligned with democratic values and participative leadership.

In line with the congress theme, this talk proposes a new direction for applied leadership psychology—one that sees vulnerability not as weakness but as a starting point for authentic connection and distributed leadership. By leading through trust and example, we create environments where individuals are empowered, responsibility is shared, and collaboration becomes truly meaningful.

I invite attendees to reflect on their own leadership roles: How do you create trust in the absence of hierarchy that can be a shared value?

Division 15: Students and Early Career Psychologists Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1274

THE GOOD AND THE GUILTY- EXPLORING PARENTAL GUILT AMONG INDIAN PARENTS OF YOUNG CHILDREN

Sengupta P.*, Mohanty A.

Indian Institute of Technology (IIT), Kharagpur ~ Kharagpur ~ India

The parenting journey is touted as a conglomeration of positive and negative emotions, especially in the early years, when both parents are transitioning into these new roles. One such challenging emotion is Parental Guilt which occurs in response to the perceived violation of ideal standards of parenthood, resulting in negative mental health consequences. The present research explores the experiences of Parental guilt among eleven participants (six mothers, five fathers) of healthy children aged between 6 months and 5 years. All the participants were recruited using snowball sampling and were in a marital relationship with their current spouses for at least two years. Online semi-structured interviews were conducted, with the questions revolving around the emotional aspects of parenting, the expectations associated with becoming parents and specific experiences of guilt in parenting and what it translates into for these parents. The transcripts were analysed using Reflexive Thematic Analysis, creating four themes- “Being a ‘good parent’”, “Need for constant self-monitoring”, “Pressure of comparisons” and “Balancing the old and the new”, each with sub-themes to understand the internal standards and external social discourses that birth and boost the experience of guilt. The findings highlight the need to acknowledge these challenging emotions of parenthood, especially in the Indian scenario where the emphasis is strongly on celebrating it as a divine gift. Further, the study also adopts a gendered lens to show how cultural expectations shape the experiences of guilt differently for fathers and mothers. Organizations working with new parents can use these findings to help them identify the sources of such guilt and protect themselves from it by devising appropriate strategies.

Division 15: Students and Early Career Psychologists Division 9: Economic Psychology Division 14: Applied Cognitive Psychology SDG 12: Responsible consumption and production

Abstract 1167

BRAINWAVE DYNAMICS IN SHOPPING CRAVING AND DECISION-MAKING: THE ROLE OF ATTENTION AND COGNITIVE CONTROL

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[1]National Chung Hsing University ~ Taichung City ~ Taiwan, [2]I-Shou University ~ Kaohsiung City ~ Taiwan

Introduction. In temptation-rich shopping environments, consumers face stimuli that shape their choices. While the AIDA model explains how such cues drive purchase intentions, the neural mechanisms behind decision-making remain unclear. This study investigates how shopping cues affect brain regions and rhythms, focusing on brainwave power during craving and price exposure and brain amplitude in decision-making. The goal is to clarify the cognitive shift from craving to choosing not to purchase under varying stimuli.

Method. Two EEG experiments with the BR8 PLUS eight-channel system examined neural responses across general, impulsive, and compulsive shoppers. Experiment 1 presented product images and prices simultaneously to assess craving-related activity, while Experiment 2 presented them sequentially with decision options to analyze neural dynamics across decision phases and the effect of craving before price evaluation.

Results. The results revealed that shopping craving significantly influenced alpha and beta activity in the frontal and parietal regions, reflecting the allocation of attention and cognitive resources. Price presentation also significantly affected alpha activity in these regions. During the decision-making phase, general consumers exhibited increased beta activity in the parietal lobe when choosing not to purchase, suggesting a more focused and cautious cognitive process compared to consumers with impulsive and compulsive shopping tendencies.

Conclusion and Implications. This study found that shopping craving and price presentation modulate alpha and beta brain activity in frontal and parietal regions, reflecting attention and cognitive processing. Increased beta activity in the parietal lobe during non-purchase decisions suggests that general consumers engage in more cautious and deliberate processing compared to impulsive and compulsive shoppers. These results highlight distinct neural strategies among consumer types and suggest that marketing and intervention efforts should focus on enhancing price awareness to promote more mindful purchasing behavior.

15 - Division 15: Students and Early Career Psychologists

Psychological Growth and Well-Being

Wednesday 22 July 2026 from 16:30 to 18:00

(L-Lorenese)

Division 15: Students and Early Career Psychologists Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 17: Partnership for the goals

Abstract 1156

DO STUDENTS RECOGNIZE THE VALUE OF GLOBAL CITIZENSHIP AND PSYCHOLOGICAL LITERACY IN PSYCHOLOGY EDUCATION?

Harris R.*, Birtill P., Pownall M.

University of Leeds ~ Leeds ~ United Kingdom

Given the pressing, complex global challenges facing society, it is imperative that students are well equipped to contribute to solving problems in an informed, ethical and meaningful way. This is the basis of a global citizenship approach to education. In psychology education, a global citizenship education may look like “psychological literacy”, which is an approach that considers how students can intentionally apply psychology knowledge and skills to personal, professional and societal goals. However, it is not clear whether students are aware and value this approach to their psychology education. Across three studies, we explored students’ perception of global citizenship and psychological literacy. Study 1 (n = 202) investigated UK undergraduate students’ perceptions of global citizenship education and found that while only 12.8% of students were familiar with the term, students value this approach. Students also identified challenges within the conceptualisation and subject-level implementation of global citizenship. We then focused in on the discipline of psychology; Study 2 (n = 117) demonstrated that 18.0% of psychology students had heard of the term psychology literacy. Despite this, similar to global citizenship, students valued and had the opportunity to develop the attributes that underpin a psychological literacy approach (e.g. the ability to apply psychology understanding to real world problems). Finally, Study 3 (n = 296) explored whether psychological literacy can differentiate students by discipline. We recruited students from psychology, mathematics, humanities, and English and investigated whether psychological literacy is unique to psychology students, or whether it constitutes a set of interdisciplinary outcomes more aligned with global citizenship. This found that most skills did overlap disciplinarily, but some (e.g., ‘understanding mind and behaviour’) uniquely differentiated psychology students from other disciplines. Taken together, these studies indicate that students value education that allows them to apply their psychology knowledge and skills to solving real-world problems.

Division 15: Students and Early Career Psychologists Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1084

THE IMPACT OF BELIEFS ABOUT LOSING CONTROL ON THE SEVERITY OF THE RELATIONSHIP BETWEEN OBSESSIVE-COMPULSIVE SYMPTOMS AND ORTHOREXIA NERVOSA

Macioszczyk J.*[2], Novara C.[1], Brytek--Matera A.[2]

[1]Department of General Psychology, University of Padua ~ Padua ~ Italy, [2]Institute of Psychology, University of Wroclaw ~ Wroclaw ~ Poland

Introduction: The co-occurrence of orthorexia nervosa and obsessive-compulsive disorder has been highlighted in numerous previous studies. While the associations between these two conditions are well established, the underlying mechanisms of this relationship remain relatively unexplored. The diagnostic criteria for both of those disorders mention the need for control as one of the main factors that play a key role in maintaining their symptoms.
Purpose: This study aims to examine the mediating role of beliefs about losing control in the relationship between obsessive-compulsive symptoms and orthorexia nervosa.

Methods: The sample consisted of 268 participants from the Polish general population, aged 18 to 75 years. We used the Polish versions of the Beliefs About Losing Control Inventory, the Obsessive-Compulsive Inventory-Revised and the Eating Habits Questionnaire.
Results: The results revealed a significant indirect effect of obsessive-compulsive symptoms on beliefs about losing control ($b = 0.8792$, $t = 0.0622$). Obsessive-compulsive symptoms turned out to have an insignificant direct effect on orthorexia nervosa ($b = 0.400$, $t = 0.7889$). Additionally, beliefs about losing control have shown a significant positive impact on orthorexia nervosa ($b = 0.1100$, $t = 2.9100$). Furthermore, the direct effect of obsessive-compulsive symptoms on orthorexia nervosa in the presence of the mediator (beliefs about losing control) was also found to be significant ($b = 0.1490$, $p < 0.001$).

Conclusions: The study highlights the significant mediating role of beliefs about losing control in the relationship between obsessive-compulsive symptoms and orthorexia nervosa. These findings may enhance our understanding of the underlying mechanisms of both disorders and offer valuable insights for developing more targeted and effective treatment approaches.

Division 15: Students and Early Career Psychologists Division 5: Education and School Psychology SDG 5: Gender Equality SDG 4: Quality Education

Abstract 1934

HOW PARENTS CULTIVATE TODDLERS' SOCIAL-EMOTIONAL LEARNING: EVIDENCE FROM A 4-YEAR LONGITUDINAL LATENT GROWTH MODEL IN TAIWAN

Lin H.L.*[1], Yu M.[1], Tasi J.[1], Hsu Y.[2]

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Social-Emotional-Learning (SEL) is an empirically grounded and lifelong developmental issue, beginning in early childhood environments and influencing students' mental health, academic achievement, and interpersonal relationships. Empirical research shows that parents' emotions, behaviors, and parenting practices exert profound effects on young children's social and emotional competence. Theoretical perspectives further suggest that children's social-emotional development is closely tied to the growth of their language abilities. Therefore, the present study investigates how parental behaviors—including caregiving, discipline, nurturing, companionship, and educational practices—cultivate children's language competence and social-emotional development.

Based on the Taiwan Kindergarten Panel Study (KIT) dataset (N = 1,668, male= 832), this study analyzed a four-year longitudinal sample of children aged 3 to 6 using latent growth modeling. Using the dataset's item sets, the study verified good reliability and validity, while controlling for family income and gender. Results showed that both paternal and maternal parenting behaviors significantly predicted children's language competence (father: $\beta = .125$, $p < .001$; mother: $\beta = .169$, $p < .001$). In turn, language competence strongly predicted emotional competence ($\beta = .604$, $p < .001$) and social competence ($\beta = .588$, $p < .001$). Importantly, indirect effects confirmed that parental behaviors influenced both emotional (father: $\beta = .081$, $p < .001$; mother: $\beta = .102$, $p < .001$) and social competence (father: $\beta = .073$, $p < .001$; mother: $\beta = .100$, $p < .001$) through children's language ability. However, small negative effects were found on developmental slopes (e.g., father to emotional slope $\beta = –.019$, $p < .001$; mother to social slope $\beta = –.019$, $p < .001$), suggesting ceiling effects in measurement or complex developmental dynamics. Two explanations are considered: (1) the measurement instruments leaded a ceiling effect; and (2)Important theoretical and methodological implications that warrant further clarification and refined research designs in future.

Division 15: Students and Early Career Psychologists Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1277

"FROM CHUCKLES TO CHEERS": EXPLORING HUMOR STYLES, BELONGINGNESS AND PSYCHOLOGICAL WELL- BEING AMONG INDIAN COLLEGE STUDENTS

Rai V.*[2], Mohanty A.[1]

[1]REKHI CENTRE OF EXCELLENCE FOR THE SCIENCE OF HAPPINESS, IIT KHARAGPUR ~ KHARAGPUR ~ India, [2]Department of Clinical Psychology, GD Goenka University

This study attempts to advance the existing literature on the relationship between humor style and psychological well-being by investigating the mediating role of belongingness among Indian residential college students. A sample of 306 students comprising of 129 females and 177 males aged from 18- 35 years completed measures assessing four humor styles (affiliative, self-enhancing, self-defeating, and aggressive), general belongingness and psychological well-being. Mediation analyses were conducted using Hayes' PROCESS macro. Findings reveal that belongingness significantly mediates the relationship between three humor styles—affiliative, self-enhancing, and self-defeating—and psychological well-being. Specifically, higher affiliative and self-enhancing humor are associated with greater well-being through enhanced feelings of belongingness. Conversely, self-defeating humor, often linked to lower well-being, exerts its effect indirectly by diminishing belongingness. However, belongingness did not mediate the relationship between aggressive humor style and well-being, suggesting a distinct, possibly unbuffered, pathway between aggressive humor and psychological outcomes. These results underscore how humor styles interact with psychological constructs to shape well-being in diverse populations. Findings emphasize the potential for fostering belongingness to enhance well-being through adaptive humor styles, with implications for interventions targeting student mental health.

Division 15: Students and Early Career Psychologists Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 806

PSYCHONEURODEVELOPMENT: AN ALTERNATIVE IN HUMAN DEVELOPMENT FOR INTEGRAL CARE

Rodríguez Sánchez J.L.*[1], De La Rosa Díaz B.E.[2], Tenorio Martínez R.[1], Lara Méndez C.A.[1], González Cruz V.G.[1]

[1]Benemérita Universidad Autónoma de Puebla ~ Puebla ~ Mexico, [2]~ Puebla ~ Mexico

Introduction

Our society has great needs for support, guidance, and intervention in the area of psychological and neuropsychological development, which requires professionals with comprehensive and specialized training. This idea is justified observing the need for care for people with developmental problems, as well as those who are at risk or disadvantaged in achieving comprehensive growth, which encompasses the following areas: cognitive, affective, social, and behavioral. The deficiency in assessment, intervention, and prevention actions in human development processes at all age ranges is notable in Mexico and many Latin American countries.

Objective

To implement a new area of psychology, which has the intention, responsibility, and commitment to attend the needs arising from human development, satisfying them from a comprehensive perspective involving psychology and neuropsychology. This area is Psychoneurodevelopment.

Concept

Psychoneurodevelopment refers to an psychology area that addresses human development in all its stages, in a comprehensive manner from psychological and neuropsychological perspectives, to assess, diagnose, prevent, intervene, and research dysfunctions and pathologies, as well as normal development in the cognitive, affective, behavioral, and interactional areas.

Methodology

The work consisted of creating a training program for Psychoneurodevelopment professionals. These professionals must be competent, with a critical, ethical, and humanistic perspective, capable of generating, applying, and disseminating knowledge with scientific rigor. Likewise, they will be committed to leadership and social engagement, focused on addressing and proposing innovative solutions to problems of human development at all life stages.

Results and Conclusions

This program should provide graduates with the knowledge, skills, attitudes, and competencies necessary for clinical and psychoeducational practice at all stages of human development. Likewise, graduates should have the ability to generate knowledge that will impact the wide range of problems that arise in psychological and neuropsychological development.

Division 15: Students and Early Career Psychologists Division 17: Professional Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1293

BEYOND CAREER ADAPTABILITY: CHANGES RELATED TO POSITIVE EXPERIENCES FROM A PRE-POST INTERVENTION STUDY ON CAREER CONSTRUCTION INTERVENTION

Alvarenga M.*[1], Geraldo De Azevedo T.[1], Souza Guilhermino C.[2], Gomes Lopes M.P.[1], Fernandes Olímpio K.[1], Torres De Oliveira A.A.[1], Freitas Macedo A.[1], Vieira Passos J.G.[1], Coelho Silva R.H.[1], Ganem Galli M.P.[1], Paula Quites L.[1], Nascimento Silva P.G.[1], Cardoso P.[3]

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Background: Beyond career adaptability, it is essential to consider other aspects that influence a more positive life experience, such as positive affect, life satisfaction, and resilience. Including these factors broadens the understanding of the effects of career counseling and provides a more integrated view of personal and professional development. Objectives: To investigate the effects of a career construction model not only on career adaptability (Career-Adaptability Scale) but also on positive affect (Positive Affect Scale), life satisfaction (Life Satisfaction Scale), and resilience (Coping Resilience Brief Scale) across different service modalities. Methods: A total of 377 participants (266 women, 110 men, and 1 intersex), aged between 13 and 56 years (M = 20.86; SD = 6.07), took part in the study. The average family income was 4.19 minimum wages (SD = 3.36). Educational levels ranged from high school in progress to completed postgraduate studies. Counseling sessions took place between 2023 and 2025, in based on internet (84.9%), hybrid (9.8%), and face-to-face (5.3%) formats. The intervention followed the career construction model, conducted in 3 to 4 sessions over two months, using a pre- and post-test design study. Analyses included descriptive statistics, group comparisons, effect size calculations, and bootstrap procedures with 1000 iterations to ensure variance homogeneity. Results: Quantitative results indicated significant improvements in positive affect, life satisfaction, resilience, and career adaptability after the intervention ($p < .001$), with effect sizes equal to or greater than 0.50. Qualitatively, participants reported greater clarity in career choices, enhanced self-knowledge, and improved future perspectives. Satisfaction indices showed that more than 80% evaluated the experience positively. Conclusion: Career counseling based on the career construction model promoted improvements not only in adaptability but also in emotional and well-being dimensions, suggesting that brief and structured interventions can positively impact multiple aspects of participants' lives.

15 - Division 15: Students and Early Career Psychologists

Paving the way for Early Career Opportunities in IAAP

Thursday 23 July 2026 from 13:30 to 14:00

(F-Spadolini)

Abstract 4962

Paving the way for Early Career Opportunities in IAAP

Davcheva M.*

15 - Division 15: Students and Early Career Psychologists

Poster Session 1 - Division 15

Saturday 25 July 2026 from 09:50 to 11:20

(X- Poster 1)

Division 15: Students and Early Career Psychologists Division 17: Professional Psychology Division 16: Counseling Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2371

THE EFFECTIVENESS OF THE MASTER OF ARTS IN APPLIED PSYCHOLOGY CURRICULUM AT THE AMERICAN UNIVERSITY OF CENTRAL ASIA, KYRGYZ REPUBLIC

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American University of Central Asia ~ Bishkek ~ Kyrgyzstan

For the last two years, the Committee on Social Policy of the Kyrgyz Republic has been discussing the proposal for the “Law on Advertising,” which restricts the advertising of psychological services by specialists without a relevant degree. Eventually, it might raise the demand for educational programs that adhere to international standards. The Master of Arts program in Applied Psychology (MAPAP) at the American University of Central Asia (AUCA) was established in 2015, and since then, data have been collected to measure the effectiveness of the continuously developing curriculum. The study aims to evaluate and enhance the effectiveness of the MAPAP program to improve the quality of education for mental health professionals who will contribute to strengthening public health in the Kyrgyz Republic. The data collection procedure will consist of two stages. In the first stage, data will be collected through academic records on dropout rates, graduation rates, and student performance. During the second stage, feedback from alumni will be collected through a researcher-made questionnaire to measure perceived outcomes of their study, covering their evaluation of acquired knowledge in relation to their competency and professional values. Participants will be recruited from among all graduate students (N=44) using purposive sampling. Collected data will be analyzed using descriptive statistics in SPSS software. It is expected that the results will provide insight into the strengths and weaknesses of the current program and serve as a guide for further improvement.

Division 15: Students and Early Career Psychologists Division 16: Counseling Psychology SDG 5: Gender Equality

Abstract 1891

GOD, EXISTENTIAL ANXIETY, AND ROMANTIC RELATIONSHIPS: A MEDIATION ANALYSIS OF GOD IMAGE, PARTNER CHARACTERISTICS, AND FEAR OF DEATH

Stefan S.V.*

University of Bucharest ~ Bucharest ~ Romania

Existential anxiety, particularly the fear of death, is a complex phenomenon influenced by psychosocial and spiritual factors. While romantic relationships and spiritual beliefs are often considered buffers against such anxiety, their interaction can produce paradoxical outcomes. Understanding these dynamics is crucial for a comprehensive view of human adaptation to mortality.

This study aimed to investigate the influence of God image and existential anxiety on partner selection and satisfaction in romantic relationships. It was hypothesized that God image would predict relationship satisfaction and mediate the link between positive personal/relational characteristics and the various facets of death anxiety.

A non-experimental, cross-sectional design was used. The sample consisted of 128 participants (107 women, 21 men), aged 18-59, all currently in a romantic relationship. Data were collected via an online survey which included the Inventory of God Image Scales, the Multidimensional Fear of Death Scale, the Relationship Satisfaction Scale, and the Partner Selection Strategies Scale.

God image dimensions significantly predicted 18.5% of the variance in relationship satisfaction ($F(6, 121) = 4.568$, $p < .001$), with a perception of God as Accepting being a strong positive predictor ($\beta = 0.564$, $p < .001$). Counterintuitively, mediation analysis showed that positive psychosocial factors like "Compatibility and Social Integration" were directly associated with an increased fear of the dying process (est. = 0.069, $p = .009$). God image dimensions served as significant mediators; for example, "Stability and Character" increased fear of premature death via the Challenge mediator while simultaneously reducing fear of the body after death via the Providence mediator.

Positive psychosocial resources can paradoxically heighten certain death-related fears, possibly by fostering a deeper awareness of mortality. Perceptions of God are key mechanisms that shape this relationship. The findings reveal the complex and sometimes contradictory nature of existential anxiety, opening new directions for research and clinical applications.

Division 15: Students and Early Career Psychologists Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 739

THE POSITIVE EFFECTS OF EXECUTIVE COACHING ON TRANSFORMATIONAL LEADERSHIP

Vladimirova K.*[1], Ripoll P.[1], Sánchez C.[2], Torres M.[2]

[1]Universitat de Valencia ~ Valencia ~ Spain, [2]Intelema ~ Valencia ~ Spain

Introduction: Today's organizations are dynamic, requiring leaders to adapt to this environment. Executive coaching is one of the most popular interventions to support leaders' development, and yet gaps persist in understanding how structured coaching programs influence transformational leadership over time.
Purpose: The aim of the current study is to use a longitudinal and experimental study design to examine the effects of a coaching intervention on transformational leadership.
Methods: A longitudinal experimental design was used with 92 managers from Spanish organizations, who were randomly assigned to an experimental group (n=48) or a control group (n=44). The experimental group received weekly one-hour coaching sessions, while the control group received no coaching. Both groups completed the Multifactor Leadership Questionnaire (MLQ-5X) to assess their transformational leadership levels before and after the intervention. Repeated measured ANOVAs were used to measure the impact of the coaching intervention on managers' transformational leadership behaviour.
Results: The intervention increased Idealized Influence and Intellectual Stimulation levels, while the Inspirational Motivation and Individualized Consideration levels remained stable.
Conclusion: Short-term executive coaching enhances the cognitive dimensions of transformational leadership but is less effective in improving the emotional/relational dimensions. This study contributes to the literature supporting coaching as a leadership development tool and suggests combining it with other interventions for holistic improvement in transformational leadership.

Division 15: Students and Early Career Psychologists Division 5: Education and School Psychology Division 14: Applied Cognitive Psychology SDG 4: Quality Education

Abstract 2669

RESEARCH ON THE SYNERGISTIC EFFECT OF POSITIVE LANGUAGE QUOTIENT MODEL AND NON-VERBAL COMMUNICATION

Yan Y.*

YanYan ~ Jingmen ~ China

Abstract: This study, based on an interdisciplinary perspective of psychology, linguistics, and education, systematically explores the synergistic mechanism of the positive language quotient model and non-verbal communication in educational settings. With 36 junior high school students as the experimental subjects, a four-dimensional positive language quotient model was constructed, including language emotional expression ability, language logical ability, language comprehension and expression ability, and body language expression ability. The study deeply verified the significant influence of emotional intelligence level and non-verbal communication strategies on positive language ability. Experimental data showed that intervention methods such as reading aloud and sports/singing were more effective in enhancing positive language expression ability than traditional silent writing training. Among them, the positive language difference value of the sports/singing group increased by up to 49, demonstrating the unique advantages of non-traditional training methods. The study further analyzed the pathways through which non-verbal communication affects language quotient ability: at the cognitive development level, it helps with information processing of positive language by concretizing abstract concepts through gestures (such as simulating particle movement by shaking fingers when explaining "molecular motion" can increase understanding accuracy by 42%) and guiding thinking patterns through spatial layout (round table seating can increase the frequency of innovative problem posing by 63%); at the emotional cultivation level, it lays the emotional foundation for positive language through facial expression feedback (teachers' smiling and nodding can increase students' self-efficacy by 22%) and physical contact (squatting and hugging can accelerate the alleviation of separation anxiety by 50%); at the behavioral shaping level, it optimizes the strategy application of positive language through non-verbal hierarchical intervention systems (gazing and raising eyebrows can bring the attention return rate to 89%) and positive suggestion reinforcement (giving a thumbs-up can increase the repetition rate of helping behavior by three times).

16 - Division 16: Counseling Psychology

UNESCO CHAIR LIFE LONG GUIDANCE AND COUNSELING- ATTITUDES, LIFESTYLES, PERCEPTIONS OF THE FUTURE OF STUDENTS IN THE CONTEXT OF ANTHROPOCENE: A QUALITATIVE RESEARCH

Wednesday 22 July 2026 from 08:00 to 09:30

(Q-Arsenale)

Valérie Cohen-Scali (INETOp Cnam ~ Paris ~ France), Co-Chair
Jérôme Rossier (University of Lausanne ~ Lausanne ~ Swit), Chair

Our societies are facing unprecedented social and ecological crises, often referred to by the terms “Anthropocene”and “Capitalocene”. Young people around the world are particularly concerned about the impact of these global crises on their futures. The rising awareness of the Anthropocene is reshaping individual’s perspectives on the future (Wallenborst & Pierron, 2019). In this sense, Haraway (2016, in Pereira Savi, 2017), invites humans to be ethically responsible in order to improve the situation, particularly climate change which threatens to end countless lives on earth. The concept of forms of active life (Cohen-Scali et al., 2025) has been gradually developed in the career guidance literature and appears to help figure out the different ways young adults face the challenges associated to the Anthropocene. This symposium will be based on a global research study encompassing several nations including Brazil, France, Iran, Tunisia, and the United States for those presentations are proposed. This exploratory research project seeks to understand how young adults from different regions of the world, regarding their perception of the environmental issues and how these perceptions make their choices, shape their lives and future career plans and develop new forms of life. Researchers from each country have conducted semi-structured interviews using a standardized interview protocol with 10 students aged 18-25, being more or less involved in environmental activism work. Half of them are science majors and half are humanities majors. Consensual qualitative research analysis (Hill, 2012) has be used for this project. Each country has formed a research team that created domains and core ideas and code the interview data. The presentations draw the main lines of the forms of life young adults are developing, main differences and main common aspects between the groups of young people regarding northern and southern countries facing differently the climate crises.

Abstract 3180

PERCEPTIONS OF THE FUTURE AND IDENTITY CONSTRUCTIONS AMONG BRAZILIAN UNIVERSITY STUDENTS IN THE FACE OF THE CLIMATE CRISIS

Ribeiro M.A.*

University of São Paulo ~ São Paulo, SP, Brazil ~ Brazil

The world has been profoundly affected by global crises. Young people have been highly impacted, particularly regarding their future and identity construction. Through in-depth interviews, the study aims to identify, understand, and contrast the career constructions and future working prospects concerning the climate crisis, its characteristics, and its consequences on their life trajectory among ten college Brazilian students using Consensual Qualitative Research. We constructed four categories of analysis with sub-themes. In the first category (impacts of climate change on trajectory and current situation), the sub-themes are life projects marked by the need to make a social contribution and environmental activism as a feeling that there is something very wrong with the world that requires a solution. In the second one (making sense of the climate crisis), they stressed that colonialism, capitalism, people's lack of responsibility and empathy, State and labor market silence and connivance, and greenwashing are responsible for the climate crisis. In the third one, they highlight the main impacts on lifestyles, identity, and the future, on one hand, climate anxiety, feelings of powerlessness, frustration, and climate injustice, and, on the other hand, hope for change and emphasize the importance of collective in life projects. Finally, as the fourth category, they propose the need for radical solutions and action in the entire society, environmental inclusion at education in schools, and the expansion of activist actors generally restricted to the most vulnerable populations as future solutions. Despite these, they highlight young people's distanced relationship with these climatic phenomena and point out that safety and labor issues have been more prominent and urgent in developing contexts such as Brazil, placing climate issues in the backburner. Regarding the implications for practice, career guidance, and counseling should consider including climate issues as central issues for constructing careers and the future of work.

Abstract 3181

BUILDING ONE'S FUTURE AMID ECOLOGICAL CRISES: ENGAGEMENT TRAJECTORIES OF YOUNG TUNISIAN ADULTS

Hafsi A.*

University of Tunis ~ Tunis- ~ Tunisia

Current social and ecological crises, often referred to as the Anthropocene and Capitalocene, are reshaping young generations' perceptions of the future (Wallenborst & Pierron, 2019). In response to these challenges, individuals adopt diverse stances, ranging from active mobilization to more discreet adaptation. In this context, Haraway (2016, in Pereira Savi, 2017) emphasizes the need for ethical responsibility in addressing environmental issues, advocating for renewed forms of engagement.To better understand these dynamics, the concept of active life forms (Cohen-Scali et al., 2025) offers a framework for analyzing the adaptation and action strategies developed by young people in the face of the climate emergency. How do these crises influence their personal and professional trajectories ? This qualitative study, conducted in Tunisia with ten young adults, identifies three distinct profiles : Activists, Sensitized individuals and Engaged individuals: integrating sustainable practices into their daily lives without necessarily adopting a militant approach.

The analysis reveals that activists often adopt collective strategies and integrate their engagement into their professional choices. Sensitized individuals express concerns but hesitate to fully commit. Engaged individuals, on the other hand, favor individual changes aligned with their values. These findings highlight the interactions between ecological engagement, future representations, and professional trajectories. They also underscore the tensions between individual aspirations and collective responsibilities, particularly in a context marked by climate uncertainty and unequal access to action opportunities.

Understanding these dynamics is crucial to supporting young people in shaping their futures and proposing pathways to foster an ecological transition driven by diverse forms of commitment

Abstract 3183

PERCEPTIONS OF THE FUTURE IN THE CONTEXT OF CLIMATE CHANGE AND THE GLOBAL ECOLOGICAL CRISIS: A UNITED STATES PERSPECTIVE

Erby W.*

Teachers College, Columbia University ~ New York ~ United States of America

The United States faces significant challenges related to crises such as climate change and environmental degradation. Given the political climate and social inequalities that are unique to the United States context, it is important to better understand how young adults view these particular challenges and the impact it has on their career plans and their well-being. To explore these concerns, interviews were conducted with 10 U.S. university students, and Consensual Qualitative Research methods were used to analyze the interview data. Some themes that were identified included the participants identity as a climate activist and how that contributes to their sense of belonging, perspectives on causes and solutions to issues of climate change, future plans and perceptions of the future, the psychological impact of climate change and the coping strategies used to address negative effects. The results offer insights into how young adults in the U.S. experience and respond to the ecological crises and underscore the need for supportive career counseling interventions that empower collective action, alleviate, psychological distress, and integrate conversations about how the future of our ecological climate might influence an individual's career choices.

Abstract 3184

FORMS OF LIFE AMONG STUDENTS IN FRANCE: BARRIERS AND FACILITATORS TO DEVELOP INNOVATIVE CAREER COUNSELING PRACTICES

Cohen--Scali V., Rossier J.*

Inetop Cnam ~ Paris ~ France

Countries are affected in different ways by the social and ecological crises often summarized by the term 'Anthropocene', and governments develop actions of varying efficiency to help people cope with them. The philosophical concept of Forms of Active Life (Arendt, 1958; Cohen-Scali et al., 2025 ; Guichard, 2024) allows to understand how individuals and groups produce global, individual and collective strategies to construct their lives in difficult contexts. In order to catch these attitudes, strategies, lifestyles, 10 French students have been interviewed. Consensual Qualitative Research has been implemented in order to identify themes and code them. The results show many common perceptions of the ecological crises and also differences concerning actions and life styles implemented. We have developed a typology with 4 types based on their attitudes, strategies, lifestyles and perception of the future. Two appear as forms of active life. Two others reveal strong tensions and despair generated by the current situation among some students. The discussion will aim to put into perspective the results of the other presentations on other countries in relation to the concept of active forms of life.

16 - Division 16: Counseling Psychology

NARRATIVE CAREER COUNSELLING: INNOVATIVE APPROACHES IN A WORLD OF CHALLENGES

Wednesday 22 July 2026 from 09:30 to 11:00

(Q-Arsenale)

Mary McMahon (The University of Queensland ~ Brisbane), Chair and Presenter

In a world of rapid change and complexity, many disciplines, including career counselling, have been challenged to reimagine and reposition their practice. This reimagining has largely been influenced by a contextualist worldview and constructivist and social constructionist philosophies and has seen career counselling re-positioned as a narrative practice. Narrative career counselling is emerging as a dominant force and several approaches have been proposed which, in spite of their common foundations, emphasise different constructs and processes.

In keeping with its foundational worldview and philosophies, all approaches to narrative career counselling reposition the role of clients and career counsellors, the counselling relationship, and the nature of career counselling. In particular, clients are viewed as experts in their lives and career counsellors are viewed as facilitators of a respectful and collaborative process that positions clients as storytellers and valuable sources of information. Narrative career counselling draws heavily on the stories clients tell and expects them to take an active role in the career counselling process and in constructing their future stories. Clients tell stories of their experiences in a range of past and present contexts and, together with a career counsellor, attempt to make sense of those experiences in order to construct and enact a future story. In general, narrative career counselling is viewed as inclusive and able to cope with complexity.

Narrative career counselling is the focus of this symposium. Four presentations each overview an approach to narrative career counselling, consider its advantages and disadvantages, provide examples of its research base, and propose future directions. The importance of developing culturally and contextually aware narrative approaches is evidenced in these presentations.

Abstract 3945

STORY TELLING: A SYSTEMS-BASED APPROACH TO NARRATIVE CAREER COUNSELLING

Mcmahon M.*[1], Watson M.[2]

[1]The University of Queensland ~ Brisbane ~ Australia, [2]Nelson Mandela University ~ Port Elizabeth, Eastern Cape ~ South Africa

The story telling approach to narrative career counselling has its theoretical foundation in the Systems Theory Framework (STF) of career development. The STF is a systems map of a wide, but not exhaustive, range of dynamic and recursively interacting influences on career development that is readily applied in research and practice. The story telling approach to narrative career counselling is a holistic, systems-based, narrative approach that takes an individual in context and culture perspective. As a systems based approach, story telling takes account of diversity, complexity, intersectionality, and the dynamic nature of career development. Story telling is presented as two separate words to denote the content and process of this narrative approach to career counselling. Systems thinking is essential to the story telling approach and systems maps may be used to facilitate systems thinking and story telling. Although not essential to the story telling approach, the STF can be personalized and individuals can draw their own map of influences which can then be used as a basis for story telling. The story telling approach is non-directive and career counsellors guide the story telling approach by using deep listening, counselling microskills, and story crafting questions; essentially, career counsellors enter the lifespace of clients and become an influence in their systems of influence. This presentation first overviews the theoretical foundation of the story telling approach to narrative career counselling, the STF, systems thinking and systems mapping, and subsequently describes the approach. The core practice dimensions of the story telling approach, connectedness, reflection, meaning making, learning and agency are outlined and examples of how they manifest in practice are provided as well as examples of story crafting questions. Future directions of the story telling approach are considered.

Abstract 3946

EVERY LIFE DESERVES A NOVEL: NARRATING SELF IN CAREER CONSTRUCTION COUNSELING

Hartung P.*

Department of Family and Community Medicine Northeast Ohio Medical University ~ Rootstown ~ United States of America

Career construction recognizes every person's life is worth a novel and counseling assists to write the next life-career chapter. Career construction as a counseling approach applies narrative methods in an interpersonal process of supporting individuals to author their lives and make purposeful career choices and plans. Career construction counseling (CCC) emphasizes human diversity, uniqueness, and intentionality to support individuals in making choices about current life-career transitions and future career directions. CCC methods of a six-question interview and self-directed workbook elicit small stories about who one is and who they wish to become. These micro-stories are then shaped into a macro-narrative about an individual's perspectives on their current career problem, self-view, preferred work settings, goals, and adaptive strategies. From telling the life story, client and counselor co-construct a life portrait that entails an autobiographical narrative about the person's central life theme. In co-constructing a life portrait, the counselor assists the client to relate the life theme to a career problem or transition currently faced. Counselor and client use the life portrait to prompt the client to move intentionally toward enacting self in a life-career. CCC methods of the interview, life portraiture, and action aim to promote a core counseling goal of increased reflexivity wherein individuals use increased self-awareness and self-understanding to act on their careers with a clearer sense of identity and intentionality. This process assists in authoring a life-career story that increases ability to navigate transitions and make choices with greater clarity and conviction. This presentation describes career construction as a narrative counseling approach that has been adopted and applied worldwide. A case example demonstrates its use, research support for its core methods are described, and future directions considered.

Abstract 3947

ADOPTING RE-AUTHORING CONVERSATIONS FOR NARRATIVE CAREER COUNSELLING OF YOUNG PEOPLE WITH REFUGEE BACKGROUNDS

Abkhezr P.*

Griffith University ~ Brisbane ~ Australia

Culturally and contextually relevant career counselling, such as narrative career counselling, assist young refugees reclaim their lives from the grip of career problems that are often systemic in nature and result in experiences of voicelessness, invisibility, and inaudibility. By centering cultural, communal, and relational contexts of their lives, narrative career counselling helps young refugees re-author career narratives reflecting their strengths and aspirations. It fosters a sense of agency and belonging, supporting people in envisioning and pursuing meaningful pathways that align with their post-migration evolving career identities.

In advancing narrative career counselling as a socially just career practice, honouring cultural, communal, relational and contextual influences that shape people's career development is crucial. Re-authoring conversations help clients construct new meaning from these influences, repositioning young refugees' experiences in new narratives, rendering obsolete those restrictive stories that often marginalise and overshadow cultural, communal and relational aspects of their lives that support their career development. While re-authoring has a strong foundation in narrative therapy, its application in career counselling requires further development and research to realise its potential in addressing systemic barriers in collaboration with clients.

The current research engaged eight young refugees in narrative career interviews. First their career development was explored across their pre- and post-migration journeys. Relying on this generated knowledge, they were engaged in reflective conversations about their career development using questions adopted from the statement of position map two of narrative practice. The scaffold of open-ended questions consisted of seven categories: 'existing knowledge, re-authoring, re-membering, mapping of the effects of a unique outcome, evaluation of the effects, justifying the evaluation, and finally, emergent potential knowledge'. Findings highlight the value of re-authoring conversations in navigating culturally resonant career conversations that assist young refugees with career planning and decision making, while honouring the cultural, relational and communal aspects of their lives.

Abstract 3948

CULTURE-INFUSED CAREER COUNSELLING: EXPLORING CULTURAL AND SOCIETAL NARRATIVES

Arthur N.*

The University of South Australia, UniSA Business ~ Adelaide ~ Australia

Prevailing societal narratives may either align with or contradict those learned within specific cultural contexts. These narratives are communicated both explicitly and implicitly, shaping deeply held assumptions about the self, others, and the world. They influence how people perceive their roles in society, their relationships, and their opportunities. In career counselling, exploring the interplay between societal and cultural narratives provides a window into clients' worldviews and their values, beliefs, and emotions regarding education, career pathways, family and community roles, and notions of career success. Through an exploration and learning process, career counsellors can support clients to gain a better understanding about relevant social and cultural narratives.

A meaning-making process that encourages reflection and dialogue allows clients to critically examine the narratives influencing their career decisions and career development. Through this process, clients can revise existing narratives or construct new ones that are more relevant to their aspirations and challenges. Surfacing narratives through personal experiences fosters self-awareness and empowers clients to re-author their stories in ways that align with their evolving identities. While gaining new perspectives can be liberating, encountering conflicting narratives can also be unsettling. Clients may experience dissonance and resistance as they navigate the tensions between prior understandings and newly emerging insights.

This presentation highlights Culture-Infused Career Counselling and supporting clients to recognize, integrate, and reauthor the narratives that have influenced their careers. Additionally, it emphasizes the importance of career counsellors engaging in reflective practice to examine the societal and cultural narratives that have shaped their own career development. Suggestions will be provided for incorporating ongoing self-reflection into case conceptualization and intervention planning, encouraging career counsellors to deepen understanding about personal assumptions, while guiding clients through career exploration and decision-making.

Abstract 3956

A RESPONSE TO NARRATIVE CAREER COUNSELLING: INNOVATIVE APPROACHES IN A WORLD OF CHALLENGES

Watson M.*

Nelson Mandela University ~ Port Elizabeth, Eastern Cape, ~ South Africa

N/A

16 - Division 16: Counseling Psychology

DECENT WORK AND SUSTAINABLE CAREERS: DEVELOPMENTAL AND CULTURAL PERSPECTIVES

Wednesday 22 July 2026 from 11:00 to 12:30

(Q-Arsenale)

Rachel Gali Cinamon (Tel Aviv University ~ Tel Aviv ~ Israel), Chair and Presenter
David Blustein (Tel Aviv University ~ Tel Aviv ~ Israel), Discussant

Decent work and sustainable careers are increasingly recognized as essential for individual well-being, social inclusion, and societal development. Building on the Psychology of Working Theory (PWT) and the sustainable careers framework, this symposium brings together five empirical and conceptual contributions that illuminate how developmental stage and cultural context shape access to decent work and the pursuit of sustainable careers.

The symposium begins with a study from Costa Rica (Murillo Aguilar et al.), which highlights the critical role of vocational guidance in secondary education as a pathway to learning, employability, and social transformation. Expanding the focus on adolescence, Ran explores the voices of Israeli youth with learning disabilities and ADHD, showing how family support shapes their future perceptions and career aspirations. Continuing with young people in transition, Parada and colleagues present longitudinal data from Finland, on how turning points in goal construction and action-taking influence the post–high school transition and subsequent career sustainability.

Moving to midlife, Gortler Segev and Cinamon examine how temporal dimensions of work–family relations affect teachers' experiences across one academic year, demonstrating the implications of professional stage and organizational cycles for sustainable career paths. Finally, Karacan Ozdemir and Blustein broaden the lens to late adulthood, introducing a Psychology of Working Theory model of decent retirement, which integrates macro-level constraints with psychological resources to address adjustment and life satisfaction in the retirement transition.

Together, these studies provide a developmental arc spanning adolescence through retirement, across diverse cultural contexts—Costa Rica, Israel, Portugal, Finland, Türkiye, and the U.S. By situating individual career pathways within broader sociocultural and temporal frameworks, the symposium advances a more holistic understanding of how to foster decent work and sustainable careers across the life span.

Abstract 3627

TURNING POINTS IN PROCESSES OF CAREER GOAL CONSTRUCTION AND YOUNG PEOPLE'S ACTIONS DURING THE POST-HIGH SCHOOL TRANSITION: WHAT CAN WE LEARN?

Parada F.*[1], Salmela--Aro K.[2]

[1]Lusofona University ~ Porto ~ Portugal, [2]University of Helsinki ~ Helsinki ~ Finland

As they navigate the post-high school transition, young people must decide and act on their decision to continue studying, take a gap year, or enter the labour market. For many, this is a challenging transition requiring them to make a complex set of decisions while determining and making sense of who to become and what to make of their lives and careers (Guichard et al., 2012). The career goals young people set, monitor, pursue, and renegotiate are crucial for how they navigate this transition, thus for the sustainability of their careers (Parada & Salmela-Aro, 2022). The more timely and well-aligned with transition-specific demands are the goals young people set and pursue, the more likely it is for positive transition outcomes to occur (Salmela-Aro, 2009). The study aims to investigate how young people going through the post-high school transition navigate such a process by (a) identifying turning points in the career goals' trajectories, specifically in how young people appraise their goals – i.e., how they think and feel about the goal; (b) verifying the relations these turning points maintain with changes in the goal-related activities they reported. Weekly, for approximately 9 months, 23 participants aged 18-19 years in the last year of high school received a notification on their mobile phones informing them it was time to fill their diary reports. Data collection used AWARE (Ferreira et al., 2015). Besides questions about their weekly career goal, the questionnaire included an open-ended question about three activities the young person was doing relating to the goal, and six self-rating items asking them to appraise the goal (commitment, confidence, difficulty, effort, progress, and stress). Data analysis is ongoing. Preliminary results show that taking action toward the goal may explain turning points, that is, meaningful deviations in time series data that involve discontinuous changes.

Abstract 3628

THE TEMPORAL NATURE OF WORK–FAMILY RELATIONS IN MIDLIFE TEACHING CAREERS

Gortler Segev E., Cinamon R.G.*

Tel Aviv University ~ Tel Aviv ~ Israel

Work–family relations are central to the sustainability of careers, shaping individuals' well-being, productivity, and capacity to remain engaged across the life span. Although career development theories acknowledge their temporal nature, understanding of how these dynamics evolve across time and life stages remains limited. This longitudinal study examined work–family dynamics among midlife teachers, integrating multiple temporal dimensions: professional developmental stage, organizational time perspective, and cultural–historical time.

The sample comprised 288 Israeli teachers, predominantly female (81%), with a mean age of 42.66 years. Participants completed three-wave questionnaires assessing work–family relations across one academic year (beginning, middle, and end).

Repeated-measures analyses of variance revealed significant fluctuations in work–family conflict (WFC) across the school year ($F(1.95, 558.97) = 3.92$, $p < .05$), with lower levels reported in the middle of the year. In contrast, work–family enrichment (WFE) remained stable. Analyses by professional developmental stage indicated that higher work tenure was consistently associated with lower conflict across all three measurement points (T1: $F(5, 279) = 2.88$, $p < .05$; T2: $F(5, 279) = 3.01$, $p < .05$; T3: $F(5, 279) = 2.97$, $p < .05$). Associations between professional stage and enrichment were less consistent.

Findings underscore the importance of temporal dimensions in shaping teachers' work–family experiences. Time functions as an identity shaper, reflecting both personal trajectories (e.g., age, parenting stage) and professional pathways (e.g., tenure, career stage, organizational cycles). Situating these dynamics within the sustainable careers framework highlights the need to address midlife challenges to support teachers' well-being and career longevity. This contribution advances the symposium's broader aim of linking developmental stages and cultural contexts to the pursuit of decent work and sustainable careers.

Abstract 3629

DECENT RETIREMENT: A PSYCHOLOGY OF WORKING PERSPECTIVE OF A DECENT LIFE

Ozdemir N.K.*[1], Blustein D.[2]

[1]Hacettepe University ~ Ankara ~ Turkey, [2]Boston College ~ Chestnut Hill, MA ~ United States of America

Transitioning from an active life of work to retirement is one of the most challenging developmental tasks of aging. For many people, work is a source of accomplishment, achievement, and identity. At the same time, work can evoke considerable hardship in life, including indecent work conditions, harassment, bullying, and ongoing to struggles to attain and sustain decent work (Blustein, 2019). In this presentation, we present a model of decent retirement based on psychology of working theory (PWT; Duffy et al., 2016). This model is based on the premise that the conditions and psychological resources that support satisfying work and well-being are also important in facilitating retirement. We define decent retirement from the perspective of PWT, which is constructed around an integrative view of macro-level factors (economic constraints and marginalization) with relevant psychological factors, which shape the transition from active work to need fulfillment, life satisfaction, and adjustment to retirement. Following a conceptual and developmental review of the model on decent retirement, we then provide directions for future research and public policy. Implications for the retirement transition are also reviewed with a focus on how applied psychologists and counselors can support people entering and managing the transition to retirement.

16 - Division 16: Counseling Psychology

Lea Ferrari, University of Padua

Wednesday 22 July 2026 from 13:00 to 13:30

(Q-Arsenale)

Abstract 4898

Presidential Address

Ferrari L.*

16 - Division 16: Counseling Psychology

Kimberly Howard, Boston University, USA

Wednesday 22 July 2026 from 13:30 to 14:00

(Q-Arsenale)

Abstract 4655

Personal Clarity to Collective Transformation: A Multi-Level Approach to Values Work in Applied Counseling Psychology

Howard K.*

16 - Division 16: Counseling Psychology

PRESENT CHALLENGES AND FUTURE DEVELOPMENT OF CHILDREN'S CAREER DEVELOPMENT

Wednesday 22 July 2026 from 14:00 to 15:30

(Q-Arsenale)

Mary McMahon (The University of Queensland ~ Brisbane), Chair and Presenter

Childhood career development is a critical foundational stage of lifespan career development. Yet the theory, research and applied intervention described in the literature remains consistently concerned about the lack of an integrative understanding of this foundational stage. The present symposium considers recent theory, research and applied interventions in relation to the challenges facing this field and proposes innovative and novel suggestions. The symposium's topic is relevant to the conference's overall theme and goals. It considers new directions in child career development from four international perspectives. In particular, it describes novel ways in which theory and research can be applied in educational settings. In addition, a presentation considers extant and future challenges in our understanding of children's career development. The presentations are relevant to the Sustainable Development Goals of Quality Education and Reduced Inequalities. Professor Oliveira and Paula Barrosa's (Portugal) paper presents a meta analysis of recent literature and explores contextual influences on children's life experiences. Importantly, this is considered in relation to later lifespan development, as well as child and pre adolescent career interventions. Dr McMahon's (Australia) paper focuses on the interconnectedness of theory, research and practice, and distils theoretical key features that practitioners need to consider in developing intentional career development learning interventions. Professor Romero-Rodrigues and Celia Morilla's (Spain) paper is focused on 5- to 7-year-old children. They consider critical career guidance and qualitative career assessment in promoting critical awareness in young children, and suggest interventions that develop equity, social justice, individual and collective activism, sustainability, and culturally sensitive processes. Professor Sgaramella and Lisa Ferrera's (Italy) paper analyses career education interventions and suggests an integrative approach across diverse nationalities. Amongstemergentthemesisthatofsustainabledevelopmentgoals.ProfessorWatson's(SouthAfrica)paperdescribesthechallengesthatchildcareerdevelopmentfacedoverthelastdecadeandhowthisimpactedamoreholisticunderstandingoflifespancareerdevelopment.Thepaperconsidersthefoursymposiumcontributionsinrelationtoextantandfuturechallenges,aswellastheconference'sSustainableDevelopmentGoalsofQualityEducationandReducedInequalities

Abstract 3971

CAREER DEVELOPMENT LEARNING IN CHILDHOOD: UNINTENTIONAL AND INTENTIONAL

Mcmahon M.*

The University of Queensland ~ Brisbane ~ Australia

“I want to do what my Dad does.” “I’d be good at painting because I like drawing.”Statements such as these made by children provide evidence that career development learning begins early in the childhood years. Children observe and try to understand the world around them and begin to imagine themselves in adult life. Career development learning can be unintentional and intentional. Unintentional career development learning, as reflected in the children’s statements, is unavoidable as children observe and participate in the world around them that includes seeing adults at work. Intentional career development learning is provided in formal settings such as career education classes. Career development in childhood has received less attention in theory, research, and practice than other lifespan periods such as adolescence. A limited number of career theories offer accounts that inform our understanding of children’s career development, yet few of these provide guidance for facilitating intentional career learning for children. This presentation focuses on career development learning in childhood with a view to connecting theory, research, and practice. The aims of this presentation are twofold. First, the presentation will consider examples of statements made by children in a selection of research projects in relation to career theories. Second, it will overview relevant career theories and distil a set of theory informed key features of intentional career development learning that can guide practitioners.

Abstract 3973

CAREER EDUCATION WITH PREADOLESCENTS: PILLARS AND PATHS FROM ADOPTING AN INTEGRATIVE APPROACH

Sgaramella T.M.*[1], Ferrari L.[2]

[1]FISPPA Department University of Padova ~ PADOVA ~ Italy, [2]University of Padua ~ Padua ~ Italy

Complex conditions characterize our time with changes in the economy, technology, work activities and the risks of exacerbating social inequalities and exclusion processes. These complex conditions underline the relevance of preventive career education efforts with preadolescents whose experiences are grounded in the construction of self-identity. An integrative perspective may help address the actual world of work complexities and understand how youth affords meaning to their experiences in the several systems that they live in, their career construction processes (Romero-Rodríguez et al., 2022; Sgaramella, 2022), as well as undertake critical perspectives. A critical analysis of career education interventions based on an integrative approach and proposed to pre-adolescents in diverse international settings is proposed. This will help highlight core themes and intervention efficacy and support an understanding of how challenges and current critical perspectives in career counselling enter in the integrative paths proposed to pre adolescents. Programs implemented by the authors together with the SEEDs Research Group will be used for discussion.
Pillars emerging from the analysis of integrative interventions (Sgaramella & Ferrari, 2024) that guided the review are: considering the domains of development and the mediating role of relevant life contexts; adopting a present- to future-oriented focus in career exploration; considering Psychosocial and Career-Related Assets; and opening to the digital world and Sustainable Development Goals. The analysis suggests that, along different patterns of expression, Integrative Career Education in the school context can take the role of promoting knowledge and skills in the self and others, the educational and professional worlds, and borrowing from recent approaches to career counselling. Additionally, when considering current critical perspectives, it can reveal an effective strategy and an opportunity for career development learning to evolve its focus, address complexities and prepare for unexpected challenges.

Abstract 3974

EVOLVING CHALLENGES IN UNDERSTANDING CHILD CAREER DEVELOPMENT: INTERNATIONAL PERSPECTIVES

Watson M.*

Nelson Mandela University ~ Gqeberha ~ South Africa

A decade ago (2017) the first (and only book to date) was published on child career development. In reflecting on the growing focus of this earliest stage of lifespan career development, the book posed the question of how much our understanding of children's career development has been advanced. In particular, there was concern that, while this foundational stage would provide a more holistic understanding of lifespan career development, the theory, assessment, research and practice of child career development has remained largely 'siloed' in the literature. This siloed literature impacts the development of interventions in this important stage of lifespan career development. There have been resultant calls for greater consolidation, innovation and extension in this critical career developmental stage, and for a more adaptive focus that reflects the constantly changing environments in which children develop today. In the second half of the last decade a special issue of the British Journal of Guidance and Counselling reported on the continuing growth of literature in this field but also identified persistent concerns limiting our understanding of this foundational career development life stage. These include a limited focus on disciplinary perspectives, on systemic factors (e.g., socioeconomic status), on disadvantaged and special needs children, and a limited evidence base of child career development learning interventions. The special issue concluded that career development learning remains largely circumscribed in this critical lifespan career development foundation stage, and that theory, research and practice remain fragmented and limited. The present paper considers the contributions of four international experts in relation to identified challenges over the last decade in the field of child career development. The presentations are also considered in relation to two of the conference's Sustainable Development Goals, i.e. Quality Education and Reduced Inequalities.

Abstract 4926

THEMATIC TRENDS AND EMERGING DIRECTIONS IN CHILDREN'S CAREER DEVELOPMENT RESEARCH (2005–2024): A PRISMA-GUIDED TOPIC MODELING ANALYSIS

Howard K.*[1], Bu Z.[1], Karacan Ozdemir N.[2]

[1]Boston University ~ U.S.A., [2]Hacettepe University ~ Turkey

Professor Howard and colleagues' (U.S.A. & Turkey) paper presents a systematic, AI-driven analysis of thematic trends and emerging directions in children's career development research spanning two decades (2005–2024). Using PRISMA guidelines and topic modeling, the study maps the evolving landscape of the field, identifies prevailing research gaps, and points toward future directions for supporting children's career readiness and development.

16 - Division 16: Counseling Psychology

SUPPORTING DIVERSE MIGRANT COMMUNITIES TRANSITION TO EDUCATION AND WORKFORCE: INNOVATIVE CAREER DEVELOPMENT RESEARCH AND PRACTICE

Wednesday 22 July 2026 from 15:30 to 17:00

(Q-Arsenale)

Peyman Abkhezr (Griffith University ~ Brisbane ~ Austral), Chair and Presenter
Mary McMahon (The University of Queensland ~ Brisbane), Discussant

Worldwide, migrant and refugee communities encounter systemic barriers to education and workforce transition in post-resettlement contexts, disrupting opportunities for career development. This symposium offers a range of international perspectives on innovative practice and research approaches aimed at supporting diverse migrant communities through critical transitions into education and the workforce. Cycling through entry-level jobs and precarious work traps migrants in welfare dependence, undermining well-being, limiting inclusion and integration, and squandering potential and economic growth. Smooth labour market integration enables migrants to convert their skills into sustainable employment, increasing independence, dignity, and agency while fostering social and civic contributions, bringing stability and purpose to their lives, supporting career development, and contributing positively to host economies. However, supporting migrants and refugees to navigate work-life transitions is context-bound and requires culturally and contextually relevant strategies.

The symposium focuses on practical career psychology and counselling innovations that promote diverse migrants' agency, social participation and partnership, leading to more sustainable employability outcomes in different country contexts. Presentations will explore research-informed, qualitative approaches that illuminate the emotional, relational, gendered, and temporal dimensions of migrant and refugee career development, moving beyond individualised framings toward relational and systemic understandings of career transitions. Through creative and participatory methods, they show how culturally and contextually responsive strategies can reframe challenges, foster agency, and support transitions into education and employment aligned with family and social commitments. These initiatives are grounded in culturally and contextually responsive strategies that address the complex realities of navigating higher education and the labour market within contexts often unfamiliar and culturally alienating. By drawing on diverse regional and national perspectives, the symposium highlights shared challenges and localised solutions that promote inclusion and social justice, ultimately contributing to more equitable policies. Attendees will gain comparative insights, ethically grounded strategies, and practical tools for empowering migrant communities.

Abstract 3111

TRAVELLING WITH EMOTIONS: INTERNATIONAL STUDENTS' FIRST YEAR EMPLOYMENT JOURNEYS

Arthur N.*[1], Woodend J.[2]

[1]University of South Australia (Adelaide University January 1, 2026) ~ Adelaide ~ Australia, [2]University of Victoria ~ Victoria ~ Canada

The emotional dimensions of international students' career development and transition experiences have often been overshadowed by a predominant focus on education as a pathway to employment. Prior research has focused on international students' human capital and competitiveness in the global labour market. Alongside credential-building runs a powerful emotional current, shaping and shaped by career transitions. The constant evaluation of progress toward career and migration goals is often accompanied by a shifting mix of hope, anxiety, pride, and uncertainty.

These emotions are not incidental. They emerge from changing circumstances, fresh feedback, unexpected challenges, and evolving aspirations. For many international graduates, the first year of post-study employment is a high-stakes balancing act, meeting employer expectations, adapting to workplace culture, and pursuing long-term migration plans, while carrying the weight of personal and family hopes.

This presentation explores international students' transition experiences through a secondary analysis of critical incidents, using reflexive thematic analysis to uncover how culture, context, and coping strategies intertwine. The findings reveal three interconnected themes under an overarching metaphor: travelling with emotions along career pathways. Emotions here are not passive reflections of events, but rather active companions that emerge during transitions. By foregrounding emotional experience, this research invites a more holistic understanding of international student transitions, one that accounts for both the actions they take and the feelings they carry. The presentation will offer insights for career services to integrate emotional awareness into support programs and outline new research directions that place emotions at the centre of career development theory and practice.

Abstract 3112

IT TAKES TWO: EXPLORING THE CAREER DECISION-MAKING PROCESS OF INTERNATIONAL STUDENTS AND ACCOMPANYING PARTNERS

Woodend J.*, Begg M.

University of Victoria ~ Victoria ~ Canada

International students are often considered individual agents in migration and educational research. Yet, many international students arrive as part of a couple, making shared career and life decisions for the student to study internationally. Accompanying (non-student) partners play a critical role in the success and well-being of international students, offering emotional, practical, and social support, while frequently experiencing exclusion from research, services, and institutional recognition. Despite many accompanying partners having advanced degrees and established careers before migrating, they often forgo or must defer their own career development due to policy limitations, family demands, and to prioritize the student's career.

This study explored the career decision-making process of international student-accompanying partner couples, one year after their transition to Canada, centring the couple as a unit of analysis. We used interpretative phenomenological analysis using dyadic interviews with international student and accompanying partner couples. Interviews focused on how participants made sense of the decision to pursue international education and the implications of that choice for their identities, careers, and relationships.

Preliminary findings suggest that both individuals made meaningful sacrifices (e.g., career, familial, and financial) in pursuit of a shared goal. Partners' experiences reveal distinct challenges in workforce integration and identity re-negotiation. Across dyads, the decision to migrate for education was understood relationally, and participants framed their aspirations in terms of mutual resilience and future employability. Emerging implications for career services highlight the need for interventions that recognize relational migration contexts versus assumed individual ones.

This study adds to career development, and vocational and counselling psychology by proposing contextually responsive strategies to better support migrant couples navigating complex transitions into education and employment. These insights contribute to broader policy conversations about dignified and inclusive pathways for high-skilled migration.

Abstract 3113

NAVIGATING WORK-LIFE TRANSITIONS WITH MULTIPLE VOICES: SECONDARY-VISA HOLDER MIGRANT WOMEN'S LIFE-CAREER STORIES

Yazdankhoo S.*[1], Abkhezr P.[1], Mcmahon M.[2], Mcauliffe D.[1]

[1]Griffith University ~ Gold Coast ~ Australia, [2]The University of Queensland ~ Brisbane ~ Australia

Migrant women often encounter systemic challenges that not only hinder their participation in paid work but also impact other domains of their lives, collectively disrupting their career development. A great number of women from economically developing countries enter Australia as secondary-visa applicants, accompanying their husbands (i.e., primary applicants). In navigating work-life transitions, secondary-visa holder migrant women (SVMW) face significant uncertainties and constraints, shaped by multiple contexts and systems of influence, that disrupt their career development.

Grounded in the Systems Theory Framework and an ethic of care, this research utilised narrative inquiry to explore life-career stories of former SVMW, now permanent residents or Australian citizens, to retrospectively reflect on their career development at the intersection of gender and migration. Narrative inquiry facilitated storytelling and enabled an exploration of the participants' narrative nuances and voices. Six former SVMW were recruited through purposive sampling to attend a single semi-structured interview.

To keep participants' voices and perspectives alive, the "voice-centred relational method of analysis" (VCRA) was employed as a method of analysis to amplify the participants' unique and contrapuntal voices. The four distinct VCRA stages enabled the researcher to identify the cultural, contextual, and relational voices that operate in participants' life-career stories, and to position these voices within the broader social structures and dominant discourses that surround them.

By attending to the multiple voices of each participant, the findings highlight how SVMW navigate their work-life transitions amid relational, contextual, and structural influences, diversely shaping their career development across pre- and post-migration contexts. This research underscores the importance of co-constructive and participant-centred approaches like narrative inquiry, which prioritise care and amplify the nuanced and often-overlooked experiences of migrant women labelled as "dependents", thereby promoting social justice. Implications for research, practice, and policy that support SVMW's transition to education and workforce will be outlined.

Abstract 3114

EVOLVING FORMS OF SHARED AND NON-SHARED AGENCY IN INVOLUNTARY CAREER CHANGE AFTER MIGRATION: A QUALITATIVE LONGITUDINAL STUDY

Brazier C.É.*, Coquoz R., Masdonati J.

University of Lausanne ~ Lausanne ~ Switzerland

In contexts of forced migration, individuals often face involuntary career changes due to the non-recognition of prior qualifications, legal restrictions, or structural barriers. These transitions are frequently marked by limited opportunities, ruptured professional identities, and the challenge of reorienting one's life course under pressure. Yet, forms of agency persist, even in partial or relational forms, as individuals navigate and respond to these uncertain,
involuntary transitions. Drawing on the work of Hitlin and Elder (2007) and Chang et al. (2022), we conceptualize agency as differentiated (existential, pragmatic, identity, life course), relational (shared or non-shared), and temporal. Shared agency can arise through support, collaboration, or accommodation with professionals and institutions, while non-shared agency emerges when others are disengaged, overly directive, or structurally absent. Agency is also temporally embedded: it fluctuates, accumulates, or recedes depending on changing conditions. While career transitions among people undergoing migration have received increasing attention, most studies tend to focus either on structural barriers or on individual strategies, often neglecting how agency unfolds over time and through relationships.
This presentation builds on a four-wave longitudinal qualitative study (2020–2025) conducted in Switzerland with four migrants who were forced to change professions due to diploma non-recognition and institutional barriers. We conducted semi-structured interviews at yearly intervals and used temporal thematic analysis to trace which dimensions of agency occur and how shared and non-shared agency emerge, evolve, and sometimes erode over time, and across transition phases. We conclude by discussing implications for counseling psychology and vocational guidance. Findings emphasize the need to move beyond individualistic, present-focused interventions. Supporting involuntary career change after migration requires dialogical spaces that honor temporal complexity, identity disruption, and collective dynamics. Counselors should consider agency in its various dimensions, relations, and shifting rhythms to help individuals sequence meaningful, short-term, and long-term steps, even in uncertain conditions.

Abstract 3115

INDIVIDUAL CAREER PROJECTS AND RELATIONAL RESPONSIBILITIES: NARRATIVE CAREER COUNSELLING, RELATIONAL CAREER STORYTELLING, AND REFUGEE-BACKGROUND AUSTRALIAN YOUNG MEN

Abkhezr P.*

Griffith University ~ Brisbane ~ Australia

Narrative career counselling (NCC) positions career support as inseparable from social justice and aims to relocate solution constructions beyond individual choice to the social, relational, communal, and contextual systems underpinning career development. For some young men from refugee backgrounds, systemic barriers to education and employment intersect with collectivist orientations, where work-life transitions are negotiated through responsibilities to family and community, culturally anchored in expectations of masculine provider roles. Attending to cultural and relational landscapes, NCC offers responsive strategies, creating room to reframe problems, thicken alternative stories, and align vocational intentions with individual preferences grounded in communal and relational commitments.

This presentation draws on case study research with three undergraduate university students from refugee backgrounds in Australia, each of whom attended two interviews. The first interview elicited migration, education, work histories, and career support experiences. The second invited relational reflections on steps toward preferred futures, the values and relationships underpinning those steps, their effects across life domains, and future actions.

A cross-case narrative analysis highlights how participants built footholds in education and work through relational and community-recognised understandings of career and work–life transitions, and how redefining progress as relational contribution and future care for others anchored their career decisions in meaningful cultural narratives. NCC facilitated movement from decision-centric framings to relationally congruent progress that felt agentic, sustainable, and accountable to significant others, supporting both personal agency and wider social participation.

The session will illustrate case vignettes, interview questions, and translate these insights into actionable guidance for practitioners and programme designers. Implications include engaging men's collectivist commitments as assets, implicitly inviting family/community audiences into career meaning-making to widen preferred options (utilising re-membering conversations). Findings contribute to international dialogues on socially just, culturally responsive strategies supporting migrant and refugee communities in transitions through higher education and into the labour market.

16 - Division 16: Counseling Psychology

TRANSDISCIPLINARY COLLABORATION AS THE FUTURE OF VOCATIONAL PSYCHOLOGY: INTEGRATIVE DIRECTIONS FOR WORK AND CAREER RESEARCH

Wednesday 22 July 2026 from 17:00 to 18:30

(Q-Arsenale)

Bryan Dik (Colorado State University ~ Fort Collins), Chair and Presenter
Patrick Rottinghaus (University of Missouri-Columbia ~ Columb), Co-Chair
Hang-Shim Lee (Konkuk University ~ Seoul ~ Korea, Repub), Discussant

As vocational psychology looks toward the future, a key opportunity lies in transdisciplinary collaboration. This symposium will examine opportunities, challenges, and practical examples of how vocational psychology research and practice can engage productively with other disciplines to address complex societal systems shaping work and career development. The topic is a strategic priority for the field and aligns directly with one of the four ICAP 2026 themes. Although transdisciplinary collaboration is closely related to (and distinct from) multi-, cross-, and interdisciplinary work, these distinctions will be briefly clarified without detracting from the central message: multiple forms of collaboration can advance vocational psychology's impact.

Following a brief introduction by the co-chairs, Bryan Dik (Colorado State University, USA) will share practical lessons learned from a 15-year journey building deep transdisciplinary collaborations across diverse research and applied contexts. Next, Mary McMahan (University of Queensland, Australia) will highlight vocational psychology's role as a transdisciplinary partner in advancing sustainable development. She will show how vocational psychology can contribute to interconnected solutions aligned with the UN Sustainable Development Goals. Third, Peter McIlveen (University of Southern Queensland, Australia) will explore vocational psychology's contributions to industrial research efforts that strengthen career pipelines for vital occupations facing skill shortages, including examples of influence on curricula and pedagogy. Fourth, Jason Wang (Inflection Points Therapy, Washington, D.C., USA) will describe integrating vocational psychology into private practice, moving beyond traditional career counseling toward an approach that addresses the intersection of career development, well-being, and mental health. Finally, Patrick Rottinghaus (University of Missouri–Columbia, USA) will present transdisciplinary research on elementary STEAM learning through project-based activities involving collaborations with school leaders and community organizations.

Discussant Hang-Shim Lee (Konkuk University, South Korea), Chair of the Society for Vocational Psychology, will synthesize themes, offer conclusions, and outline a path forward for transdisciplinary influence in the field.

Abstract 4522

ONE VOCATIONAL PSYCHOLOGIST'S TRANSDISCIPLINARY ODYSSEY: OPPORTUNITIES, CHALLENGES, AND LESSONS LEARNED

Dik B.*

Colorado State University ~ Fort Collins, Colorado ~ United States of America

In response to evolving interests, unexpected opportunities, and local challenges, I began—approximately 15 years ago—to pursue a series of transdisciplinary collaborations. These efforts have included: (1) co-founding, scaling, and ultimately selling (11 years later) an educational technology company with an I-O psychologist and two entrepreneurs; (2) developing multidisciplinary, international research collaborations focused on meaningful work, work as a calling, and human flourishing; (3) joining a predominantly European, multidisciplinary team that recently established a new research subdiscipline, spiritual knowledge management; (4) transitioning to a faculty position in an I-O psychology doctoral program embedded within the interdisciplinary field of occupational health; and (5) leading a large-scale, multi-institutional study of vocation, calling, and purpose involving students, faculty, staff, and administrators across 36 small, independent liberal arts colleges in the United States.

Collectively, these experiences have yielded significant intellectual richness, unexpected friendships, an expanded scholarly perspective, and opportunities to engage with new research literatures and academic communities. At the same time, sustained transdisciplinary engagement has introduced distinctive challenges, including professional identity ambiguity, a persistent outsider status, and reduced depth of relational and intellectual investment within my home subdiscipline. The presentation will close with reflections on lessons learned from transdisciplinary work, including the necessity of accepting opportunity costs, balancing breadth with depth of influence, and discerning the career-stage timing most conducive to such engagement.

Abstract 4523

VOCATIONAL PSYCHOLOGY AND THE SUSTAINABILITY AGENDA: A CASE FOR TRANSDISCIPLINARY RESEARCH

Mcmahon M.*

The University of Queensland ~ Brisbane, Queensland ~ Australia

Sustainability is a complex and pressing 21st century systems problem. The United Nations Sustainable Development Goals (SDGs) identify 17 areas where focused attention is needed to address issues of rising inequality and poverty globally, entrenched gender inequality, economic growth, and environmental issues related to climate change. Around the world, governments at all levels, corporations, scientists of various disciplines, and individual citizens are finding ways to contribute to the sustainable development agenda. Vocational psychology can also have a role to play. Sustainability however, is a complex systems problem that will not be addressed through simple solutions or single disciplines because of the interconnectedness and pervasiveness of the issues. Transdisciplinary research has the capacity to tackle complex systems problems such as the SDGs e.g., gender inequality because it involves multiple stakeholders, employs systems thinking, and is solution focused. Systems thinking takes a holistic view of issues and considers the interconnectedness of parts of the system. Transdisciplinary research and systems thinking go hand in hand by involving multiple stakeholders including those whose voices are less heard, who bring diverse knowledges to issues and through dialogue and collaboration, co-design solutions. Transdisciplinary research however, is not without its challenges. This presentation will overview the Sustainable Development Goals and identify areas in which vocational psychology could make a contribution. It will introduce transdisciplinary research and systems thinking and consider their strengths and challenges. Examples will be provided of how vocational psychology could contribute to transdisciplinary research related to the Sustainable Development Goals.

Abstract 4524

THE USEFULNESS OF VOCATIONAL PSYCHOLOGY FOR INTERDISCIPLINARY R&D TO ENHANCE CAREER PIPELINES INTO VITAL OCCUPATIONS IN SHORTAGE OF SUPPLY

Mcilveen P.*

University of Southern Queensland ~ Toowoomba, Queensland ~ Australia

Governments and industries are alarmed by vital occupations which are experiencing “skill shortages” due to diminished numbers of new entrants into these occupations and increased numbers leaving (e.g., engineering, agriculture, teaching, nursing). These occupations are literally vital for societies’ survival. Vocational psychology can and should inform research and development which contributes to these vital occupations’ workforce sustainability. Compared to other disciplines (e.g., economics), vocational psychology’s theories and corpus of research evidence, and its applied profession—career development—are relatively absent from efforts to boost efforts to attract people into and retain them in these occupations. This presentation will describe a program of interdisciplinary research which involves collaboration with researchers in the professions of nursing and teaching—literally vital professions suffering workforce shortages across the globe. The presentation will demonstrate how vocational psychology theory, research, and practice has been integrated with the curricula and pedagogical systems of the two professions, and how vocational psychology research has been (increasingly) accepted in their respective disciplinary literatures as bringing new insights to seemingly intractable problems.

Abstract 4526

TRANSDISCIPLINARY PERSPECTIVES ON STEAM LEARNING AND CAREER EXPLORATION

Rottinghaus P.*

University of Missouri-Columbia ~ Columbia, Missouri ~ United States of America

Given the complexity of work and sociocultural contexts, youth require transdisciplinary insights as they plan their careers to meet challenges of the 21st century. In particular, there is great demand for science, technology, engineering, arts, and mathematics (STEAM) skills in today's technological society. By integrating vocational psychology, education, and community perspectives, this study illustrates dynamic solutions for advancing STEAM learning and career exploration.

This presentation describes ongoing transdisciplinary research examining STEAM learning among elementary students through project-based learning activities facilitated by creative collaborations with community organizations in a large city in the midwestern United States. Informed by Social Cognitive Career Theory (Lent et al., 1994), this research examines the experiences of elementary students of color who participate in projects to address real-world problems and explore STEAM while developing critical thinking, problem-solving, communication, collaboration, and creativity skills. Thematic analysis revealed three central themes: self-efficacy development, project-based learning, and contextual factors. Students described how mastery experiences, peer modeling, encouragement, and emotional regulation contributed to self-efficacy, while project-based activities contributed to creativity, collaboration, and problem-solving. Contextual factors (including family involvement, mentorship, school culture, and community partnerships) played a central role in shaping student experiences. This presentation emphasizes the benefits of transdisciplinary approaches to research by describing how pivotal collaborations with educators, artists, and community partners can advance intentional strategies to support students as they prepare to address future societal challenges that require new approaches to learning and career exploration.

16 - Division 16: Counseling Psychology

STUDIES ON CAREER COUNSELING PROCESS AND OUTCOME

Thursday 23 July 2026 from 08:00 to 09:30

(Q-Arsenale)

Paulo Cardoso (University of Évora ~ Évora ~ Portugal), Chair

The study of the counseling process - particularly the experiences of counselors and clients, including their thoughts, feelings, and behaviors during interventions (Hill & Williams, 2000) - provides valuable insights for advancing both theoretical understanding and practical applications. Despite its importance, this area of research remains relatively underexplored, as reflected in repeated calls for further investigation (Heppner & Heppner, 2003; Whiston & Rose, 2015).

This gap is particularly evident in career counseling, where most practices are grounded in theories of vocational behavior and career development. Although these theories are essential for understanding the individuals targeted by interventions, they offer limited guidance on how to engage effectively with clients during the counseling process.

To address this limitation, a significant line of research has emerged through meta-analyses aimed at identifying the critical components of effective career counseling. These analyses draw on studies evaluating outcomes across various modalities (e.g., individual, group, classroom-based, and self-guided interventions). While these findings provide an important foundation, they offer limited practical direction regarding how counselors can implement these components in practice.

Further research is needed to identify the microprocesses that drive client change, which is essential for ensuring the quality and effectiveness of career counseling interventions. In response to the need for a more comprehensive conceptualization career counseling process, this symposium presents four studies on career counseling process and outcome that contribute to advancing career counseling theory and practice.

Abstract 3203

BUILDING SUSTAINABLE FUTURES TOGETHER: HOW CAREER COUNSELING 5.0 CAN ACTIVATE CONSCIOUS CHOICES FOR A BETTER WORLD

Santilli S.*

FISPPA - University of Padova ~ Padova ~ Italy

This contribution presents the preliminary results of a qualitative study involving 20 university students (aged 18–25) who participated in an individual career counseling intervention at the Larios Laboratory, University of Padua. The intervention was developed within an updated Life Design paradigm, grounded in inclusive and sustainability-oriented perspectives (Guichard, 2022; Soresi & Nota, 2023), and aimed to foster not only career adaptability, but also critical thinking, ethical awareness, and future-oriented professional visions in response to current global challenges.

The five-session intervention (1 hour per session) integrated narrative tools such as My Career Story alongside reflective activities (Savickas, 2011; Hartung & Santilli, 2024). These activities supported participants in exploring the intersection between their social and professional identities and the United Nations 2030 Sustainable Development Goals, encouraging them to consider how individual career choices can contribute to social and environmental transformation (Cadenas & McWhirter, 2022). The intervention emphasized the development of critical consciousness and the use of utopian thinking as a strategy to foster socially responsible life design processes (Santilli et al., 2025).

Before and after the intervention, students completed a questionnaire and responded to open-ended questions exploring their motivations, future time perspective, career adaptability, and satisfaction with both the counselor and the counseling activities. The findings highlight the potential of integrative, narrative-based career interventions to empower university students in constructing meaningful, ethical, and sustainability-driven professional pathways aimed at promoting future social justice (Duarte & Cardoso, 2018).

Keywords: Career Counseling 5.0, Utopian Thinking, Narrative Counseling, University Students

References

Abstract 3204

PROCESS AND OUTCOME OF A CAREER COUNSELING INTERVENTION WITH UNEMPLOYED INDIVIDUALS

Carvalho C.*

University of Minho ~ Braga ~ Portugal

Career interventions with unemployed populations benefit from mixed-methods approaches, as they allow capturing both objective outcomes and participants' and psychologists' subjective perceptions. This study aimed to evaluate a structured group career intervention, delivered both face-to-face and online, grounded in Social Cognitive Career Theory and the Multidimensional Employability Model, and designed for unemployed adults. Two complementary studies were conducted. The first examined the longitudinal effects of the intervention on employability resources — human capital and career development, social capital and networking, career identity and self-management, and environmental monitoring — with 212 unemployed adults: 85 in the face-to-face group, 58 in the online group, and 69 in the control group, assessed at three time points (pre-test, post-test, and follow-up). The second study explored the intervention process with 153 participants of the program and 18 psychologists who facilitated its delivery, using a qualitative design that combined descriptive statistics from quantitative data with content analysis of written reports. Latent Growth Modeling revealed sustained improvements in participants' employability resources, highlighting the positive impact of the program in both modalities. The process evaluation identified facilitating factors, perceived obstacles, and strategies used to transfer acquired knowledge and skills to real-life contexts. Together, these findings underscore the importance of integrating outcome and process evaluations to achieve a comprehensive understanding of career interventions' effectiveness and to inform the development of practices better suited to the needs of unemployed populations.

Keywords: career intervention, outcome evaluation, process evaluation, unemployment, employability

Abstract 3205

CLIENTS' PERCEPTION OF SIGNIFICANT MOMENTS IN CAREER CONSTRUCTION COUNSELING

Alvarenga M.*

University of São João Del Rei ~ São João Del Rei ~ Brazil

The analysis of significant moments (SM) in counseling highlights critical events that influence the trajectory of client change, either positively or negatively (Pivolusková et al., 2021). This study explores participants' perspectives on significant moments during Career Construction Counseling (CCC). The sample comprised 24 adults (66.7% women; age range = 18–57 years, M = 26.5, SD = 9.5) recruited from a university career service. Outcome measures—career adaptability, vocational identity, and well-being—were collected at pre-test (T1), post-test (T2), and three-month follow-up (T3). The process assessment used the Helpful Aspects of Therapy (HAT; Elliott, 1993), in which clients provided qualitative accounts of significant moments in each session. Quantitative data were analyzed using descriptive statistics, paired t tests, Pearson's r for effect sizes, and bootstrap procedures with 1,000 iterations to improve variance homogeneity. Thematic analysis was applied to the qualitative data. Results revealed significant improvements from T1 to T2 in career adaptability, vocational identity, and life satisfaction, with most gains maintained at T3. Eleven themes were identified in participants' reports, with the most frequent involving support for career problem formulation, exploration of personal experience, development of an interpersonal bond, and the emergence of a new perspective on the self or context. Findings support the effectiveness of CCC in promoting vocational identity, career adaptability, and life satisfaction. Moreover, the significant moments most often reported reinforce the role of CCC in fostering new meanings about self and career, with the interpersonal bond emerging as a key element in supporting meaning-making and the development of new career plans. Future research should involve larger and more diverse samples, explore cultural influences, and examine the predictive value of significant moments in the counseling process.

Keywords: career construction counseling; career adaptability; vocational identity

Abstract 3206

BEYOND PROCESS AND OUTCOME: CLIENT PROFILES IN CAREER COUNSELING INTERVENTION RESEARCH

Levin N.*

University of Lausanne ~ Lausanne ~ Switzerland

Research on career counseling has largely focused on counseling processes and average intervention outcomes. Yet clients seeking counseling differ widely in their initial difficulties, motivations, and goals, which may shape how they benefit from career interventions.
This study aimed to identify distinct client profiles among individuals seeking career counseling and to examine how these profiles are associated with change in career indecision and psychological distress across the course of counseling. Data were collected from clients at a community-based career counseling center. Participants completed measures of career indecision (Career Decision-Making Difficulties Questionnaire; CDDQ), counseling goals (Career Counseling Goals Assessment; CCGA), and psychological distress (Kessler Psychological Distress Scale; K10) at the beginning and end of counseling. Latent profile analysis (LPA) was used to identify subgroups of clients based on their initial levels of indecision. Reliable and clinically significant change indices were calculated to evaluate the meaningfulness of change from the beginning to the end of counseling. Findings revealed that all seven main career indecision types identified by Levin et al. (2024) were represented among career counseling clients. Profiles differed in their initial goals and distress levels. Across profiles, most clients demonstrated meaningful reductions, particularly in career indecision, with many reaching thresholds of reliable and clinically significant improvement. Reductions in psychological distress were also observed, though to a lesser extent. These findings highlight the importance of considering client heterogeneity when evaluating career counseling interventions. By integrating client profiles with outcome data, this study underscores the value of tailoring counseling to individual needs and moving beyond average treatment effects in intervention research.

Keywords: Career counseling, Intervention research, Career indecision, Psychological distress, Latent profile analysis

16 - Division 16: Counseling Psychology

HOW COULD VOCATIONAL PSYCHOLOGY CONTRIBUTE TO THE NECESSARY TRANSFORMATION TOWARDS A SUSTAINABLE WORLD?

Thursday 23 July 2026 from 09:30 to 11:00

(Q-Arsenale)

Jérôme Rossier (University of Lausanne ~ Lausanne ~ Swit), Chair and Presenter

The IAEVG called in 2023 practitioners and researchers in the fields of educational and career guidance to integrate environmental and ecological issues into their research and interventions. During the last decade, the number of scientific contributions developing models and constructs about how these issues have significantly increased (Di Fabio & Bucci, 2016; Carosin et al., 2021; Plant, 2014). Several recent studies have been published about how young people are considering ecological issues in their vocational choices or adults are considering them when transforming their professional practices (Garin et al., in press; Tacchini et al., 2024). We also observe different initiatives that promote the use of innovative tools to support people in their career transitions towards more sustainable career paths (e.g. Carosin & Canzittu, 2021). Finally, the uncertainty associated with the Anthropocene can generate negative affect, as eco-anxiety, especially among the younger generation (Mark et al., 2021), that need to be considered and addressed. This symposium, we will start with an overall view of the importance to consider ecological sustainability in educational and vocational guidance. Four presentations described below will explore several ways how our field has tried to address sustainability in educational and guidance settings and how this has an impact on our theoretical frameworks and interventions.

Abstract 3382

CAREER GUIDANCE AND COUNSELLING CONSIDERING THE NECESSARY ECOLOGICAL TRANSITION

Rossier J.*

University of Lausanne ~ Lausanne ~ Switzerland

The issue of social justice has been central to the concerns and actions of career guidance and counselling professionals since its creation. Access to education and vocational training, the question of the resources needed to make an appropriate choice, and the ways in which such a choice should be defined, have been theorised by many authors. The study of life and career paths raises the question of life-and career transitions and how an individual can manage them. Educational and vocational guidance has always been seen as a collective resource promoting individual well-being as well as social and professional integration. In an uncertain world, where individuals are facing a fluid and dynamic reality, and where they must face a succession of transitions that are moments of vulnerabilities. Thus, it is important to provide support to help individuals to manage these transitions, by providing them continuous training, lifelong learning, but also lifelong guidance and counselling (Rossier et al., 2020).

Considering the important and numerous contemporary challenges such as global warming and the necessity of an ecological transition, it is important to consider in our practice ecological consideration (Rossier, Tacchini, & Udayar, in press). If career guidance and counselling take ecological justice also into account, it would be important in ensuring that this theme is systematically raised during our interventions. Of course, this can take a variety of forms, from simply discussing the impact of climate change on the job market, to a more ambitious reflection on the ethical aspects of our professional choices. In this regard, we can combine sustainable careers and ecological sustainability (Masdonati & Rossier, 2021). Finally, our profession should also get involved at a more political level to ensure that our educational, guidance and economic promotion policies also consider aspects associated with ecological justice.

Abstract 3383

ENSURING SUSTAINABLE CAREERS OR CAREERS FOR SUSTAINABILITY?

Carosin E.*, Canzittu D., Lothaire S.

University of Mons ~ Mons ~ Belgium

In French speaking Belgium school guidance has been integrated in the school curriculum as a means to ensure lifelong guidance and to equip young people with necessary skills to develop sustainable careers in a VUCA world. Sustainable careers has been defined as a dynamic, cyclical and self-regulatory process that evolves thanks to the interplay between the person, context and time (De Vos et al., 2020). Sustainable careers also depend on the interaction between factors related to health, happiness and productivity (De Vos & al, 2020). However, in current times sustainable careers cannot be limited to ensuring personal development, it also needs to be guided by principles of social justice, decent work and sustainable development (Carosin et al., 2021).
Integrating these principles into school guidance raises complex issues (Ketschau, 2015), not least because of the lack of a holistic and integrated approach in current educational practices (Sinakou et al., 2019), but also because of the limited attention given to careers driven by sustainable development. Although these themes are increasingly present in political discourse and global objectives (Reynaud, 2018), they struggle to be translated concretely into school reference systems and curricula (Canzittu, 2022), especially because school guidance often remains compartmentalised and focused on linear pathways (Hughes et al., 2017), focusing on individual rather than collective development. The communication presents an operational framework that can be used to train teachers (initial training and continuous) while considering the challenges in revising teaching practices and reference frameworks (Canzittu, 2024; Canzittu & Demeuse, 2019; Carosin & Canzittu, 2021; Lothaire & Canzittu, 2020; Pannier & Michaut, 2024). It builds on key concepts, such as green guidance (Di Fabio & Bucci, 2016; Plant, 2014, 2015), the collective model of guidance (Carosin et al., 2021) or the educational approach to guidance (Carosin & Canzittu, 2019).

Abstract 3385

DESIGNING A PERMACIRCULAR CAREER GUIDANCE APPROACH: APPLYING SEN'S CAPABILITY THEORY TO CAREER GUIDANCE PSYCHOLOGY

Garin S.*, Terriot K., Bessonneau P., Cohen--Scali V.

CNAM ~ Paris ~ France

The latest IPBES (2024) report highlights the interconnection between human health and planetary health, known as the Nexus. Meanwhile, research has raised alarms about both the degradation of nature's health (IPCC, 2023) and the mental health crisis affecting young people (HSBC, 2022). Among the numerous benefits of positive mental health, one is its role in fostering informed career choices (Lauzier, Côté, & Samson, 2015).

Sen's Capability Approach (1992, 2000) offers a relevant framework : an individual is free to choose when they have access to an enabling environment (social, material, etc.) that fosters their agency. In this perspective, individuals develop the capability to choose by leveraging their own resources (physical and psychological). Among the ten central capabilities proposed by Nussbaum (2012), the capability to live in symbiosis with other living beings is particularly relevant.

This study adopts a quantitative and systemic approach to analyze the freedom to choose one's future, incorporating the concept of planetary health (Whitmee et al., 2015). A total of 304 high school and university students responded to a questionnaire focusing on their perception of parental support (Dangoisse & Nils, 2019) and decent education (Duffy et al., 2020; Terriot, 2019). Individual resources were examined through the lens of vocational identity (Lannegrand & Perchec, 2016), which refers to self-awareness and personal interests. Finally, self-determination was assessed as an expression of the capability to autonomously choose one's career path (Brasselet & Guerrien, 2019).

An exploratory classification analysis identified five distinct profiles. One group stood out due to its higher scores in integrating planetary health into career choices (V.test = 5.87) and career flexibility (V.test = 5.22). Notably, women were overrepresented in this group.

This study invites further discussion on the freedom of young people in career decision-making, introducing the concept of sustainable commitment, also referred to as eco-generativity (Di Fabio & Svicher, 2023a).

Abstract 3386

"THINK OUTSIDE THE GROWTH" WITH ALTERNATIVES PROFESSIONALS PATH AND NARRATIVES

Tacchini S.*

University of Lausanne ~ Lausanne ~ Switzerland

Many professionals' activities, most of the rich economy, affect dramatically ecosystems (Hickel et al., 2022). The unsustainable societies way of life and work diagnosis is scientifically consensual and shows that we overshooted six to nine planetary boundaries (Persson et al., 2022). At the same time, goals to transform social organization to face these challenges is more or less known. That implies that professional activities are going to change to respect bio-geo-chemical balances.

Scholars involved in the socioecological transformations depict a lack of imagination to create ways and alternatives to revolutionize ways of life and work (e.g. Barrau, 2022). In the vocational psychology fields, many papers claim to consider ecological limits (e.g. Guichard, 2016) but not much works is involved in tools and settings adaptation or transformations to accompagn person (Tacchini et al., 2024). We will discuss about two tools co-build by vocational psychologist that integrate ecological limits in them practices and people that are engaged in alternatives professional paths. This tools will provide alternatives narratives and different professional paths that are more in line with Donut theory (Raworth, 2017), post-growth agenda (Fitzpatrick et al., 2022) and the 21st challenges (e.g.UN goals: food, water cycle, health, etc.).

16 - Division 16: Counseling Psychology

THE FORMATION AND TRANSFORMATION OF SEXUAL ORIENTATION IDENTITY: PSYCHOLOGICAL PERSPECTIVES FROM THE UNITED STATES, JAPAN, AND TAIWAN

Thursday 23 July 2026 from 11:00 to 12:30

(Q-Arsenale)

Hung Chiao (National Taiwan Normal University ~ Taip), Chair and Presenter

This symposium presents examination of sexual orientation concepts and identity development through three empirical psychological studies conducted in the United States, Japan, and Taiwan. Together, these studies explore how sexual orientation identity is formed, experienced, and negotiated in diverse sociocultural contexts.

The first study, based in the U.S., focuses on the revision and validation of the Sexual Orientation Scale (SOS), offering a multidimensional approach to measuring sexual orientation beyond binary classifications. This research contributes to the development of inclusive assessment tools that reflect the complexity of contemporary sexual identities The second study investigates sexual orientation identity development and self-recognition processes among Japanese individuals. Emphasizing the intrapersonal dynamics of “coming out to oneself” as a pivotal psychological step, the study carefully describes the trajectory of identity formation in a collectivist society.

The third study, conducted in Taiwan, explores bisexual identity within romantic relationships, focusing on how the emergence of bisexual identity influences couple interactions and impacts both individuals and their relationship as a whole. This research provides new perspectives to seeing the “invisible” bisexual identity and its impact on the monosexual partner in their intimate relationships.

By integrating findings from these three national contexts, this symposium underscores the cultural specificity and universality of sexual orientation identity development. It advances psychological theories of identity by illustrating how measurement, personal meaning-making, and relational dynamics intersect across cultures. The symposium aims to inform both global psychological frameworks and localized practices supporting sexual minority individuals.

Abstract 4085

SEXUAL ORIENTATION IDENTITY DEVELOPMENT AND COMING OUT TO ONESELF IN JAPAN

Kasai M.*, Uchino T.

Naruto University of Education ~ Tokushima ~ Japan

Sexual orientation identity development has been explained through various stage models (Cass, 1984; Troiden, 1989), recognizing the complexity and diversity in how individuals experience attraction (Fassinger & Miller, 1996; Drescher & Byne, 2017; Kasai, 2023). Drescher and Byne (2017) proposed terms such as “closeted,” “homosexually self-aware,” and “coming out to oneself” to describe identity stages. Traditional theories often position identity integration as the endpoint, assuming that those who have not adopted a sexual minority identity are still in development. However, individuals may recognize same-sex attraction without adopting a corresponding identity or acting on their attraction in Japan.

This study explored internal processes of identity development among eight individuals in Japan who reported experiencing same-sex attraction. Using Trajectory Equifinality Modeling (TEM), each participant engaged in three interviews, tracing their experiences from early awareness to current sexual identity expression.

Findings revealed a shared progression: initial unawareness or misperceptions about same-sex attraction, followed by awareness triggered by romantic experiences or external events, leading to diverse forms of self-expression. These personal expressions, termed Equifinality Points (EFPs), varied widely—from clear labels to ambiguous or nonverbal forms of identity.

The analysis identified three phases: unawareness of same-sex attraction, internal recognition of it, and navigating one’s sexuality. Among these, coming out to oneself—the internal acknowledgment of same-sex attraction—stood out as particularly significant. Participants varied in how they ultimately expressed or did not express their sexuality, suggesting identity expression is not uniform. This underscores the importance of coming out to oneself as a pivotal psychological step. For many, it was triggered by romantic feelings or external events, which facilitated internal recognition without requiring public identification. The process varied in pace and sometimes repeated. Notably, recognizing attraction did not always lead to stable identity, highlighting that self-identification and attraction remain distinct yet related.

Abstract 4086

BISEXUAL IDENTITY WITHIN RELATIONSHIPS: COMING-OUT EXPERIENCES OF BISEXUAL-MIXED-ORIENTED COUPLES IN TAIWAN

Shin--Wei Lin B.*, Hung C.

National Taiwan Normal University ~ Taipei ~ Taiwan

Research indicates that bisexuals are not only excluded from the heterosexual community, but also become an excluded minority among sexual minority groups (Eliason, 2000) due to their bisexualities cannot be explained by the binary system. They may face the situation of a “double closet” (Lin, 2013; Chen, 2015). Research has also found that the appearance of bisexuals may be interpreted by their partners as a "threat to the relationship" in mixed-orientation couples (Buxton, 2006).

Building on the Sexual Landscape theory (Gordon & Silva, 2015; Rust, 1996), this study aimed to investigate the relational processes experienced by the bisexual-mixed-oriented couples after the bisexual partner coming out in the relationship, focusing on how the emergence of this identity influences couple interactions and impacts both individuals and their relationship as a whole. This qualitative study employed a dyadic design, and used interpretative phenomenology method (Lee & Lai, 2009) for data analysis. Five closed same-sex or different-sex Taiwanese couples (3 same-sex couples including 1 gay and 2 lesbians’ partners, 2 opposite sex couples including 2 heterosexual men partnered with female bisexuals) in which one partner identifies as bisexual participated in semi-structured interviews. Data collection has been completed, and data analysis will be completed by spring 2026. The findings of this study will contribute to a better understanding of the cultural structures faced by both partners when bisexual individuals come out within a mix-oriented relationship, as well as the intertwined heteronormative cultures in couple dynamics in Taiwan. We can use understanding to help advocacy efforts and enhance counseling services to better address the unique situations of bisexual-mixed-oriented couples.

Abstract 4165

CONFRONTING HETERONORMATIVE SOCIETY: THE JOURNEY TO SELF-UNDERSTANDING IN INTIMATE RELATIONSHIPS

Lee I.*

National Taiwan University ~ Taipei ~ Taiwan

In the symposium, we present quantitative and qualitative evidence to explore people's sexual orientation identity, intimate relationships, and self-understanding. Even though different societies have different social norms and cultural values, the three societies in which studies in our symposium are conducted have assumed individuals' heterosexuality to some degree. According to the findings in these three studies, I will raise several questions to further our inquiries into how individuals come to deeper self-understanding in intimate relationships. For example, what are the benefits and costs of the heterosexual scripts in intimate relationships? How do individuals weigh and use multiple aspects of information (e.g., attraction, fantasy, and behavior) to formulate sexual orientation identity? Through the discussions in the symposium, we are hoping to offer ways for individuals to achieve a better understanding of their sexual being and themselves.

Abstract 4084

EXPANDING MEASUREMENT OF SEXUAL ORIENTATION: REVISION AND VALIDATION OF THE SEXUAL ORIENTATION SCALE (SOS)

Mccarthy M.D.*, Hung--Bin S.

University at Albany, SUNY ~ Albany, NY, ~ United States of America

Introduction: Research on sexual orientation is common in psychology; however, much of the research is reliant on categorical conceptualizations of the construct. This approach reduces the understanding of sexual orientation to a demographic variable, forcing participants to condense experiences into discrete categories. It not only limits our insight into this important aspect of human experience but also slows the advance of scientific inquiry in this area.
Purpose: Since the publication of the Kinsey Scale, researchers have attempted to assess sexual orientation comprehensively. Most measures remain validated only among cisgender people and are not inclusive of sexual orientation towards gender diverse people. The purpose of this study is to further develop and refine one measure of sexual orientation, the Sexual Orientation Scale (SOS), by expanding its item pool and incorporating response options representative of gender diversity.
Method: The SOS consists of three domains: attraction, fantasy, and behavior that manifest across romantic and sexual contexts. The revised SOS (SOS-R) will be created and validated through a pilot and two main studies. The pilot will involve a literature review, expert review, and think-aloud protocol. Main studies will administer the SOS-R to a sample of women, men, and gender diverse adults in the United States.
Results: Descriptive and qualitative findings from the pilot study will be reported. Study one will present findings from a multi-level Exploratory Factor Analysis (EFA). Study two will include results from a multi-level Confirmatory Factor Analysis (CFA) and correlations between the SOS-R score and related psychological constructs (e.g., depression). We expect to complete data collection and preliminary data analyses by spring 2026.
Conclusions: The proposed project will offer evidence for the factor structure of the SOS-R and provide a comprehensive understanding of sexual orientation for individuals of different gender identities. Implications for research, education, and intervention will be discussed.

16 - Division 16: Counseling Psychology

The Future of Global Clinical and Community Psychology: Trends and Opportunities

Thursday 23 July 2026 from 13:00 to 13:30

(A - Spadolini)

Abstract 4949

The Future of Global Clinical and Community Psychology: Trends and Opportunities

Clinton A.*

American Psychological Association ~ Washington DC ~ United States of America

16 - Division 16: Counseling Psychology

Marcelo Afonso Ribeiro, Universidade de São Paulo, Brasil

Thursday 23 July 2026 from 13:00 to 13:30

(Q-Arsenale)

Abstract 4656

They taught me to survive, not to plan": Challenges for career counseling with informal workers.

Ribeiro M.A.*

16 - Division 16: Counseling Psychology

Zhi Jin Hou, Beijing Normal University, China

Thursday 23 July 2026 from 13:30 to 14:00

(Q-Arsenale)

Abstract 4623

Divisional Invited Keynote

Zhi--Jin H.*

16 - Division 16: Counseling Psychology

EMERGING CHALLENGES AND OPPORTUNITIES FOR GRADUATE TRAINING PROGRAMS: ENHANCING PROFESSIONAL COMPETENCIES OF FUTURE MENTAL HEALTH PROVIDERS

Thursday 23 July 2026 from 14:00 to 15:30

(Q-Arsenale)

Chiachih DC Wang (University of North Texas ~ Denton ~ Uni), Chair

Graduate training programs worldwide have encountered many challenges in recent years, including a rapid increase in online therapy, proper utilization of Artificial Intelligence (AI) in clinical work, collaboration between academic programs and practicum sites in the field, the continuous need to enhance multicultural competencies, and supporting trainees with problems in competence. This symposium includes five specific presentations with a shared theme of addressing emerging challenges faced by mental health graduate training programs globally with a goal to enhance the professional competencies of future mental health providers. The presenters of this symposium are faculty members and licensed practitioners from three countries (i.e., Turkey, Taiwan, and USA) who possess extensive training, supervisory, research, and administrative experiences.

Each of the individual presentations addresses a distinct topic, that is imperative to the training quality and outcome of mental health graduate programs that train providers of the next generation. The first presentation focuses on how graduate training programs in psychology can better prepare trainees' online therapy competencies. The second presentation addresses the current state, potential opportunities, and ethical considerations related to utilizing AI in clinical training. The third presents a successful collaborative model between a graduate training program and practicum sites that offer clinical supervision to graduate trainees in Taiwan. The fourth highlights how clinical practicum supervisors may enhance supervisees' multicultural competencies. The fifth discusses strategies and considerations for developing and implementing effective remediation plans to support graduate trainees experiencing difficulties in developing required competencies.

The theme and specific topics of the five presentations in this symposium are consistently aligned with the overall theme of the ICAP 2026 in that the symposium not only explores emerging fields or key topics in applied psychology training but also deliberates societal applications by outlining constructive ways to transform challenges into opportunities for the competency enhancement of future providers.

Abstract 3245

ARTIFICIAL INTELLIGENCE IN CLINICAL TRAINING: OPPORTUNITIES, CHALLENGES, AND ETHICAL IMPLICATIONS FOR FUTURE MENTAL HEALTH PROFESSIONALS

Henderson S.*, Henderson C.

Sam Houston State University ~ Huntsville ~ United States of America

Artificial Intelligence (AI) is emerging as a powerful tool in counseling and psychology training programs, particularly by extending traditional training methods with simulation-based applications that enable students to safely practice and strengthen essential clinical skills (Jeong et al., 2025). Current applications include generative AI programs that create realistic dialogues to simulate counseling sessions for practicing counseling skills through simulated role-plays, offering students opportunities for guided practice (Maurya, 2023a; Maurya, 2023b; Maurya & DeDiego, 2023). Additionally, the use of AI-generated post-session feedback can analyze counselor–client talk ratios, organize session themes for reflection, and produce initial drafts of case notes (Jeong et al., 2025; Maurya, 2023b), all of which have the potential to enhance conventional clinical training.

Researchers have identified several potential benefits of AI in clinical training, including enhanced counselor self-efficacy and skill development (Ellis et al., 2015; Maurya & DeDiego, 2023; Sanz et al., 2025), reduced negative affect (Sanz et al., 2025), and supplemental support for supervision (Maurya, 2023b). However, empirical support for AI in supervision remains limited (Maurya & DeDiego, 2023; Sheperis & Sadeh-Sharvit, 2023). Such training paradigms also encompass significant ethical questions, such as client confidentiality, bias in AI-driven systems, and the risk of diminishing critical thinking and diagnostic skills among trainees. Thus, challenges remain for ethically integrating AI into clinical training and supervision (Maurya & De DeDiego, 2023).

In this session, presenters will share examples of how AI is being integrated into clinical training programs and provide a live demonstration of AI-generated feedback. Discussion will highlight how such tools can complement established training models, while also addressing potential risks and ethical considerations. Ultimately, this session invites participants to critically examine both the promises and pitfalls of AI in clinical training programs, fostering a forward-looking dialogue on how to prepare the next generation of counselors and psychologists.

Abstract 3246

SUPERVISEE-CENTERED COUNSELING SUPERVISION TEAMWORK IN TAIWAN: COLLABORATIONS BETWEEN TRAINING PROGRAMS AND INSTITUTIONS

Chiao H.*

National Taiwan Normal University ~ Taipei City ~ Taiwan

More than 6,000 licensed counselors have been trained and have provided services in education, community, and hospitals since the Taiwan Psychologists Act was established in 2001. All trainees are required to take internship courses in conjunction with on-site clinical training during the practicum and internship years. Thus, the internship course instructor and the internship clinical supervisors serve as key bridges between theoretical and clinical training. Serving as an internship course instructor for more than ten years, the presenter has learned that Taiwanese relational cultural rules play important roles in clinical training and collaboration between the program and various training sites. By recognizing the relational cultural rules and intentionally acknowledging and honoring the relational responsibilities, we can build stronger teamwork in providing training and supervision with accountability. In this presentation, the presenter will share her observations of the key ingredients of cultural factors in training and supervision collaboration dynamics, as well as her culturally sensitive supervision practices with trainees and collaborators in training sites, to build and maintain a good working alliance with all parties. In response to Zhou (2025)'s proposed framework for ethical practice in the majority world, the presenter will share a culturally sensitive supervisee-centered teamwork supervision framework with examples of how it works with both trainees with and without difficulties. The presenter aims to inspire more culturally sensitive supervision practices and teamwork models around the globe.

Abstract 3247

MULTICULTURAL SUPERVISION: A DEVELOPMENTAL, INTERSECTIONAL, AND COLLABORATIVE SUPERVISORY FRAMEWORK FOR PRACTICUM TRAINING

Wang C.D.*, Toyama S.

University of North Texas ~ Denton ~ United States of America

Enhancing supervisees' multicultural orientation is one of the six domains for competency-based supervision in the APA Guidelines for Clinical Supervision in Health Service Psychology (2025). Although several multicultural supervisory models have been proposed, empirical evidence for the effectiveness of different multicultural supervisory models is limited, and the levels to which training programs and practicum supervisors implement multicultural supervision vary greatly (Watkins et al., 2019).

In this presentation, the presenters will share a multicultural supervisory framework for practicum training with specific samples of supervisory interventions and assignments that integrate key components from several existent models and drawn from the 15+ years of supervisory experiences in various training and clinical settings. Essentially, effective multicultural supervision requires the supervisor to integrate topics of cultural identities, personal biases, relational dynamics, and contextual data of the client, supervisee, and supervisor into the supervisory process with the goals of enhancing treatment outcomes for the clients and strengthening the supervisees' multicultural competencies. The supervisor's genuine curiosity in the supervisee's lived experiences and role modeling strong multicultural orientation are among critical factors. This multicultural supervision framework emphasizes a developmental, intersectional, and collaborative nature in which the supervisor's role and intervention should be tailored to maximize trainees' development, depending on the current competency level of the supervisee. If the supervisee is at the beginning level, multicultural supervision may focus on introducing foundational frameworks of multicultural and intersectional approaches in a structured and practical way. When the supervisee has moved into an intermediate level, the supervisor may spend more time initiating conversations related to diversity and intersectionality as well as their impacts on the client, the supervisee, and their therapeutic alliance. When the supervisee is at a more advanced level, the supervisor may encourage the supervisee to consistently and proactively integrate multicultural and intersectional consideration into all their clinical work.

Abstract 3248

SUPPORTING TRAINEES WITH PROBLEMS OF PROFESSIONAL COMPETENCE: RELATIONAL, ETHICAL, AND LEGAL PERSPECTIVES

Henderson C.*, Henderson S.

Sam Houston State University ~ Huntsville ~ United States of America

Supporting trainees encountering challenges to achieving developmental milestones in clinical training is a near-universal experience for training directors and clinical supervisors (Schwartz-Mette et al., 2023). These situations produce high levels of stress for all individuals involved—trainees, trainers, and administrators alike—with potential repercussions for clients receiving services. Further, the situations are rife with relational, ethical, and potentially legal challenges impacting multiple levels of a training-focused organizational system. Schwartz-Mette et al. (2023) have described these situations as trainees with problems of professional competence (TPPC). In this session, we will explore guidelines and discuss strategies to address TPPC from multiple perspectives, relational, ethical, and legal. Individuals involved in clinical training will be encouraged to engage in their own self-reflection and self-assessment with respect to addressing TPPC. Pertinent ethical and legal issues regarding TPPC will be discussed in the competence of maintaining and preserving professional relationships while being cognizant of the gate-keeping responsibility of trainers. Finally, we will apply the guidelines and strategies for addressing TPPC with case vignettes. Applications to practicum, internship, and postdoctoral training will be discussed.

16 - Division 16: Counseling Psychology

DECOLONIZATION AND LIBERATION IN COUNSELING PSYCHOLOGY FOR INTERNATIONAL PSYCHOLOGISTS IN THE GLOBAL CONTEXT

Thursday 23 July 2026 from 15:30 to 16:30

(Q-Arsenale)

Jiyoon Lee (New York University ~ New York, NY ~ Uni), Chair and Presenter
Paul Hartung (Northeast Ohio Medical University ~ Root), Discussant

Internationalization has advanced significantly within counseling psychology over the past several decades (Clinton, 2018; Nilsson, Wang, & Chung, 2019). Exchange programs across borders, increasing enrollment of international students, and cross-national collaborations have expanded counseling psychology's global reach (Bullock, 2014). However, these practices often reproduce Western-centric approaches that may clash with local cultural needs and indigenous knowledge systems. Counseling Psychology, therefore, faces the challenges of moving beyond exporting Western frameworks toward approaches that are culturally grounded and liberatory.
This symposium aims to critically examine internationalization through the lenses of indigenization, decolonization, and liberation psychology. By offering an open forum for dialogue, we invite participants to reconsider assumptions embedded in Western psychotherapy and explore pathways toward more culturally grounded and liberatory practices. Presenters— all international psychologists—will address how these concepts shape their work in diverse cultural contexts, including: 1) reframing Western psychotherapy through critical consciousness in Chinese contexts, 2) indigenization of counseling practice in Malaysia, 3) reflective praxis for inclusive and decolonized practices in Korean sociocultural contexts, 4) decolonial healing and the spirit of Sikolohiyang Pilipino, and 5) implications of internationalization and liberation for Counseling Psychology. Through these perspectives, presenters will highlight the challenges and opportunities of internationalization while emphasizing the importance of culturally responsive and socially just practices. By centering liberation and decolonization, this symposium aims to strengthen global collaboration and support practices that honor diverse epistemologies and promote equity in the field.

Abstract 3690

REFLECTIVE PRAXIS FOR INCLUSIVE AND DECOLONIZED CROSS-CULTURAL PRACTICES

Kim J.*

Dr. Kim Psychology ~ Seoul ~ Korea, Republic of

Guided by decolonized frameworks through intersectional and indigenous epistemological lenses, this presentation will examine how U.S.-based counseling psychology paradigms are transferred internationally and how these models may unintentionally sustain the systems of privilege, power, and oppression. Participants will be introduced to strategies designed to contextualize counseling psychology and support culturally-grounded training and practice. Through storytelling and self-reflection, the presentation will focus on the imperatives of solidarity building and cross-sector alliances. Specifically, attention will be directed to: (1) strategies to integrate the communal bonds and social interest in the development of counseling psychology training program as well as faculty training; (2) methods for mobilizing collective wisdom in cross-cultural therapy to navigate the intricate dynamics of power, privilege, and positionality; and (3) liberation-psychology-infused approaches, including decolonizing assertiveness training through indigenous metaphors explored in specific cultural contexts. The presentation will introduce specific examples of deliberate practices as well as a unique diversity model (e.g., “K-ADDRESSING” model) reflecting Korean sociocultural contexts. Attendees will also gain tools for cultivating transformative perspectives on the use of psychological assessments and inventories through an indigenous-centered framework.

Abstract 3696

WHAT SHOULD WE DO?: IMPLICATIONS OF INTERNATIONALIZATION AND LIBERATION IN COUNSELING PSYCHOLOGY

Tian L.*[1], Lee J.[2]

[1]University of Northern Colorado ~ Greeley, CO ~ United States of America, [2]New York University ~ New York, NY ~ United States of America

Over the past decade, the American Psychological Association (APA) has worked to support the internationalization of psychology by fostering international collaboration, training, and activities (APA Globalization Special Task Group, 2011). As a result, the number of foreign-born international trainees in counseling psychology has grown substantially, with many now working as clinicians, supervisors, and mentors both in the U.S. and their home countries. However, the training of international counseling psychologists in the U.S. has been frequently criticized for operating from a hegemonic and potentially colonizing stance in the global arena (Chung, 2005; Gerstein, 2006; Sue et al., 2024). International trainees are predominantly socialized into Western culture-based psychotherapy regimes, often with the implicit assumption that such practices are more advanced or universally applicable (Gerstein et al., 2009). Within many training programs, cross-cultural variations in counseling approaches and adaptation of counseling practices to local contexts are rarely emphasized or systematically taught (Moodley et al., 2013).

In response to these concerns, Special Task Force (STF) on International Counseling Psychology and Relations, the Division 17 (Society of Counseling Psychology) International Section at APA has taken initiatives to identify alternative ways to foster meaningful cross-cultural engagement, networking, and collaborations with psychologists and scholars in different countries. Using the frameworks of liberation psychology (Morrill & Comas-Díaz, 2025) and critical consciousness (Zamudio et al., 2009), presenters will examine the implications of exporting Western culture-based models of counseling psychology. Suggestions for advancing internationalization from diverse, inclusive, and indigenization perspectives will be provided. These include implementing practical strategies for networking, co-presenting on topics related to internationalization and liberation in counseling psychology, joining the international organizations (e.g., International Congress of Psychology [ICP], International Association of Applied Psychology [IAAP]), and taking on leadership roles within international professional organizations.

16 - Division 16: Counseling Psychology

COUNSELING AROUND THE WORLD: EDUCATIONAL PERSPECTIVES, PROFESSIONAL PRACTICES, AND EMERGING CHALLENGES

Thursday 23 July 2026 from 16:30 to 17:30

(Q-Arsenale)

LEA FERRARI (UNIVERSITY OF PADOVA ~ PADOVA ~ Italy), Chair and Discussant

In an era marked by global migration, rapid social transformations, and growing inequalities, psychological counseling and career guidance are called to undergo profound renewal. This symposium arises from the need to explore how counselor education and professional practice can respond more sensitively, inclusively, and contextually to the challenges posed by cultural diversity, colonial legacies, and local specificities.

Through four contributions from diverse geographical and cultural contexts—Malta, Japan, South Africa, and China—the symposium aims to offer a space for critical dialogue on key themes such as transculturality, the decolonization of training, methodological innovation, and cultural adaptation. The goal is to stimulate collective reflection on how to build counseling practices that are ethically grounded, culturally relevant, and capable of promoting social justice.

By fostering critical reflection and cross-cultural exchange, this symposium aims to contribute to the development of a more globally aware professional community—one that is capable of learning from difference, embracing epistemological diversity, and co-constructing practices that are both locally meaningful and globally responsible.

Abstract 3557

DECOLONIZING MULTICULTURAL COUNSELING TRAINING IN JAPAN

Suzuki H.*, Suzuki H.

Ritsumeikan University ~ Ibaraki ~ Japan

Legislation on the professional psychology licensure (Certified Public Psychologist) went into effect in 2017, and it was a huge victory in the Japanese psychological world. The Certified Public Psychologists (CPP) are protected by the law and are expected to provide psychological services to maintain and promote mental health of the public. Since the legislation, undergraduate and graduate programs are working together to provide training programs, consisting of broad psychological knowledge from experimental psychology to clinical psychology, including developmental stages, physiological functions, social welfare and legal issues, and intervention strategies, and practicum. Although the law requires the CPPs to provide services to the public, multicultural counseling is not yet a part of the required training program. As Japanese society is becoming aware of the issues around diversity and inclusion, it is particularly crucial that we, psychology professionals, become keener and more sensitive to the social justice issues around those marginalized in our society. Marginalized groups vary with societies and communities; thus, it requires us to investigate our own historical, social, and cultural contexts around the marginalized groups, and merely importing the knowledge from other countries is not sufficient. Decolonization perspectives is key to clinical services because the nature of suffering and recovery depend on the culture, and we need to provide services that are acceptable and beneficial to the local people and community. In this presentation, the presenter will portray multicultural counseling and social justice issues in Japan, the need for identifying the social andm historical situations on diversity and marginalized groups, and the ideas for including the local perspectives and worldviews into training programs and clinical services.

Abstract 4891

A South African contextual and cultural approach to counselling

Marsay G.*

University of the Free State ~ Bloemfontein ~ South Africa

South Africa has been described as a rainbow nation since it boasts a rich diversity of context, culture and language.
Tracing the history of the country, this presentation describes the context of South Africa and the impact of colonialism on education and social dynamics. For most South Africans the social dynamic is collectivist, influenced by the African philosophy of Ubuntu.
Present day reality of the adversities we confront in our post-colonial struggle, include three major challenges, namely poverty, inequality and unemployment. The approach to counseling weighs heavily on building resilience ad hope. Registration of councilors is complex and regulated by the Health Professions Council (HPCSA). There are several levels of training recognised, and several different categories to suit the diverse needs of the population. Major difficulties encountered in providing adequate assistance to those in need are discussed in general. Then the focus turns to the problem of unemployment. The specific need for contextually and culturally appropriate interventions in a country where an informal labor market prevails, is discussed.
The presentation concludes with describing the development of hope and resilience in a country that has endured several adversities. The National Development Policy 2030 will be briefly discussed, as well as the role of non government organisations that provide assistance to people finding hope-filled ways to move forward.

16 - Division 16: Counseling Psychology

PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT FOR CAREER COUNSELING AND RESOURCES: THE FOURTH PARADIGM FOR TWENTY-FIRST CENTURY CAREERS

Friday 24 July 2026 from 08:00 to 09:30

(Q-Arsenale)

Paul Hartung (Northeast Ohio Medical University ~ Root), Discussant
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Chair

Sustainability Science (Sahle et al., 2025; Takeuchi et al., 2017) has emerged as a transdisciplinary field devoted to understanding the dynamic interplay between natural and social systems in achieving the United Nations' Sustainable Development Goals (SDGs). Within this framework, the psychology of sustainability and sustainable development (Di Fabio, 2017b; Di Fabio & Cooper, 2023; Di Fabio & Peiró, 2018, 2023; Di Fabio & Rosen, 2018, 2020; Hartung & Di Fabio, 2024) offers psychological lens for contributing to these challenges.

Sustainable development as the fourth paradigm for 21st century careers (Hartung & Di Fabio, 2024) expands traditional career models by incorporating attention to life on Earth and future generations. It promotes careers that respect principles of inclusiveness, considering personal well-being and well-being of others and the planet anchored to spatial as well as temporal dimensions.

The symposium presents five contributions aligned with this perspective. Maree integrates career construction counselling and BrainWorking Recursive Therapy (BWRT) enhancing adaptability for meaningful career-life trajectories. De Rosa, Akkermans, Khapova, and Lo Presti answer recent calls by the fourth paradigm exploring how project managers perceive the impact of career shocks on sustainability. De Carlo and La Barbiera propose, through a systematic review, an integrated model combining training, support, and prevention to enhance healthcare workers' safety and psychological well-being for sustainable careers. Giorgi in the framework of the psychology of sustainability and sustainable development examines digital connectivity and smart working as dual forces that can both support and challenge well-being, highlighting the importance of framing digital work as a sustainable practice. Finally, Palazzeschi offers a systematic review on career adaptability and well-being, presenting insights for research and intervention aligned with the fourth paradigm.

As discussant, Hartung will offer remarks on the value of this symposium and on the contributions of the five presentations.

Abstract 4800

The relationship between Prosocial Behavior at Work and Career Sustainability: A Scoping Review

Xiaotian L.*

Department of Psychology of Development and Socialization Processes, Sapienza University of Rome ~ Rome ~ Italy

This scoping review synthesizes evidence on the relationship between prosocial behavior at work and career sustainability. In accordance with PRISMA guidelines, a comprehensive search will be conducted across multiple databases. Records will be screened against predefined eligibility criteria, and studies with diverse designs will be considered. The review will map how career sustainability is conceptualized and operationalized and summarize proposed mechanisms linking workplace prosociality to sustainability-related career outcomes. Key gaps to be examined include variability in definitions and measures, a predominance of cross-sectional designs limiting causal inference, and underexamined contextual and cross-cultural influences. Findings will be organized using the “fourth paradigm” perspective of sustainable development, and a fourth-paradigm, informed framework will be proposed to guide future research and organizational practice.

Abstract 3872

NAVIGATING CAREER SHOCKS AND CAREER SUSTAINABILITY: A QUALITATIVE STUDY ON THE CAREER PATHWAYS OF PROJECT MANAGERS

De Rosa A.[1], Akkermans J.[2], Khapova S.[2], Lo Presti A.*[1]

[1]University of Campania "Luigi Vanvitelli" ~ Caserta ~ Italy, [2]Vrije Universiteit Amsterdam ~ Amsterdam ~ Netherlands

Research shows that careers are becoming increasingly complex and flexible, and the evolving world of work presents new challenges for career sustainability. Project managers' careers are marked by complexity, flexibility, and continuous transitions across projects and companies. Their career progression and long-term career sustainability depend on multiple personal and organizational factors. With evolving project management methodologies and a rising demand for specialized skills, understanding project managers' experiences and career development strategies is crucial.

Responding to recent calls by Hartung & Di Fabio (2024) to integrate sustainable development as a fourth paradigm in career research and to highlight the need for careers that foster both individual well-being and societal sustainability, this qualitative study explores how project managers perceive the influence of career shocks on their career sustainability—defined in terms of productivity, health, and happiness—and on their career progression. It also examines career dynamics by exploring the trajectories and strategies used to maintain and advance their career over time. We conducted in-depth, semi-structured career history interviews to capture both retrospective and real-time accounts of project managers navigating sustainable careers with 50 Italian project managers, with an average duration of 60–90 minutes.

Using a narrative and interpretative approach, we identified three distinct career narrative profiles—shapers, connectors, and plateauers—that reflect diverse expressions of career agency. Our results revealed how individuals balance happiness, health, and productivity over time through context-sensitive career management strategies. We also reveal how career shocks act as catalysts for self-reflection and adaptive sensemaking, shaping career trajectories in different ways.

This study provides fresh insights into how project managers make sense and navigate career shocks and highlights the importance of balancing happiness, health, and productivity to achieve a long-term career sustainability.

Abstract 3873

SUCCESS FACTORS IN PREVENTION ACTIVITIES AND TRAINING INTERVENTION AGAINST WORKPLACE VIOLENCE

De Carlo A.*[1], La Barbiera C.[2]

[1]University of Messina ~ Messina ~ Italy, [2]Magna Graecia University of Catanzaro ~ Catanzaro ~ Italy

Introduction: Workplace violence (WPV), a widespread phenomenon which is particularly visible in the context of healthcare work, represents a significant occupational hazard and is a widespread issue globally. WPV is linked to decreased job satisfaction, commitment, and efficiency among healthcare workers, leading to a poorer quality of life. WPW is also an issue related to the sustainability of work, as it represents a threat to the workers' safety and dignity.
Purpose: Identifying and evaluating effective strategies for the prevention and intervention against workplace violence, therefore, is a crucial activity for allowing organization to implement sustainable practices and improve the quality of life and work for their people.
Method: In order to start an empirical research project aimed at testing effective strategies, a systematic review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to systematize results on this topic. A comprehensive literature search was performed using the Web of Science, PubMed, and Scopus databases. Studies were screened and selected based on predefined inclusion and exclusion criteria using the PICOS framework. Out of 442 initially identified studies, eight met the inclusion criteria and were included in the review.
Results: The findings indicate that training programs incorporating simulations and behavioral economics principles significantly improve workers' ability to manage aggression. The use of validated assessment tools to identify risks of violence and the implementation of effective organizational policies have proven essential in reducing the incidence of aggression, thus enhancing the safety and capability of workers.
Conclusions: Adopting an integrated approach that combines advanced training, organizational support, and preventive policies is crucial for promoting a safe work environment and ensuring the well-being of healthcare workers and sustainable careers. This approach is aligned with the Psychology of Sustainability and Sustainable Development framework, fostering both safety and long-term well-being in organizations.

Abstract 3874

DIGITAL CONNECTIVITY, SMART WORKING, AND SUSTAINABLE WORK DESIGN FOR THE FUTURE OF WORK

Giorgi G.*

European University of Rome ~ Rome ~ Italy

Introduction: The COVID-19 pandemic has accelerated the adoption of smart working and digital connectivity, reshaping organizational dynamics and human interaction. While these innovations enhance flexibility, productivity, and autonomy, they also pose challenges to occupational health, including technostress, burnout, and digital fatigue.
Purpose: This integrated study combines empirical and systematic evidence to explore the dual nature of digital connectivity in modern work environments, emphasizing smart working as a lever for organizational and psychological sustainability in the framework of the Psychology of Sustainability and Sustainable Development.
Method: The first study involved employees from multinational companies operating in Italy, applying the Job Demands–Resources (JD-R) framework to assess how digital connectivity influences work engagement, technostress, and job performance. Complementarily, a PRISMA-based systematic review examined 40 peer-reviewed studies published since 2020 across PubMed, Scopus, Google Scholar, and Cochrane Library, focusing on digital work, remote practices, and well-being outcomes.
Results: Empirical findings revealed moderate digital connectivity and technostress, with high work engagement and job performance. The review corroborated these findings, highlighting that digital tools increase efficiency and flexibility but may also heighten workload, cognitive overload, and mental fatigue.
Conclusions: Answering to the call of the fourth paradigm (Hartung & Di Fabio, 2024), digital connectivity functions simultaneously as a resource and a demand. To ensure long-term sustainability, organizations should adopt structured policies such as “right to disconnect,” offline periods, and mental health initiatives. Smart working should be reframed as a multidimensional sustainability practice—reducing environmental impact through remote work, promoting psychological balance, and fostering inclusive, resilient organizations prepared for the future of work.

Abstract 3875

CAREER ADAPTABILITY AND WELL-BEING FOR SUSTAINABLE DEVELOPMENT: A SYSTEMATIC REVIEW

Palazzeschi L.*

University of Florence ~ Florence ~ Italy

Goal 3 “Good Health and Well-being” of the Agenda 2030 for sustainable development, underscores their role as essential pillars of sustainable development. In the literature, career adaptability (Savickas & Porfeli, 2012) is positively associated with individual well-being, as it facilitates adaptive responses to career-related challenges and promotes psychological resilience during transitions. Within the framework of the psychology of sustainability and sustainable development, career adaptability emerges as a critical resource for promoting career sustainability. Sustainable development as the fourth paradigm for 21st century careers (Hartung & Di Fabio, 2024) also asks for adopting a broad, inclusive approach that respects nature (animals, plants, and the planet) considering the present and the future. In this framework, this contribution will present a systematic review conducted according to the PRISMA standards, considering Scopus, Web of Science, PubMed, and APA PsycArticles databases on career adaptability and well-being. The aim of the review was to systematize recent scientific evidence regarding relationships considering career adaptability and its four dimensions (concern, control, curiosity, confidence) and well-being and its two sides (hedonic and eudaimonic), both in life and at work. The selection and analysis have been taken from 584 records from the four databases. The findings of this systematic review will contribute to delineate future perspectives for research and intervention for sustainable development of careers in the 21st century and Goal number 3.

16 - Division 16: Counseling Psychology

Counseling Psychology, Well-being and Mental Health 1

Friday 24 July 2026 from 08:00 to 08:45

(J-Spadolini)

Division 3: Psychology and Societal Development Division 17: Professional Psychology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1395

UNDERSTANDING RESILIENCE AND SOCIAL SUPPORT ACROSS DIVERSE PERSONAL LOSSES FACED BY EMERGING ADULTS

Bajpai T.*, Singh T.

Banaras Hindu University ~ Varanasi ~ India

Loss being an inevitable part of human experience, affect individuals across all stages of life and result in bereavement. Bereavement has a significant emotional, psychological, and social impact, challenging an individual's ability to cope and adapt. There is strong evidence to show that social support plays an instrumental role in dealing with loss. Although individuals require time to process their emotions, research demonstrate resilience as a remarkable ability to reconstruct their lives. Resilience often arises from these challenging experiences, enabling individuals to grow and identify new strengths. The present study was an attempt to understand the interplay of resilience and social support in dealing with loss among emerging adults who have experienced loss.

A total of 20 emerging adults with experience of a personal loss (loss of loved one/ parents/ siblings/ close friend) participated in this study. Semi-structured interview were conducted with them to explore their experiences after loss, their coping mechanism to deal with the bereavement and the importance of social support in the development of resilience among them to deal with such personal losses. Content analysis of the interviews highlights the essential connections between resilience and social support and demonstrated that social support plays a crucial role in helping individuals overcome challenges and acts as a buffer to stressors. Results highlight that strong familial connections and peer networks significantly enhance bereavement adjustment by promoting resilience.

These findings are important as they highlight how the type of loss can significantly impact resilience levels of individuals after loss. It also demonstrates that social factors, cultural variability and personal characteristics impacts the interplay between social support and resilience to deal with personal loss. Future research can investigate the underlying mechanisms of social support and how integrating loss into one’s life narrative can empower resilience by helping people grow around their grief.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1166

THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, PRIMAL WORLD BELIEFS AND QUALITY OF LIFE – A GENERATIONAL PROFILE

Calin M.*, Avram E.

University of Bucharest, Faculty of Psychology and Educational Sciences ~ Bucharest ~ Romania

Introduction.
In the last decade, quality of life (QoL) has seen constant ups and downs. The World Happiness Report 2025 by Gallup registered a fall in wellbeing in Northern America, Western Europe, Australia, and New Zealand with gradual decline over time, remaining under 50% in 2024.
Based on previously established relationships between primal world beliefs (PWBs) and QoL, the strong positive correlation between spiritual intelligence (SI) and QOL in various populations, and the SI - PWBs' convergence on meaning-making, resilience and well-being, higher levels of SI may promote more positive PWBs, improving perceived QoL.

Purpose.
The study aims to explore how the impact of spiritual intelligence on QoL is mediated by PWBs, respective of participants' generation (GenX, GenY and GenZ).

Methods.
We employed a cross-sectional design using data collected through convenience sampling from the Romanian non-clinical population (N = 840) to analyze a moderated mediation model through Multigroup Structural Equation Modelling with Robust Maximum Likelihood Estimation and WLSMV estimator in R.
Latent constructs were measured with Likert scales: SI (Spiritual Intelligence Self-Report Inventory, α = .89), PWBs (Primals Inventory, α = .95), QoL (Quality of life Inventory, α = .79).
Model fit will be evaluated using RMSEA, CFI and SRMR with bias-corrected bootstrapping confidence intervals to test indirect effects.

Results.
Data analysis is underway and will be finalized by the end of 2025. We expect a positive link between SI and quality of life, with SI enhancing positive PWBs. Since life experiences shape primals, it is expected that one's generation will likely influence how SI, primal world beliefs, and quality of life interact.

Conclusions.
Exploring an integrative model of SI, PWBs and QoL on three generations can aid in developing resource-efficient mental health prevention and treatment tools and programmes aimed at mitigating the risk factors which affect quality of life.

Division 16: Counseling Psychology Division 8: Health Psychology Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 868

ADULT ATTACHMENT, SELF-COMPASSION, EMOTIONAL REGULATION, BURNOUT, AND PSYCHOLOGICAL WELLBEING: COMPARISONS BETWEEN TAIWANESE AND AMERICAN MENTAL HEALTH SERVICE GRADUATE STUDENTS

Wang C.D.*[1], Chao W.[1], Nuth E.[1], Yuanhsien L.[2]

[1]University of North Texas ~ Denton, TX ~ United States of America, [2]Nanhua University ~ Chiayi ~ Taiwan

Graduate students in mental health service training programs are at risk of experiencing burnout (Kaeding et al., 2017). However, limited research has examined how insecure attachment affects burnout of graduate trainees. Guided by adult attachment theory, this study examined a conceptual model depicting the relations among attachment insecurity, selected psychological variables, burnout, and psychological distress. Specifically, this two-tier indirect effect model hypothesized that insecure attachment would be associated with lower self-compassion and more emotion regulation difficulty (the first-tier mediator) which in turn, would result in higher burnout (the 2nd-tier mediator) and eventually greater psychological distress. The final sample included 216 U.S. and 201 Taiwanese mental health graduate trainees. Structural equation modeling (SEM) was used to analyze the data. Findings from the final models best supported by the data revealed that in both cultural groups, attachment anxiety contributed to lower self-compassion which subsequently resulted in greater burnout, but that emotion regulation did not play a mediational role in the models. Results also demonstrated cultural differences in several paths of the proposed model. For the U.S. sample, only higher attachment anxiety indirectly contributed to more psychological distress through low self-compassion, and burnout was best positioned as another psychological distress indicator, instead of being a mediator. However, for the Taiwanese sample, both attachment anxiety and attachment avoidance demonstrated significant indirect effects on higher psychological distress through lower self-compassion and burnout was a 2nd-tire mediator through which attachment anxiety indirectly contributed to higher psychological distress. These findings advance our understanding of the role of adult attachment insecurity in the development of burnout and psychological distress for graduate trainees in mental health fields, as well as the possible cultural differences in the observed variables and their relations. Counseling implications, limitations, and future research directions will be discussed.

16 - Division 16: Counseling Psychology

Counseling Psychology, Well-being and Mental Health 2

Friday 24 July 2026 from 08:45 to 10:15

(J-Spadolini)

Division 3: Psychology and Societal Development Division 5: Education and School Psychology SDG 3: Good Health and Well-being

Abstract 1597

CONSISTENCY AND DISCREPANCY IN SUPPORT FROM PARENTS, PEERS, AND TEACHERS ON ADOLESCENT WELL-BEING: LONGITUDINAL MEDIATION BY SELF-ESTEEM AND RESILIENCE

Bian H.*[1], Pu Q.[1], He Y.[1], Luo R.[2], Chen F.[1]

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According to social support theory, social relationships play a crucial role in individual well-being. Adolescent well-being further prompts their mental health, social functioning, and academic success. Yet it remains unclear whether support from different sources (e.g., parents, peers, teachers) exerts consistent or divergent effects on adolescent well-being. Moreover, the potential mechanisms (e.g., self-esteem, resilience), and whether these processes are consistent or different across various support sources, require further investigation. Longitudinal evidence on these associations also remains limited. To address these gaps, this study employed a four-wave longitudinal design with six-month intervals, following 2,230 adolescents (Age=14.31±1.51, 50.4% boys) to examine the effects of parental, peer, and teacher support on well-being, and the mediating roles of self-esteem and resilience.

Mediation analyses revealed distinct patterns. (1) For parental support, no direct effect on T4 well-being was observed; instead, indirect effects emerged through T2 self-esteem or T3 resilience, and the sequential pathway from T2 self-esteem to T3 resilience. (2) Similarly, peer support showed no direct effect but predicted T4 well-being indirectly through T2 self-esteem and the sequential pathway through T2 self-esteem and T3 resilience, whereas no mediation through T3 resilience alone was found. (3) In contrast, teacher support exerted a significant direct effect on T4 well-being, but neither T2 self-esteem nor T3 resilience, individually or sequentially, mediated this association.

These findings suggest that adolescent well-being develops through both direct and indirect pathways, highlighting the distinct contributions of different support sources. Specifically, parents and peers enhance well-being primarily by fostering internal psychological resources (i.e. self-esteem and resilience), whereas teachers exert influence mainly through immediate external support, such as timely positive feedback. Overall, the results clarify how adolescents draw on diverse social resources to build psychological strengths and achieve positive outcomes, offering practical guidance for designing interventions that optimize adolescent well-being.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1871

INVESTIGATING THE RELATIONSHIP BETWEEN CHILDHOOD PHYSICAL ABUSE AND BORDERLINE PERSONALITY DISORDER: ROLE OF PERSONALITY FUNCTIONING

Isik E.*

Ankara Haci Bayram Veli University ~ Ankara ~ Turkey

This study investigated the role of level of personality functioning in the relationship between childhood physical abuse (CPA) and traits associated with borderline personality disorder (BPD). While previous research has consistently found a strong connection between CPA and BPD symptoms, the specific psychological processes underlying this relationship are still not fully understood. To investigate this, 654 participants completed three measures: the Childhood Trauma Questionnaire (CTQ), the Level of Personality Functioning Scale – Self-Report (LPFS-SR), and the BPD subscale of the Coolidge Axis II Inventory Plus (CATI+). A simple mediation analysis was conducted to test the role of personality functioning in relationship between CPA and the development of BPD traits. The analysis revealed a significant total effect of CPA on BPD traits ($b = 0.371$, $p < .001$). When personality functioning was added to the model as a mediator, CPA significantly predicted personality difficulties ($a = 41.024$, $p < .001$), and in turn, personality difficulties significantly predicted BPD traits ($b = 0.006$, $p < .001$). Although the direct effect of CPA on BPD traits remained significant, it was notably reduced ($c' = 0.107$, $p = .020$). A bootstrap analysis confirmed a significant indirect effect through personality functioning ($b = 0.264$, 95% CI [0.191, 0.348]). These findings suggest that the pathway from early physical abuse to BPD traits is largely driven by its impact on fundamental aspects of personality. In other words, CPA may not directly cause specific BPD symptoms, but instead fosters broader personality vulnerabilities that predispose an individual to developing BPD traits. These results highlights the importance of addressing core personality functioning in both prevention and treatment efforts for individuals with histories of physical abuse. Effective interventions must address the core disruptions in personality organization, rather than restricting its focus solely to trauma processing or the symptomatic presentation of BPD.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1300

GRATITUDE PRACTICE AS A SOLUTION FOR CONTINGENT SELF-WORTH IN ADOLESCENTS: A TEN-WEEK INTERVENTION STUDY

Boby Ho--Hong C.*

University of Macau ~ Macau ~ Macao

Increasing evidence suggests that contingent self-worth poses a significant risk to adolescents' psychological health, yet few intervention studies have explored ways to mitigate its negative effects. While correlational studies indicate that gratitude may counteract contingent self-worth, experimental research is necessary to establish causality. This study aimed to determine the impact of a 10-week gratitude intervention on reducing contingent self-worth and improving psychological health among 198 adolescents, with both immediate and three-month delayed post-test assessments. Participants were randomly assigned to one of four groups: (a) gratitude, (b) positive events, (c) hassles, and (d) business-as-usual. Results revealed that the gratitude group reported lower levels of academic and appearance contingent self-worth, alongside improvements in emotional instability, psychological flexibility, and symptoms of depression and anxiety, compared to the other groups in immediate post-tests. Although life satisfaction did not significantly differ among groups at the immediate post-test, the gratitude group exhibited higher life satisfaction and lower depression and anxiety levels at the delayed post-test. This study contributes to the literature by providing evidence for the causal relation between gratitude and reduced contingent self-worth with practical implications for interventions.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1068

DREAM PATTERN IN PATIENTS WITH ACUTE MYOCARDIAL INFARCTION: RETROSPECTIVE OBSERVATION FROM THE STEP IN AMI TRIAL

De Angelis R.*[1], Palumbo G.[1], Roncella A.[1], Pasceri V.[2], Pristipino C.[2], Pelliccia F.[4], Allan R.[3], Speciale G.[2]

[1]International Ontopsychology Association ~ Rome ~ Italy, [2]San Filippo Neri hospital ~ Rome ~ Italy, [3]New York-Presbyterian Hospital ~ New York ~ United States of America, [4]Sapienza University of Rome ~ Rome ~ Italy

Background: Sleep influences biological functions and has been linked to cardiac and other major cardiovascular events. Dreams represent an important element of sleep phases. Historically, the clinical significance of dreams has been examined in psychoanalysis, analytical psychology, gestalt therapy, and more recently by other psychotherapy approaches. However, studies on dream organization and structure before and after acute myocardial infarction (AMI) are lacking.

Aim: To investigate dreams before and after AMI using a novel approach by the ontopshychological school.

Methods: We retrospectively examined dream patterns before and after AMI within STEP-IN AMI (Short TErm Psychotherapy IN Acute Myocardial Infarction) trial and assessed whether these patterns changed during a
short-term psychotherapy (STP). We categorized dream symbols as positive or negative according to the ontopsychological dream handbook (Meneghetti 2012).

Results: 47 patients (age 31–70 years; mean 54.89) were analyzed. Dream recall increased from 25/47 (53%) at baseline to 43/47 (91%) during psychotherapy ($p < 0.0001$). Recurrent distressing dreams — characterized by anguish or despair, a sense of being unable to complete an action, or grief over one's mother's early death—were reported by 16/47 subjects (34%) in the year preceding AMI. By the third psychotherapeutic session, no subjects reported recurrent dreams ($p < 0.001$). In the year before AMI, among 25 reported oneiric symbols, 12 referred to acquaintances who had died of cardiac disease and 9 referred to accidents, danger, nightmares, or other distressing themes. Overall, 21/25 dream symbols (84%) suggested a threat to life. Incidence of "negative" symbols declined during psychotherapy from 84% pre-therapy to 32% during the first three sessions and to 9% in the final phase ($p < 0.0001$).

Conclusions: Cessation of recurrent distressing dreams, and marked reduction in negative symbols during psychotherapy suggest that STP acts as a positive stimulus for inner change. Study results and the symbol content analysis method will be discussed.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 10: Psychology, Law, and Ethics SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 676

A HARM MINIMIZATION APPROACH TO CLIENTS USE OF PLANT MEDICINES AND PSYCHEDELICS

Harness J.*

University of Southern Queensland ~ Ipswich ~ Australia

The recent resurgence of interest in psychedelic-assisted therapy (PAT) combining the mind-expanding benefits of psychedelic substances with the guidance of a trained therapist culminated in July 2023 when Australia became the first country in the world to approve the use of psylocibin for treatment resistant depression (TRD) and 3,4-Methylene dioxymethamphetamine (MDMA) for post-traumatic stress disorder (PTSD). Media attention has seen a surge in public interest; however, people are met with few options due to a dearth of trained professionals. As such, illegally sourced psychedelic use with unlicensed practitioners, facilitators and shamans currently forms the largest sector of the Australian psychedelic landscape. Therefore, from a harm minimisation perspective, it is vital psychologists understand the psychedelic space and be ready and able to support clients. The aim of the presentation is to develop awareness of the use of psychedelics in the community and to provide education about how clients may present. It will focus on building psychologists confidence and knowledge from a harm minimization perspective. There will be particular emphasis on trauma sensitivity and cultural safety as well as working with challenging “bad trip” experiences. topics include:

- Ethics, regulations and the legal landscape
- Client safety and raising awareness of contraindications to PAT
- Socio-cultural implications of PAT
- Trauma informed practice
- The spiritual nature of psychedelic use
- Therapeutic techniques to help stabilise clients

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1834

SYSTEMIC MODELS OF PERSON-CENTERED PROGRAM THERAPY FOR TRAUMA AND RESILIENCE

Mehrabyan M.*, Grigoryan L.

Psychological center "Zhesture" ~ Yerevan ~ Armenia

Introduction: Trauma-informed therapeutic interventions require comprehensive approaches that prioritize individual client experiences while fostering resilience development. Person-centered program therapy emphasizes the unique needs, strengths, and healing pathways of trauma survivors, integrating systemic frameworks to address complex psychological and social factors that influence recovery outcomes.

Purpose: This study aims to develop and evaluate systemic models of person-centered program therapy specifically designed for trauma treatment and resilience building, establishing evidence-based protocols that enhance therapeutic effectiveness and promote sustainable recovery across diverse populations.

Method: A comprehensive analysis of person-centered therapeutic approaches was conducted through systematic review of treatment modalities, evaluation of client-centered interventions, and assessment of resilience-building strategies. The research incorporated trauma-informed care principles, individualized treatment planning, strength-based assessments, and holistic healing approaches. Data collection involved longitudinal outcome studies, client feedback analysis, and collaboration with mental health professionals, trauma survivors, and community support organizations.

Results: The systemic models demonstrated significant improvements in trauma symptom reduction, resilience capacity enhancement, and overall therapeutic engagement. Implementation showed increased client satisfaction, reduced dropout rates, and sustained recovery outcomes. The models successfully integrated cultural sensitivity, personalized treatment pathways, and community-based support systems while addressing complex trauma presentations and co-occurring conditions.

Conclusions: Systemic person-centered program therapy provides an effective framework for trauma treatment and resilience development, emphasizing individual agency and holistic healing approaches. This model enhances therapeutic relationships, promotes sustainable recovery, and strengthens the integration of trauma-informed care principles in clinical practice settings.

16 - Division 16: Counseling Psychology

ADVANCES IN CAREER PSYCHOLOGY TO PROMOTE SUSTAINABLE DEVELOPMENT AND SUSTAINABILITY

Friday 24 July 2026 from 09:30 to 11:00

(Q-Arsenale)

Paul Hartung (Northeast Ohio Medical University ~ Root), Chair

Career psychology retains a rich tradition of science and practice concerned with promoting work and well-being in human life. Long focused on work at the individual level, career psychology now broadens its scope to more intentionally emphasize macrolevel factors (e.g., economic conditions, social policies, technological advances, and global challenges) affecting human life-careers. In so doing, distinct lines of work in the careers field attend increasingly to promoting sustainable development programs and proccesses and assisting individuals to achieve career sustainability.

The contemporary integration of sustainable development for sustainability within career psychology: (a) reflects contemporary shifts toward sustainable career models and trajectories; (b) supports emerging theoretical and practical initiatives that emphasize decency, fairness, and ethical practices; and (c) aligns the field with current conceptual and empirical developments across vocational, organizational, and management psychology that seek to advance sustainable careers, work, and workplaces.

Positioning sustainable careers within the field not only affirms its longstanding focus on individual career development and vocational behavior but also extends its reach to broader socioecological systems. This expanded scope offers a framework for career science and intervention that contributes to human health and well-being, social and economic equality, access to quality education, the development of sustainable communities, and the promotion of decent work for all.

This symposium will consider sustainable development and sustainability in career psychology from a variety of perspectives. Presenters will highlight recent initiatives aimed at advancing sustainable development and career sustainability, examine key conceptual frameworks and practical strategies, and identify ongoing challenges and future directions for research, policy, and practice in this evolving domain.

Abstract 4172

MULTICULTURAL CHALLENGES IN CAREER COUNSELING

Cardoso P.*

University of Évora – Department of Psychology ~ Evora ~ Portugal

Multicultural contexts require career counseling practices that are sensitive to clients' racial and ethnic uniqueness to foster their social inclusion and sustainable career development. In this study, the concept of multicultural career counseling is defined as intervention with clients belonging to racial and/or ethnic minorities. However, it is acknowledged that the effects of race and ethnicity intersect with other identity dimensions such as gender, religion, sexual orientation, and physical or intellectual disabilities. This study aims to analyze the challenges faced by psychologists in multicultural career counseling. The identified multicultural challenges are situated within the counseling process to bridge research and practice.

Eighteen psychologists participated in the study, of whom 12 (66.6%) were women. Ages ranged from 26 to 62 years (M = 46.79; SD = 12.73), and professional experience ranged from 2 to 38 years (M = 12.32; SD = 3.48). Semi-structured interviews explored career counseling experiences in which counselors' practice was challenged by clients' cultural backgrounds. The responses were analyzed using thematic analysis.

Multicultural challenges were identified as arising from three main sources: counselor-related factors (e.g., age and knowledge of clients' cultural backgrounds), client-related factors (e.g., socioeconomic status, language, cultural values, and level of acculturation), and contextual factors (e.g., family influence, experiences of discrimination, the educational system, and limited resources). The counseling process itself also contributes to cultural challenges, including the helping relationship - encompassing confidentiality, emotion regulation, acceptance, relational power, and eye contact—and counseling tasks, such as assessing clients' interests and determining whether or not to intervene in emotional issues.

The results highlight the need for career counseling to recognize the complexity of cultural experiences among diverse racial and ethnic groups, to foster inclusive practices that contribute to the social inclusion and sustainable career development of these populations.

Abstract 4173

FOSTERING CRITICAL CONSCIOUSNESS FOR SUSTAINABLE AND MEANINGFUL CAREERS: INTEGRATING ASSESSMENT AND INTERVENTION IN ADOLESCENTS

Santilli S.*

University of Padova ~ Padova ~ Italy

Theories, such as Work as Calling Theory and Psychology of Working Theory, have highlighted that meaningful and sustainable careers require both individual resources and contextual supports. In line with these perspectives, critical consciousness (CC)—the ability to recognize systemic inequalities, reflect on their implications, and engage in transformative action—emerges as a key developmental capacity for fostering purpose, inclusion, and sustainability in career design. This presentation will (a) present the development and validation of a multidimensional instrument for assessing CC in adolescents, and (b) evaluate the impact of a Life Design-based career intervention targeting sustainability, decent work, and social justice.

Study 1 involved development of the Critical Consciousness for Career, Inclusion, and Sustainability Questionnaire (CCC-IS), administered to 1,200 Italian high school students. Exploratory and confirmatory factor analyses tested multiple structural models, with additional analyses of reliability, test–retest stability, and discriminant validity. Study 2 employed a quasi-experimental design with 266 high school students, comparing an experimental group participating in the “Knowing the Present to Imagine a Sustainable and Inclusive Future” intervention with a control group. Pre–post measures assessed career adaptability, critical awareness, and ideas about decent work, with follow-up testing after six months.

Study 1 supported a robust bifactor structure of the CCC-IS, confirming both a general CC factor and specific subdimensions (knowledge, awareness, values, emotional engagement, action tendencies). Study 2 showed intervention participants improved significantly in career adaptability, critical awareness, and sustainable conceptions of decent work, with gains partially sustained at follow-up.

Together, these findings suggest fostering CC—through validated assessment tools and Life Design-based interventions—can bridge the constructs of meaning, calling, and sustainability. In line with theory, CC may represent a crucial mechanism enabling youth not only to pursue meaningful and sustainable careers but also to act as agents of social and ecological change.

Abstract 4176

CAREER CHANGE FOLLOWING JOB LOSS: A THREAT TO SUSTAINABLE CAREERS?

Masdonati J.*

University of Lausanne ~ Lausanne ~ Switzerland

Having to change careers after losing a job can disrupt individuals' paths and aspirations, thus posing a threat to their ability to build sustainable careers. However, little is known about how these individuals navigate the career change and what enables or prevents them from regaining agency over their careers. Drawing on Zimmermann's (2024) agentic model of capabilities to aspire, we conducted qualitative longitudinal research to explore how workers who lost their jobs and had to change careers develop and pursue new aspirations. We carried out abductive temporal thematic analysis on four waves of semi-structured interviews, over four years, with six individuals who were changing careers following redundancy. We examined the participants' trajectories and the conversion factors that facilitate or hinder the realization of their career aspirations. Results show that several intricately linked conversion processes shaped the unfolding of the participants' aspirations. The case of Marie, a bookseller forced to change careers after losing her job in a saturated sector, is emblematic of these evolving dynamics. Four main processes characterized Marie's journey after her redundancy: desynchronization (having to postpone the realization of her life aspirations), fluctuation (coping with an unstable balance between relational support, material constraints, and identity transformation), polarization (positive conversion factors consolidating over time, but negative conversion factors becoming diffuse and unpredictable), and pervasiveness (feelings of uncertainty, marginalization, and stagnation spreading throughout her life). Overall, this study provides a balanced perspective on how agency and structure interact to shape career trajectories, thereby advancing the conceptualization of sustainable careers. In particular, we propose viewing sustainable career transitions as those that increase or preserve individuals' sense of control over their careers while nurturing their capability to aspire—i.e., their freedom and power to design desirable future goals.

16 - Division 16: Counseling Psychology

Counseling Psychology, Well-being and Mental Health 3

Friday 24 July 2026 from 10:15 to 11:45

(J-Spadolini)

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 1009

AN INVESTIGATION OF UNIVERSITY STUDENTS' ONLINE GAMBLING HABITS

Ergun--Basak B.*, Sahin E.E.

Anadolu University ~ Eskisehir ~ Turkey

Today's university students, often referred to as 'digital natives,' represent the first generation to grow up fully immersed in the digital age and demonstrate a high level of familiarity with online platforms. Driven by expectations of instant rewards, the appeal of anonymity, and entertainment value, they tend to show greater interest in online gambling applications and gambling-related content on social media compared to other age groups. This study aims to investigate the prevalence of online gambling addiction among university students and to explore the relationship between online gambling behavior, narcissism, and difficulties in emotion regulation. Ethical approval and research permission for this study have been obtained from a state university (Protocol number: 875994). To this end, answers will be sought to the following research questions:

1. Which online gambling games do university students play?
2. Through which digital platforms do university students participate in online gambling games?
3. How frequently do university students play online gambling games?
4. Does the level of online gambling among university students differ according to gender?
5. Does the level of online gambling among university students differ according to perceived socioeconomic status?
6. What are the relationships between narcissism, difficulty in regulating emotions, and online gambling?

Method: The study will utilize a correlational survey model to examine the relationships between the variables of narcissism, difficulty regulating emotions, and online gambling habits. T-tests and ANOVA tests will be used to determine whether participants' levels of online gambling habits differ according to demographic variables. The mediating relationship between narcissism, emotion regulation difficulties, and online gambling habits will be tested using a structural equation model.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 477

THIRD PARTY EVALUATIONS OF FORGIVENESS MOTIVATIONS: WHICH MOTIVATIONS ARE PERCEIVED MORE APPROPRIATE?

Kim J.*, Garzini K., Gray E., Morgan L., Ramsey H.

Liberty University ~ Lynchburg ~ United States of America

New Abstract
Whether to forgive or not is the choice to be made by the ones who suffered injustice by another with varying motivations for forgiving or not forgiving. However, third parties might have an impact on whether or not those who were hurt by others may consider forgiveness as a viable option as a way to address what they suffered. Some motivations might be evaluated as more appropriate than others, which may interact with various contextual and individual factors. In particular, previous literature found inner peace and maintaining relationships as the two main motivations for forgiveness. To examine how forgiveness motivations are evaluated by third party observers, in Study 1, we conducted a 2 X 2 X 2 factorial study with college students in the United States (N = 386) while utilizing vignettes in which the follow factors were manipulated: motivation (inner peace versus relationship maintenance), severity of offence (less versus more), and gender of the one who offered forgiveness in each vignette (male versus female). Then, in Study 2, we conducted the same study with a social media sample with more diverse demographic characteristics (N = 143) to replicate findings for greater generalizability. For both samples, inner peace as the motivation for offering forgiveness was evaluated as more appropriate. Also, it was found from both samples that female forgivers' forgiveness for maintaining relationships was seen as less appropriate compared to that of male forgivers. Between the two samples, there also was a divergent finding in relation to the gender of the participants who evaluated forgiveness motivations presented through the vignettes. Findings were discussed in light of the demographic characteristics of the United States samples who were predominantly female Christians, and implications for clinical practice and future research were provided.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 1941

PAINTING THE PSYCHE: A CASE STUDY IN ART-BASED PTSD RECOVERY VIEWED THROUGH JUNG, CAMPBELL, AND ZIMMER

Rockers D.*

Independent Practice ~ Sacramento ~ United States of America

This presentation explores a case study of an intensive care nurse who developed post-traumatic stress disorder (PTSD) and turned to art as a central component of recovery. The study highlights how art became not only a means of expression but also a vehicle for transformation, moving from rigid, perfectionistic painting toward freer, more spontaneous expression. This artistic evolution mirrored his psychological healing: releasing constraint, accessing the unconscious, and engaging in catharsis.

The case is examined through three distinct yet complementary lenses: Carl Jung's depth psychology and the process of individuation, Joseph Campbell's Hero's Journey as a narrative of transformation, and Heinrich Zimmer's symbolic cosmology with its emphasis on polarity and enantiodromia. Each framework offers unique insights: Jung illuminates the integration of shadow material through symbolic expression; Campbell situates the journey within a larger mythic arc of descent, struggle, and return; and Zimmer highlights the cosmological dance of opposites (enantiodromia), illustrated by the Hindu god of Shiva Nataraja, in which destruction and creation coexist as forces of renewal.

Taken together, these lenses demonstrate how applied psychology can expand beyond simple symptom reduction to include transformation. The case illustrates how integrating art therapy with archetypal and mythological perspectives provides patients with new ways of making meaning, accessing resilience, and rebalancing psychic polarities.

By situating clinical practice within broader symbolic frameworks, this case study exemplifies a "new direction" in applied psychology—one that bridges creativity, culture, and clinical care. Attendees will gain insight into how symbolic lenses can enrich trauma treatment and how art can be harnessed as a transformative tool for psychological recovery.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 940

DECOLONIZING MENTAL HEALTH: RETHINKING THERAPEUTIC PRACTICES FOR SOUTH ASIAN MIGRANT WORKERS IN THE GULF

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[1]Saaya Health ~ Manama ~ Bahrain, [2]Royal University for Women ~ Manama ~ Bahrain

Migrant workers form the backbone of the Gulf Cooperation Council (GCC) economies, yet remain among the most underserved populations in terms of mental health support. Blue- and white-collar workers, particularly from South and Southeast Asia, face isolation, long working hours, poverty, and separation from families, while living in remote labor camps. Saaya Health has been addressing these challenges since 2022 through its Employee Assistance Program (EAP), offering multilingual counseling, workplace stress assessments, awareness initiatives, onsite counseling, and a 24/7 hotline across the GCC, Iraq, and Egypt.

Our field data from 2022–2025, collected through surveys, interviews, ethnographic engagement, and counseling transcripts, reveal that Western therapy models often do not resonate with this population. Designed primarily for middle-class contexts in Europe and North America, these models can pathologize culturally rooted experiences such as belief in Jinns, visions, or spiritual forces, which for migrant workers are normalized aspects of life. By contrast, our culturally adapted approach—grounded in community engagement and socio-discursive methods—treats these beliefs with respect, fostering trust and open dialogue.

Findings indicate that workers prefer group-based and community-oriented interventions, as well as approaches that integrate spiritual and cultural practices. Rather than focusing only on symptoms like anxiety or depression, our interventions situate distress within broader economic and social realities. This model, combining technology-enabled services with decolonized, culturally rooted practices, has proven more effective than applying standard models such as CBT without adaptation.

This presentation highlights how culturally tailored and community-based strategies can address systemic gaps in migrant mental health care in the Gulf, offering lessons that challenge conventional global mental health frameworks while promoting more inclusive and effective practices. It also offers a roadmap for how both the Gulf and the West can learn from each other in designing responsive and inclusive mental health systems for marginalized labor populations.

16 - Division 16: Counseling Psychology

DECOLONIZING WELL-BEING FROM EXAMINATION OF SOCIOCULTURAL FACTORS: AFRICAN AND ASIAN PERSPECTIVES

Friday 24 July 2026 from 11:00 to 12:30

(Q-Arsenale)

Hanako Suzuki (Ritsumeikan University ~ Osaka ~ Japan), Chair
Yiheng Zhou (University of Iowa ~ Iowa ~ United State), Discussant

The purpose of this symposium is to bring in the perspectives that affect the conceptualization of well-being among individuals, groups, and communities in Africa and Asia, to examine different variables that may relate to the definitions and constructs of well-being, and to propose culturally attuned and ethically sound use of psychological theory, research, and/or practice.

Well-being has been defined as “a positive state experienced by individuals and societies... a resource for daily life and is determined by social, economic and environmental conditions" (WHO, 2021). Attempts to define constructs of well-being has been made in Western countries and those constructs have been widely used in psychological research in non-Western countries; however, whether the Western constructs fully apply and are appropriate to non-Western contexts are not yet clear. The constructs of well-being in Western societies includes individualistically focused self and achievement, such as autonomy, environmental mastery, achievement, and positive emotion (e.g. Ryff, 1989; Seligman, 2011), whereas research in non-Western countries shows that factors related to interpersonal relationships and environments are integral part of individual and community well-being, such as connections to nature and ancestors as well as traditional rituals (e.g. Asatsa et al., 2025; McLachlan et al., 2021).

In this symposium, the presenters will talk about various social, cultural, economic, historical factors to be considered when talking about well-being in Kenya, Malaysia, South Africa, and South Korea. The discussant will tie the presentations with the framework on ‘ethical practice in the majority world (Zhou, 2025)’ to provide critical lens on examining the use of Western-constructed psychological concepts in non-Western parts of the world.

Abstract 3431

WELLBEING IN MALAYSIA: EXPLORING INDIGENOUS AND CULTURALLY-INFUSED CONCEPTS

Ng A.L.O.*

Sunway University ~ Kuala Lumpur ~ Malaysia

Much of contemporary concepts of subjective wellbeing psychology are developed in WEIRD nations. As such, modern measurements of wellbeing may ignore culturally significant aspects of personal values that may also be closely influenced by non-WEIRD nation cultural practices in the community within which the individual lives. This presentation discusses common themes pertaining to cultural practices that are purported to enhance well-being in Malaysia as an attempt to highlight the importance of diversity in cultural narratives towards the understanding subjective wellbeing in a multicultural society such as the Malaysian population. This presentation will provide some nuances of the complexities of Malaysian inter-ethnic relations and multidimensional factors that affect wellbeing that could be seen as unique to the Malaysian population. Points will be drawn from existing literature and the author's personal experiences as a person of ethnic minority.

Abstract 3432

WELLBEING: A SOUTH AFRICAN PERSPECTIVE

Marsay G.*

University of the Free State ~ Bloemfontein ~ South Africa

South Africa is home to young people, many of whom face significant hardship. The nation's complex socio-historical context, coupled with ongoing structural challenges such as unemployment, educational disparities, gender inequality, poverty, and limited access to basic infrastructure, has profoundly impacted the lives and wellbeing of its youth. These adversities not only shape their day-to-day experiences but also influence their outlook on the future and their ability to thrive within their communities. Despite democratic reforms, South Africa struggles with three major challenges: poverty, inequality and unemployment relating to SDG's goals: 1 no poverty; 8 decent work and economic growth; 10 reduced inequalities.

A growing body of indigenous knowledge highlights the role of the African philosophy of Ubuntu—the collective ethos that emphasizes relational well-being as fundamental to human flourishing. The core values of Ubuntu (humanness, caring, sharing, respect and compassion) reflect the collectivist approach to life, engendering wellbeing in each person as members of community. Furthermore, global research emphasizes the role of Hope and Social Emotional Learning skills as fundamental for developing future readiness and wellbeing for youth.

This presentation reviews qualitative studies on multicultural wellbeing among South Africans in educational settings, highlighting key factors identified by youth and adults who work with youth. Three key factors which emerged from several studies are: interpersonal relationships, self-awareness and social awareness. Enhancing wellbeing in South African youth requires holistic multidimensional strategies which are contextually relevant, including psychosocial support structures based on culturally informed conceptions of wellbeing.

Abstract 3433

EXPLORING KOREAN INDIGENOUS WELL-BEING: COMMUNITY, TRADITION, AND RELATIONAL PERSPECTIVES

Lee H.*, Gwak Y.

Konkok University ~ Seoul ~ Korea, Republic of

Well-being in Western research is often conceptualized as an individual-centered construct, emphasizing personal happiness, life satisfaction, and subjective health. While these dimensions are widely studied, they may not fully capture the lived experiences and cultural values that shape well-being in non-Western contexts. In Korea, indigenous well-being concepts have evolved, rooted in traditional philosophy, social norms, and relational frameworks.

A central concept is Yangseng, meaning “nurturing life.” Yangseng emphasizes holistic balance among body, mind, and nature, guiding seasonal lifestyle practices, dietary moderation, physical exercise, and emotional regulation. Unlike Western models that focus primarily on preventive health or psychological interventions, Yangseng integrates physical and mental cultivation with harmony in one’s environment, offering a lifelong framework for flourishing.

Relational and community-oriented values are equally important. Jeong reflects deep emotional bonds and mutual care, while Hyo highlights intergenerational responsibility. These social ties enhance life satisfaction and resilience, underscoring the collectivist dimension of Korean well-being. Additionally, culturally specific mechanisms such as Han (collective sorrow) and Han-puri (its ritualized expression) illustrate how collective emotional processing fosters psychological relief.

Traditional cooperative practices like Dure or Pumsawi, where communities collaborate for mutual support, further demonstrate the role of social networks in well-being. Contemporary applications of these concepts appear in wellness programs, community interventions, and end-of-life care (well-dying), extending well-being beyond individual-centered models to social, cultural, and ecological domains.

This presentation will examine these Korean indigenous well-being constructs, compare them with Western paradigms, and discuss their implications for cross-cultural research, intervention design, and global well-being discourse. Highlighting these culturally grounded perspectives can enrich the understanding of well-being worldwide and emphasize the importance of integrating cultural specificity into psychological practice and research.

16 - Division 16: Counseling Psychology

Career Interventions

Friday 24 July 2026 from 11:45 to 13:15

(J-Spadolini)

Division 16: Counseling Psychology Division 11: Political Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities SDG 1: No Poverty

Abstract 652

"THEY TAUGHT ME TO SURVIVE, NOT TO PLAN": CHALLENGES FOR CAREER COUNSELLING WITH INFORMAL WORKERS (INVITED KEYNOTE SPEAKER DIVISION 16)

Ribeiro M.A.*

University of São Paulo ~ São Paulo ~ Brazil

Career counselling has traditionally catered to people with socio-cultural and economic advantages and rights. It has proven insufficient for the most vulnerable and disenfranchised populations. We assume career counselling is both personal and political, conceiving it as a practice of advocacy and social protection. Therefore, we state that it needs to expand and diversify its target audiences and strategies. In this sense, informal workers form an invisible but numerous group in the working world. Informal work refers to working without social protection and in potentially vulnerable situations. However, it is not necessarily synonymous with precarious working. Nor is it the opposite of formal working. We propose a continuum that ranges from extreme vulnerability and precariousness to extreme protection, with intermediate levels giving rise to varying degrees of formality and informality. We observe that informality is a structural and constitutional issue in the workplace, especially in the global South. It is not a temporary dysfunction. Therefore, we favour seeking to create dignity and social protection in informal work, rather than proposing the elimination of informality to produce dignified work. To support people in this sector, we should help them build decent and dignified career paths within the informality. We argue that specific, contextualised career counselling is both possible and necessary for informal workers. Interventions should challenge systemic assumptions, reduce individual blame, recognise oppression, and foster critical awareness and action. By strengthening agency, encouraging support networks, and addressing survival needs, we guide clients toward self-determination and access to rights. To conclude, assisting informal workers means giving visibility to the invisible ones, making a paradigm shift to change career counselling strategies towards a more diverse and socially fair practice: from regulation through adaptation to emancipation through transformation, including advocacy and dignity in its role.

Division 16: Counseling Psychology Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 10: Reduced Inequalities

Abstract 965

WORKING WITH CLIENTS FACING PRECARITY: A PARTICIPATORY ACTION RESEARCH AMONG CAREER COUNSELLORS IN SWITZERLAND

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Contemporary trends such as globalization and social protection erosion have intensified the prevalence of precarity, defined as a state of insecurity and lack of power resulting from intersecting challenges such as financial insecurity and social inequality (Blustein et al., 2024). Providing career counseling services that foster dignified work for clients in precarious situations is demanding because they face an accumulation of adverse psychosocial circumstances, such as caregiving responsibilities, restricted access to education, and precarious work (Choonara et al., 2022). Despite growing academic interest in precarious work, research remains limited regarding the experiences and challenges faced by career counselors when working with clients facing precarity. This gap is critical because social justice-oriented practices represent a crucial support for precarity-prone clients, by helping to mitigate inequalities and promote equitable career development (Hooley et al., 2019). To address this gap, a participatory research project was undertaken, guided by two research questions: (a) how do career counsellors perceive precarity, and (b) which challenges do they face in working with clients facing precarity? Data consists of focus groups conducted over four months with three practitioners who then led a focus groups with four counselors from other institutions to enhance the robustness of the analysis through data triangulation. Preliminary findings suggest that counselors perceive precarity as related to clients' lack of opportunities to either find a job or change occupations due to economic or social vulnerabilities, with psychological effects, which engender greater challenges to practitioners. Counsellors also report the need for more sessions with each client and for interdisciplinary collaboration while navigating structural, institutional, and psychological barriers. The present study contributes to scholarship in applied psychology by exploring the demanding nature of career counseling in precarious contexts through participatory research, thereby fostering critical action among counsellors and institutions to promote well-being and social sustainability.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1386

PREPARATORY YEAR PROGRAM FOR REFUGEES ENTERING VOCATIONAL EDUCATION AND TRAINING IN SWITZERLAND: A LOOK AT PERCEIVED WORKPLACE CHARACTERISTICS

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Introduction: According to the State Secretariat for Migration, 131,605 people in Switzerland are currently in the asylum process. In this context, professional and social integration stands as a major challenge for both newcomers and the resettlement country. Vocational education and training (VET) offers a viable spathway for sustainable labor market integration. However, refugees often face significant barriers to accessing and completing VET programs. To address this issue, the Swiss Federal Council launched the pre-apprenticeship for integration program (PAI) in 2018 to support and prepare refugees for entry into VET.
Purpose: In this study, we aimed to explore workplace characteristics during the PAI by investigating trainers' and PAI trainees' perceptions of affordances–that is, the social and structural resources provided in the workplace–and PAI trainees' commitment, referring to their individual prerequisites for utilizing these affordances.
Method: We conducted a qualitative study, interviewing three former PAI trainees with refugee backgrounds and their in-company trainers in the fields of plumbing, commerce, and horticulture. A hybrid approach combining deductive and inductive analyses was used to perform a thematic analysis.
Results: The findings indicate that the learning environments provided strong support to PAI trainees, reflecting the trainers' active involvement in promoting their integration within both the team and the organization. For their part, PAI trainees reported a high level of commitment, demonstrating motivation, interest, and initiative. However, external factors–such as family or administrative issues related to temporary residence permits–emerged as barriers that hindered their ability to fully concentrate on their training.
Conclusion: Our study emphasizes that the PAI program fosters refugees' learning journeys and support their integration into the Swiss VET system. However, it also highlights the pivotal role–and power–of trainers, as well as the contextual factors that can hinder their journeys.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1820

CAREER DEVELOPMENT AS A GATEWAY: EXPLORING SYSTEMIC INFLUENCES IN COUNSELING WITH ADULTS IN VULNERABLE CONDITIONS

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Counseling in contexts of complex life stories—such as recovery from substance use disorders (SUD) and experiences of migration—requires approaches that move beyond individual traits to encompass the systemic influences shaping people's lives. Narrative tools grounded in the Systems Theory Framework provide a reflective process that reveals the interplay of personal, relational, and contextual factors. This approach also opens the way to integrative perspectives that, while starting from a specific need, extend to broader life domains. This contribution draws on two studies that applied the My System of Career Influences (MSCI) to adults in residential rehabilitation for SUD and to adults with migration histories. Despite differences in vulnerability, both groups revealed recurring systemic themes as well as the unique significance of specific influences. Common themes included the central role of family, the importance of interpersonal relationships, the impact of social and environmental conditions, reflections on identity and values, and aspirations for the future. In both contexts, participants engaged in meaning- making and self-reflection that heightened awareness of overlooked influences, strengthened agency, and fostered constructive change. At the same time, context-specific themes emerged: health, stigma, and identity reconstruction were particularly salient among adults in recovery, while cultural background, mobility, and recognition from external authorities (e.g., managers, leaders) played a central role among migrants. Taken together, these findings highlight the potential of an integrative narrative approach to counseling. Moreover, by adopting a systemic lens, both intraindividual dimensions (identity, values, agency) and contextual dimensions (family, networks, structural barriers) can be addressed, providing practical guidance for holistic, inclusive, and effective counselling interventions with individuals experiencing complex transitions.

Division 16: Counseling Psychology Division 17: Professional Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 953

A NOVEL PROCEDURE TO SUPPORT MEANING-MAKING AT WORK: COMBINING WORK AND LIFE DESIGN RESEARCH WITH AI-ENHANCED NARRATIVE METHODS

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[1]Zurich University of Applied Sciences (ZHAW) ~ Zurich ~ Switzerland, [2]FHNW University of Applied Sciences and Arts Northwestern Switzerland ~ Olten ~ Switzerland

Introduction

It has been postulated that humans have an innate drive to make meaning of everyday experiences and to form a coherent view of the world around them. In the field of work design, occupational health psychologists have addressed this topic with a focus on job crafting, person-job fit, and basic needs satisfaction. In the field of life design, vocational psychologists have researched this topic with a focus on idiosyncratic processes of self-construction and identity narratives within people's vocational development.

Purpose

We are developing a digital platform labelled ‘Meaning@Work’ to support individuals in crafting meaningful work and careers. Hereby we also aim to combine approaches from occupational psychology (such as ‘job crafting’) with approaches from psychological research on career development (such as the ‘career construction interview’).

Method

On the digital platform ‘Meaning@Work’, participants write short stories about themselves. This is self-explanatory and done step by step. At the end, the stories are used to create an ‘identity card’ with a summary of dispositions, motives and life themes, as well as a recommendation to oneself on how to use this insight to create more meaning in one’s career and everyday working live. We also integrate generative artificial intelligence to offer participants creative inspiration when writing and interpreting the stories. Finally, we evaluate both the use and acceptance of the process and its effect on the experience of meaning.

Result

The prototype of the platform and results from the usability testing will be available by the time of the conference and presented to the audience.

Conclusions

This combination of concepts and methods will have an impact on both fields of work and life design research, expanding our repertoire and ways of studying the concept of meaning and meaning-making at work.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 98

A LONGITUDINAL STUDY OF ENVIRONMENTAL SUPPORTS, POSITIVE ADJUSTMENT, AND RETENTION FOR RACIAL/ETHNIC MINORITY STUDENTS

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Environmental resources, such as academic support (ASU) and social support (SSU), play a vital role in successful transition and adjustment to college, especially for students of underrepresented racial/ethnic minority (UREM) backgrounds. However, ASU and SSU have often been studied separately and cross-sectionally. To fill these gaps, this longitudinal study examined growth trajectories of ASU and SSU together and explored personality traits as their predictors and positive adjustment and retention as outcomes for UREM college students in the United States.

The sample included 316 first-year UREM students at a public American university (52% males, 48% females; 42% Latinx Americans, 20% multi-racial individuals, 16% African/Black Americans, 14% Asian Americans, 8% other underrepresented minorities). ASU and SSU were assessed in the 1st week (T1), 5th week (T2), and 10th week (T3) during participants' first semester on campus. Extraversion and emotional stability were assessed at T1 whereas academic adjustment, social adjustment, and intention of continuous enrollment were measured at T3. Data were collected using instruments with acceptable psychometric properties.

The hypothesized model produced acceptable fit (CFI = .94, SRMR = .05). Participants perceived similar levels of ASU and SSU at T1. SSU exhibited an upward trend over time while that of ASU was less clear. Extraversion predicted ASU and SSU intercepts and emotional stability predicted ASU intercept, but neither variable was predictive of ASU and SSU slopes. ASU intercept and slope and SSU intercept positively predicted T3 academic adjustment, whereas ASU slope and SSU intercept and slope were positive predictors of T3 social adjustment. ASU slope also positively predicted participants' intention at T3 to enroll next semester. This study offers evidence for the importance of environmental supports gathered over time in facilitating a positive transition into college. Securing resources for academic and social goals should be included in interventions for serving UREM college students.

16 - Division 16: Counseling Psychology

Counseling Psychology 1

Friday 24 July 2026 from 12:30 to 14:00

(Q-Arsenale)

Division 16: Counseling Psychology SDG 9: Industry, innovation and infrastructure SDG 3: Good Health and Well-being

Abstract 1180

FACTORS ASSOCIATED WITH RETENTION IN ONLINE PSYCHOLOGICAL COUNSELING

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Vilnius University ~ Vilnius ~ Lithuania

Introduction. Online psychological counseling is a feasible option for those in need of psychological services, and it saves time, travel costs, and improves accessibility for those living remotely or having mobility difficulties. However, high dropout rates warrant investigating which client, therapist and treatment-related factors are associated with the decision to continue treatment after the initial first consultations.

Purpose. The purpose of this study is to explore the factors associated with retention in online psychological counseling following initial sessions.

Method. In this study, we invited clients and their psychologists of an online psychological counseling service to fill out questionnaires before the first, after first, second, third, fifth, and tenth consultations. Psychologists were asked to fill in questionnaires on their professional experience, working alliance with a given client, and demographic information. Client measures included The Big Five Inventory – 2 (Soto & John, 2017), the Working Alliance Inventory (Hatcher & Gillaspy, 2006), the Milwaukee Psychotherapy Expectations Questionnaire-Brief (Normberg et al., 2011), Therapist Hope for Clients Scale (Bartholomew et al., 2020), Depression Anxiety Stress Scales-21 (Lovibond & Lovibond, 1995), and sociodemographic information.

Results. A review of pilot study data showed that client personality related factors account for a substantial part of retention After completing data collection in February 2026, we will report on the role working alliance, treatment expectancy and personal therapist and client related factors to the retention in online psychological counseling.

Conclusions. Online psychological counseling has a number of advantages when it comes to scaling up and improving accessibility of psychological therapies. However, to improve retention, we need to systematically explore the client, therapist, and therapeutic relationship associated factors that contribute to it and compare it to the evidence from studies on face-to-face psychological counseling.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 2086

FROM PERSONAL CLARITY TO COLLECTIVE TRANSFORMATION: A MULTI-LEVEL APPROACH TO VALUES WORK IN APPLIED COUNSELING PSYCHOLOGY

Howard K.*

Boston University ~ Boston, MA ~ United States of America

Contemporary society faces unprecedented challenges that threaten the foundations of democratic discourse and institutional trust. In the current U.S. context, workforce disruption is creating widespread career uncertainty, attacks on higher education and scientific inquiry are undermining evidence-based decision-making, pervasive misinformation is eroding shared understanding of reality, and immigrant and international communities are facing systematic targeting. These interconnected crises demand coordinated responses that honor human dignity while fostering constructive engagement across profound differences.

This Division 16 keynote address explores how counseling psychology's evidence-based values interventions can be used to address these societal challenges across individual, organizational, and community contexts. An example of counseling psychology knowledge and skills is the Boston University's "Living Our Values" initiative. As co-leader of this endeavor to identify the BU community's shared values, I will highlight aspects of this collaborative effort to demonstrate how counseling psychology principles can create sustainable change across system levels.

At the individual level, values clarification research spanning career counseling and clinical practice establishes that structured exploration significantly improves decision-making self-efficacy, reduces anxiety during transitions, and enhances psychological well-being. Beyond career planning, values-focused clinical interventions show robust effects for reducing psychological inflexibility and increasing authentic living, helping clients navigate complex personal and social pressures while maintaining psychological integrity.

Organizationally, counseling psychology's process expertise can facilitate systematic values identification and implementation in complex institutions, including higher education. Research demonstrates that participatory values integration processes significantly improve organizational climate, employee engagement, and ethical decision-making behaviors. Our discipline's emphasis on collaborative meaning-making and stakeholder voice has been shown to be superior to compliance-based approaches.

At the societal level, values-centered dialogue facilitation draws from counseling psychology's multicultural competencies and group process skills. Studies show that structured values conversations across ideological divides reduce prejudice while enhancing capacity for civil discourse, creating pathways for productive disagreement that preserve democratic engagement.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 91

THE LIVED SEXUAL EXPERIENCES OF FILIPINO BISEXUAL MEN AS LENS IN REINFORCING BI-AFFIRMATIVE COUNSELLING AND THERAPY PRACTICE IN THE PHILIPPINES

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DEPARTMENT OF BEHAVIORAL SCIENCES, COLLEGE OF ARTS AND SCIENCES, UNIVERSITY OF THE PHILIPPINES MANILA ~ MANILA ~ Philippines

Bi+ people continue to be interrogated about the nature of their sexual orientation and the behaviors (particularly sexual behaviors) connected to it. I looked into the lives of selected Filipino men about their sexual experiences with women and other men, and the personal meanings attached to these experiences. Through the in-depth interview, these men were able to articulate a hidden yet visceral aspect of their lived experiences, thereby allowing for a more nuanced understanding of their sexual lives. Since studies on male bisexuality are not as popular in the Philippines, this research helps illuminate the complex nature of bisexual feelings often obscured by the highly heteronormative ideology on masculinity in a historically patriarchal culture. With the men I interviewed describing their experiences, we can better understand that they are not “sexual perverts,” as most pervasive misconceptions tend to convey. Appreciating the diversity of sexual orientation is needed to achieve a Bi+ counselling and therapeutic practice that is inclusive and effective. I offer critical suggestions on reinforcing our bi-affirmative practices to help benefit contemporary local and international intervention efforts with the LGBT+.

Division 16: Counseling Psychology Division 17: Professional Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 245

STRUCTURAL COMPETENCIES IN THE GLOBAL CONTEXT: ADVOCACY FOR MARGINALIZED STUDENTS IN THE U.S. COLLEGE CAMPUSES

Lee J.*

New York University ~ New York ~ United States of America

Counseling Psychologists' role is providing a culturally responsive care, which has been challenged in the current global context because individuals' mental health can be rooted beyond their individual issues. Since the COVID-19 pandemic, global political conflicts and unrest worldwide have impacted college students in the U.S. with their marginalized backgrounds (e.g., family immigration history, racial identity, legal status, and economic hardship). Without recognizing individuals' multilayered challenges such as systemic, cultural, structural, and sociopolitical issues in the current global context, practitioners cannot fully conceptualize individuals' presenting concerns to provide culturally responsive care for them. As Wilcox et al. (2024) argued that a structural competencies model recognized and provided a framework to address how clinical interactions are influenced by social, political, and economic conditions in the U.S. society, Counseling Psychologists in the current global context need to develop their multicultural and structural competencies to provide culturally sensitive care for individuals. The presenter, who is a U.S.-trained international Counseling Psychologist with extensive clinical and training experiences at university counseling centers, can expand this structural competency model in the U.S. to the current global context. This presentation is aimed at 1) improving our recognition of the structures that shape clinical interactions, 2) improving our clinical consciousness and cultural sensitivity, 3) improving our provision of structural intervention, and 4) improving structural humility in the global context. The presenter will share examples of two weekly prevention programs at the university counseling center in the U.S. to practice structural competencies, social justice, and advocacy to help marginalized college students. The presenter will share the process of providing supervision and training for trainees who attempt to improve their critical consciousness and structural humility to provide a culturally response care for their clients at the university counseling center, which can be applicable to other practitioners in the global context.

Division 8: Health Psychology Division 6: Clinical and Community Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1425

BARRIERS AND RESOURCES IN SUSTAINED RECOVERY FROM SUBSTANCE USE DISORDER: CLINICAL AND PUBLIC HEALTH IMPLICATIONS

Navsaria K.*, Van Zyl M.

Nelson Mandela University ~ Port Elizabeth ~ South Africa

Introduction: Substance Use Disorder (SUD) remains a critical public health issue due to high relapse rates, substantial individual and community costs, and persistent treatment gaps.
Purpose: This systematic review (2017–2025) examined how motivation, recovery capital, and systemic barriersinfluence sustained recovery from SUD, with implications for clinical practice and public health.
Method: Following PRISMA protocols, peer-reviewed studies were systematically identified, screened, and thematically synthesized. Inclusion criteria required studies that addressed recovery maintenance, relapse prevention, or long-term abstinence.
Results: Three key themes were identified. First, intrinsic motivation (personal growth, self-efficacy, and autonomy) strongly predicted sustained recovery, whereas extrinsic motivation often supported short-term change but lacked long-term stability. Second, recovery capital—spanning social, human, physical, and cultural resources—was consistently associated with resilience against relapse. Supportive networks, access to healthcare, financial stability, and positive self-concept emerged as critical protective factors. Third, barriers such as stigma, economic vulnerability, comorbid mental illness, and structural inequities undermined treatment engagement and long-term recovery. These barriers were especially pronounced in low-resource and high-prevalence contexts, including South Africa.
Conclusions: Findings suggest that recovery is strengthened when motivational enhancement strategies are integrated with asset-based approaches that expand recovery capital. Clinically, practitioners should focus on building intrinsic motivation and leveraging clients' social and community resources. From a public health perspective, reducing stigma, improving equitable access to services, and addressing socioeconomic inequalities are vital to sustainable recovery outcomes. This review highlights psychology's critical role in shaping both individual and systemic responses to SUD.

16 - Division 16: Counseling Psychology

Counseling Psychology 2

Friday 24 July 2026 from 13:15 to 14:45

(J-Spadolini)

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1067

DREAMS AND CORRELATIONS WITH TEMPERAMENT, CHARACTER AND DISTRESS: THE ONTOPSYCHOLOGICAL CONTRIBUTION.

Massimo G.*[1], Palumbo G.[2], Bernabei P.[3]

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The paper first reviews historical, theoretical, and clinical perspectives on dreaming, from antiquity through Freud and Jung to contemporary frameworks, including Meneghetti's ontopsychological approach (OA). It then proposes an investigation of the OA to dream and its correlations with temperament, character and psychological distress.

In the present study, we first tested whether the OA dream content analysis system correlates with the Hall and Van de Castle (HVDC) system, which is the most accredited and applied coding method of dream content analysis. In the completed first phase of the project- an exploratory analysis of the correspondence between the principal dream content categories in the Ontopsychological Dream Handbook and those identified by the HVDC system – moderate to high correlations were observed between OA and HVDC dream codes in five comparable categories (Spearman correlation test). Characters/Persons or Individuals $r=0.75$ ($p < 0.01$); Activities/Action in Mutation $r=0.74$ ($p < 0.05$); Emotions/Sentiments $r=0.82$ ($p < 0.01$); Settings/Place $r=0.53$ ($p <0.01$); Objects/Objects $r=0.82$ ($p <0.01$). This suggests that the OA coding system has satisfying, although preliminary, convergent validity. Our findings suggest that a universal approach to dream analysis may be feasible across different theories of mind and psychotherapy. Such an approach could yield reliable descriptions of dreams of interest to both scientists, psychologists and psychotherapists (Giuliani & Palumbo, 2024).

The second phase of the OA on dreams study is ongoing. This second phase is looking at correlations between dreams and temperament, character, and psychological distress, using the Temperament Character Inventory (TCI) and the General Health Questionnaire (GHQ) tools. At present, enrollment and data entry have been completed. We recruited 105 subjects. Preliminary data deriving from analysis of correlations between dream content according to the OA and temperament traits, character traits and distress will be discussed.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 1330

KNOWING ME, LOVING YOU: EXPLORING HOW IDENTITY SHAPES INTIMACY IN EMERGING ADULTHOOD. A CROSS-CULTURAL, MIXED-METHODS STUDY.

Stecko L.*[1], Pinheiro M.[2], Michiels N.[3], Puente Paesa A.[4], Mirchevska L.[5], Unterweger C.[6], Cabral J.[7]

[1]Wyzsza Szkola Ksztalcenia Zawodowego ~ Wroclaw ~ Poland, [2]Universidade de Lisboa ~ Lisbon ~ Portugal, [3]Universiteit Gent ~ Ghent ~ Belgium, [4]Universitat Jaume I ~ Castellón ~ Spain, [5]University of Ss. Cyril and Methodius ~ Skopje ~ North Macedonia, Republic of, [6]Alpen Adria University Klagenfurt ~ Klagenfurt ~ Austria, [7]Instituto Piaget de Viseu ~ Viseu ~ Portugal

In today's world, many individuals report difficulties in maintaining a sense of connection, both with others and with themselves. Building on classic theories, this connection can be understood as relational: the ability to be intimate with others rests on the ability to know and understand oneself. Identity can be conceptualized far more broadly, encompassing narrative, sociocultural, and developmental perspectives, as well as the dimensions of distinctiveness, continuity, and coherence. Limited research has demonstrated links between identity commitment and intimacy in romantic relationships, yet romantic relationships are central to young adults' well-being, and a key component of an individual's evaluation of their overall quality of life.

To address this gap, a mixed method, international study was conducted in six European countries - Portugal, Spain, Poland, Belgium, Austria, and North Macedonia - with young adults aged 18–40. In Phase 1, structured interviews with 10 participants per investigator were used to refine culturally sensitive measures and generate qualitative insights into the themes, motives, and identity aspects associated with intimacy. In Phase 2, approximately 200 individuals per country will participate in survey-based research, ensuring balanced gender representation. This phase aims to confirm and extend the findings of Phase 1 within a larger sample using complementary methodology.

By integrating quantitative and qualitative findings, this study will advance understanding identity development and relational well-being in emerging adulthood. Importantly, its contributions extend beyond theory: the results will provide insights for psychologists working in counseling, psychotherapy, and relationship education. By addressing identity and intimacy together, and with a cross-cultural scope, the study will contribute to applied psychology's mission of enhancing individual and relational well-being in contemporary Europe.

Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 122

COLLECTIVE SELF-ESTEEM: A VARIABLE NEEDED TO EXAMINE ACROSS THE CULTURES

Tiwari R.*

Gandhi Shatabdi Smarak Post Graduate College Koilsa Azamgarh ~ Azamgarh ~ India

Identity and self-esteem are most important aspect of any individual. Self-esteem plays a crucial role in well-being. Human are social being too and the most important expression of this sociality is that we live, and have to live in social groups. Thus social identity and self-esteem belongs to our social group, which called collective self- esteem are also very important aspect of the individual. Studies showed that Collective self-esteem is an important construct which influences Well-being. Available researches indicates that collective self-esteem were studied with psychological well-being in Euro-American Context. However researchers largely ignored to study collective self-esteem with emotional well-being and social well-being; and another important aspect multi-cultural context. The present study examined the relationship between collective self-esteem and well-being in Uni-cultural and Multi-cultural society. The data were collected from 300 adults (age ranges from 25-40 years) from different tribal groups (150 participant; 90 Male and 60 Female) and people from Varanasi and Azamgarh city, Uttar Pradesh (150 participants; 70 Male and 80 Female) which represents Uni-cultural and Multi-cultural society. The self-report measures of the aforementioned constructs were used to collect data. Local assistance were used to collect data from tribal groups. Bi-variate correlation and step-wise regression analysis were done to test the hypothesis. Analysis revealed that collective self-esteem and psychological and social well-being correlated positively in Uni-cultural group (tribal groups) but collective self-esteem and social well-being correlated negatively in Multi-cultural society (Varanasi and Azamgarh). The analysis also revealed that private collective self-esteem and importance to identity play most important role to determine the relationship between Collective self-esteem and well-being. The findings were discussed in the light of existing literature.

16 - Division 16: Counseling Psychology

INCLUSIVE CAREER COUNSELLING FOR VULNERABLE ADULTS: INTEGRATING TRANSDISCIPLINARY AND NARRATIVE APPROACHES TO WORK AND WELL-BEING

Friday 24 July 2026 from 14:00 to 15:30

(Q-Arsenale)

Nikos Drosos (European University Cyprus ~ Nicosia ~ C), Chair and Presenter
Teresa Maria Sgaramella (University of Padova ~ Padova ~ Italy), Discussant

Adults facing mental health challenges, substance addiction, disability, and other intersecting vulnerabilities often encounter complex barriers when seeking meaningful, sustainable work. Traditional career counselling approaches may not fully address the psychosocial, systemic, and identity-related factors that shape these individuals' vocational journeys. This symposium brings together innovative applied psychology perspectives that integrate transdisciplinary collaboration and narrative, person-centred frameworks to promote inclusion, well-being, and decent work — closely aligned with ICAP 2026's theme of New Directions in Applied Psychology.

Five presentations offer complementary but distinct contributions:

• Athanasiou (Cyprus) explores a transdisciplinary community-based model where career counsellors collaborate with mental health, social, and legal professionals to reduce fragmented services and enhance sustainable work participation.

• Charokopaki & Petrou (Greece) examine work values and career adaptability among individuals recovering from psychotropic substance addiction, providing evidence for tailored counselling and supported employment.

• Drosos (Cyprus) investigates how mental health service users construct meaningful careers, mobilise psychosocial resources, and benefit from supported employment to sustain participation and integrate work into recovery narratives.

• Rocca & Sgaramella (Italy) present a systemic and narrative framework (My System of Career Influences) to help adults with substance use histories reframe life stories and strengthen vocational identity.

• Ferrari, Sgaramella & Zanibon (Italy) give voice to adults with disabilities navigating career change, highlighting personal resources, social factors, and identity reconstruction through qualitative counselling research.

Together, these contributions demonstrate how career counselling evolves beyond traditional vocational matching to support recovery, empowerment, and social inclusion. By combining systemic, narrative, and transdisciplinary practice models, the symposium shows how applied psychology can foster decent and meaningful work (SDG 8 and 10), well-being (SDG 3), and cross-sector partnerships (SDG 17) for vulnerable adults.

Abstract 3677

TRANSDISCIPLINARY CAREER GUIDANCE COUNSELLING: HOLISTIC INTERVENTIONS FOR CLIENTS WITH MULTIPLE NEEDS IN COMMUNITY CONTEXTS

Athanasiou E.*

European University Cyprus ~ Nicosia ~ Cyprus

Contemporary social and economic conditions increasingly confront individuals with complex, interwoven challenges that cannot be effectively addressed by a single discipline. Clients seeking career guidance often present with multiple needs that extend beyond vocational concerns, encompassing mental health, social, legal, and other issues. This presentation theoretically documents the necessity of adopting holistic, interdisciplinary interventions in career guidance counselling, positioning the practitioner as an active member of a transdisciplinary team. The aim is to highlight how community-based collaborations among psychologists, psychiatrists, social workers, career guidance counsellors, and legal advisors can shield clients from fragmented services and instead foster prevention, awareness-raising, and integrated management strategies. A theoretical analysis is conducted, drawing on current literature and practice models of interdisciplinary work, with a focus on their relevance to career guidance counselling. The framework emphasizes both systemic and client-centered perspectives. Findings suggest that career guidance becomes more impactful when embedded within transdisciplinary practice, as it acknowledges the client's broader life context. The practitioner's role evolves from vocational advisor to bridging diverse professional insights and ensuring that interventions are coherent and sustainable. Importantly, the presentation argues that when counsellors work in isolation, not only the process of finding employment but also the ability to retain decent and meaningful work can be sabotaged. In addition, the presentation explores common difficulties in collaboration—such as role ambiguity, communication barriers, and professional silos—while identifying conditions conducive to more seamless exchange, including shared values, mutual respect, and institutional support. Transdisciplinary approaches provide a valuable pathway for addressing complex client needs, reducing service fragmentation, and enhancing community well-being. By situating career guidance counselling within interdisciplinary teams, and by fostering client-centred conditions for collaboration, practitioners can contribute to both individual empowerment and systemic resilience.

Abstract 3678

SYSTEMIC INFLUENCES AND VOCATIONAL PATHWAYS: STORIES WITH ADULTS FACING SUBSTANCE USE CHALLENGES

Rocca A.*[2], Sgaramella T.M.[1]

[1]University of Padova ~ Padova ~ Italy, [2]Gulliver Center; University of Padova ~ Padova ~ Italy

Career counseling with adults who have experienced substance use highlights the importance of viewing career development as a systemic and dynamic process. Rather than being shaped solely by individual choices, career trajectories in this context are strongly influenced by personal resources, family and social relationships, and broader environmental conditions. Using My System of Career Influences (MSCI), group studies and individual case analyses show that work and vocational identity often emerge as central themes. Family and social ties can serve as critical supports but may also present sources of conflict, while contextual factors such as mobility, education, and employment opportunities further shape career pathways.

These insights reinforce the value of systemic and narrative approaches that enable individuals to identify overlooked influences, reframe life stories, and recognize personal strengths. Both have proven especially useful in facilitating reflection on complex influences and in supporting the development of a more coherent and future-oriented vocational identity. By adopting such approaches, counselors can address individual needs in a more integrative manner, foster their agency, and create conditions for a meaningful and positive future. This perspective extends the scope of career counseling to address the multifaceted realities of clients facing compounded vulnerability.

Abstract 3679

WORK VALUES AND CAREER ADAPTABILITY OF PEOPLE WITH PSYCHOTROPIC SUBSTANCE ADDICTION

Charokopaki A.*[1], Petrou M.[2]

[1]University of West Attica ~ Athens ~ Greece, [2]Freelancer ~ Athens ~ Greece

Substance addiction is a complex condition with wide-ranging effects, including profound social and vocational disruption (Volkow & Koob, 2015). This study explores work values and career adaptability among individuals with psychotropic substance addiction—a population rarely examined in career development research. Work values, long recognised as central to career development (e.g., Holland, 1997; Super et al., 1996), guide what people consider meaningful and desirable in a career and influence decisions about work reintegration. Yet their role among socially vulnerable groups, such as people with addiction, remains largely unexplored, particularly in Greece. Understanding these values is vital for supporting occupational recovery and sustainable employment. Career adaptability, a key concept in Career Construction Theory (Savickas, 2013), describes psychosocial resources for coping with career tasks, transitions, and disruptions. It encompasses four dimensions—concern, control, curiosity, and confidence—and helps explain how individuals give meaning to career paths and manage change. Studying career adaptability among people in addiction recovery can inform tailored counselling and vocational support.

This study surveyed 100 participants enrolled in KETHEA Nostos, a nationally recognized residential and community-based rehabilitation program for people recovering from substance addiction in Greece. All had a history of psychoactive substance use (e.g., heroin, cocaine, alcohol, prescription drugs). We examined their work values and career adaptability profiles, as well as relationships between these constructs and demographic or addiction-related factors (such as years of use and time in treatment). Findings highlight predominant work values and patterns of career adaptability in this group, shedding light on how individuals in recovery envision and manage their vocational futures. Results provide practical implications for career counselling and supported employment interventions, emphasising strengths-based, person-centred approaches that foster meaning, resilience, and sustainable work participation during mental health recovery.

Abstract 3681

NAVIGATING CAREER TRANSITIONS: VOICES OF ADULTS WITH DISABILITIES PARTICIPATING IN A CAREER COUNSELING PROGRAM

Ferrari L.*, Sgaramella T.M., Zanibon P.

University of Padova ~ Padova ~ Italy

Career change represents a complex challenge involving emotional, financial, and psychological aspects, and is particularly challenging for individuals who experience disability. Giving voice to these individuals is more necessary than ever to better respond to their specific needs and realise sustainable environments, as well. In this study, four adults with high levels of disability who were participating in a career program to exit unemployment were interviewed. They responded to the Yesterday-Today-Tomorrow interview (Zanibon et al., 2025), designed to encourage participants to reflect on their own resources and capabilities in relation to future work projects. The themes that emerged from the thematic analysis will be presented and discussed with reference to three macro-categories: (a) Changes in their careers and challenges such as complex emotional, financial, and psychological difficulties individuals face when shifting from one profession to another; (b) Personal and social factors used to address work challenges, cope with stress, and adapt to change; (c) Strategies individuals use to interpret life events, construct career paths, and form their professional identities.
Furthermore, attention will be paid to how these aspects change over time, and their relevance during the counseling process, either promoting or hindering the psychological well-being.

Abstract 3683

CONSTRUCTING MEANINGFUL CAREERS IN MENTAL HEALTH RECOVERY: PSYCHOSOCIAL RESOURCES, SUPPORTED EMPLOYMENT, AND SUSTAINABLE WORK PARTICIPATION

Drosos N.*

European University Cyprus ~ Nicosia ~ Cyprus

Work is a central arena for recovery, identity, and social inclusion among people with lived experience of mental health conditions. Yet many face intersecting barriers—stigma, episodic symptoms, precarious jobs, and inadequate workplace accommodations—that threaten both employment access and sustainability. This presentation examines how mental health service users construct and pursue vocational goals while navigating recovery. Drawing on qualitative and mixed-methods research, it highlights:

• Challenges such as disclosure dilemmas, discrimination, and job loss risk;

• Positive psychosocial resources—hope, self-efficacy, career adaptability, supportive networks, and meaning-making—that enable goal setting and resilience;

• The role of supported employment (e.g., Individual Placement and Support) not only in rapid job access but in sustaining participation, fostering identity reconstruction, and aligning work with personal values.

Special attention is given to career construction processes: how users formulate short- and long-term career plans, integrate work into evolving self-narratives, and maintain a sense of purpose despite relapse or systemic barriers. Practical implications include tailoring career counselling and vocational psychology interventions to enhance meaning attribution, strengthen adaptive resources, and provide continuing support for job retention and progression. Framed within the UN SDGs' focus on inclusive and sustainable work, this talk advocates for a strengths-based, person-centred approach that integrates mental health recovery with decent and meaningful employment.

16 - Division 16: Counseling Psychology

Career Transitions

Friday 24 July 2026 from 14:45 to 16:15

(J-Spadolini)

Division 16: Counseling Psychology Division 4: Environmental Psychology Division 3: Psychology and Societal Development SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 13: Climate Action

Abstract 1393

YOUNG ADULTS' CAREER ASPIRATIONS IN THE CONTEXT OF THE ANTHROPOCENE

Cerantola M.*, Borges A., Brazier C.É., Randin O., Masdonati J.

Université de Lausanne ~ Lausanne ~ Switzerland

Young people are increasingly confronted with the existential and societal challenges of the Anthropocene. This study explores how young adults who are concerned with ecological and social issues navigate the present and envision their future, both personally and professionally. Drawing on Guichard's self-construction theory, which conceptualizes identity as a dynamic configuration of tendencies to be, to act, and to construct oneself in the present and future, we investigated the way ecological concerns shape young adults' construction of career and life aspirations. Fifteen semi-structured interviews with students in French-speaking Switzerland were conducted and analyzed using Consensual Qualitative Research (CQR). All participants were either engaged in climate or social activism or expressed strong concern about sustainability issues. Findings revealed that career planning was rarely a priority for participants. Their narratives were often marked by existential questioning, concerns about coherence with personal values, a sense of urgency regarding global crises, and a desire to contribute to ecological or social causes. Our analyses also suggest the existence of three distinct articulations between career planning and ecological concerns: (a) some students envisioned careers that directly address climate or social challenges; (b) others sought to integrate ecological values into their future profession; and (c) a third group chose to dissociate their climate commitments from their career choices and trajectories. These results highlight how existential, social, and ecological considerations can reshape or even take precedence over career aspirations. This research suggests that career guidance and counseling should adopt more holistic approaches, acknowledging how extra-professional concerns, such as sensitivity to global crises, can shape or be negotiated alongside career aspirations.

Division 16: Counseling Psychology Division 8: Health Psychology SDG 8: Decent work and economic Growth

Abstract 1285

INVOLUNTARY CAREER CHANGE TRIGGERED BY HEALTH ISSUES: CROSSING THE PERSPECTIVES OF CHANGERS AND THEIR SIGNIFICANT ONES

Coquoz R.*, Brazier C.É., Masdonati J.

University of Lausanne ~ Lausanne ~ Switzerland

Research has highlighted the disruptive nature of involuntary career changes resulting from chronic health conditions, also suggesting that this form of transition necessitates substantial adjustments both on the part of the career changers and their social environment. Yet, while the influences of relational processes on careers are well established, the career change literature has focused exclusively on the perspective of individuals in transition, overlooking the experiences of their entourage. Anchored in the Systems Theory Framework, the present study provides an in-depth understanding of the interconnected experiences of individuals undergoing involuntary career change due to chronic health conditions and those of their close relatives. Adopting a dyadic research design, we conducted eight individual semi-structured interviews with career changers and their significant others (e.g., partners, family members, close friends). We performed a Multiple-Perspective Interpretative Phenomenological Analysis to capture participants' meaning-making of their lived experiences. Preliminary results reveal both shared and distinctive features of career change experiences within dyads. On the one hand, for example, career changers and significant others coordinate their adjustments to institutional expectations and elaborate a common vision of a dignified career. On the other hand, they can diverge in their perceptions of the diversity, intensity, and impacts of the support provided by their significant others. Results also suggest that career change experiences are shaped by relational patterns that are either complementary or imbalanced. This includes, in particular, the career changers' internalization of the perspectives and career expectations introduced by their significant others. The present study offers unique insights into the complexity of the relational processes at play and their influence on the career change trajectory, experience, and meaning. Consistent with a systemic and relational perspective of career counseling, results inform the support provided to adults in career transition and their significant others, and advocate for integrative counseling practices.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 1: Work and Organizational Psychology SDG 3: Good Health and Well-being

Abstract 2332

ADJUSTMENT TO LIFE COURSE TRANSITIONS: A WORKING TOOL FOR COUNSELING PEOPLE IN TRANSITION

Israelashvili M.*

Tel Aviv University ~ Tel Aviv ~ Israel

Understanding the nature of adjustment processes constitutes an essential yet underexplored area in applied psychology. As individuals navigate life course transitions, they encounter both challenging and enriching experiences. Regardless of their level of preparedness, people often face moments of negative affect linked to leaving the familiar, heightened ambiguity, and repeated demands to function in novel ways. Concurrently, they may uncover previously unrecognized personal assets—such as resilience—engage in intense processes of meaning-making and self-reflection, and experience the satisfaction of mastering new behaviors.

Existing theories on counseling individuals in transition are largely characterized by fragmented, small-scale, and predominantly linear models. Consequently, a comprehensive and cross-situational framework remains lacking. The Transitional Stress and Adjustment (TSA) model (Israelashvili, 2023) was developed to address this gap, offering both a theoretical foundation and a practical tool for practitioners. The TSA model delineates the universal components of adaptation to life course transitions, situated across both individual and environmental (or organizational) levels. As such, it provides a conceptual and applied framework for supporting individuals and organizations preparing for—or already engaged in—processes of adjustment.

Following an overview of the TSA model, two empirical studies will be briefly presented. The first study, conducted among new immigrants (N = 432), illustrates the model's relevance for understanding and facilitating adjustment during major life course transitions. The second study, conducted among adolescents from Jewish (N = 442) and Arab (N = 331) populations, demonstrates the model's applicability to developmental transitions. Collectively, the findings from these studies highlight the TSA model's utility in elucidating the key concerns that arise during transitional periods and in identifying strategies to prevent maladaptive outcomes. This framework also underscores the importance and feasibility of working with organizations to develop structured protocols for recruiting and integrating newcomers effectively.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 496

THE ROLE OF SELF-REGULATORY ORIENTATION AND SUPPORT FROM THE FAMILY OF ORIGIN IN THE CAREER CONSTRUCTION OF YOUNG ADULTS

Paszkowska--Rogacz A.*

Institute of Psychology ~ Lodz ~ Poland

The aim of the present study was to examine the relationship between young adults' self-regulatory orientation and the support provided by their family of origin during emerging adulthood in the process of constructing their professional careers. A total of 300 young adults (53% women, 47% men) aged 18–29 years (M = 25.1; SD = 3.1) participated in the study. The respondents represented all levels of education; 90% were currently employed, and 21% were pursuing formal education. The research instruments included the Savickas Career Construction Inventory, the Fouad Family Influence on Career Development Scale, and the Promotion and Prevention Self-Regulation Scale. The results indicated that both preventive and promotional self-regulatory orientations play a significant role in shaping all five aspects of career construction: crystallization, exploration, decision-making, development of professional skills, and transition from school to work. Furthermore, informational support from the family explained variance in environmental exploration and professional skills development. The influence of family values and beliefs on the development of professional skills was also evident. In contrast, financial support and the formulation of expectations by the family of origin did not prove to be significant factors in the career development of young adults.

16 - Division 16: Counseling Psychology

REFLECTIONS, EXPERIENCES AND CHALLENGES ABOUT SUSTAINABLE CAREERS AND DECENT WORK. A CROSS-CULTURAL COMPARISON.

Friday 24 July 2026 from 15:30 to 17:00

(Q-Arsenale)

Paola Magnano (Kore University of Enna ~ Enna ~ Italy), Chair and Discussant

The concept of a sustainable career has gained significant attention in recent academic literature, extending beyond simple professional success to include aspects of happiness, health, and productivity (De Vos et al., 2020), as well as social empowerment (Russo et al., 2023). In this view of a sustainable career (De Vos et al., 2020), the individual is regarded as the central element—someone who actively manages their own career and adapts in response to other stakeholders and contexts (private life, work environment, job sector, broader labour market, society, and culture; De Vos et al., 2017). In sustainable careers, the concept of decent work is fundamental; initially defined as productive work conducted in conditions of freedom, equity, security, and human dignity (ILO, 1999), its definition has been expanded by Duffy et al. (2016) to include people's experiences of their work lives across five dimensions: "(a) physically and interpersonally safe working conditions; (b) hours that allow for free time and adequate rest; (c) organisational values that align with family and social values; (d) adequate compensation; and (e) access to sufficient healthcare" (Duffy et al., 2016, 130). Recently, the idea of decent work has been connected with sustainable development (Chhabra et al., 2022), highlighting that work can serve as an opportunity not only for the individual but also for creating sustainable contexts (Guichard, 2022; Zammitti et al., 2023a). The symposium will showcase studies carried out across diverse cultural settings, emphasising ways to enhance sustainable careers among university students—exploring their perceptions and representations, using narrative methods in career counselling, and raising awareness of the features of decent work.

Abstract 3354

SUSTAINABLE TRANSITION TO WORK FOR STUDENTS WITH SLD: THE ROLE OF PERCEIVED CHALLENGES AND CAREER BEHAVIOURS

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Introduction.
The possibility of pursuing a sustainable career is crucial for students with specific learning disorders (SLD), who often face particular challenges during their academic path, such as social constraints and, at times, limited access to essential resources. These difficulties can hinder a smooth and sustainable transition into the labour market and, consequently, the development of a sustainable career. It is therefore essential to understand the factors that influence the perceived capability to build a sustainable career (Future-Sustainable Career, F-SC) among students with SLD.
Objectives.
Drawing on the Sustainable Career Framework, this study examined a possible psychosocial mechanism underlying the perception of F-SC. We hypothesised that perceived labour market challenges and career behaviours may influence career insecurity and, in turn, F-SC.
Method.
A sample of 224 students with SLD from two Italian universities completed an online questionnaire measuring F-SC, career behaviours, perceived labour market challenges, and career insecurity.
Results.
We tested a mediation model using the PROCESS macro in SPSS. Findings revealed a significant indirect effect of perceived challenges on F-SC, mediated by career insecurity. In contrast, career behaviours did not significantly influence career insecurity, nor did they show any indirect effect on F-SC.
Limitations.
The cross-sectional design prevents causal inferences. Future research should explore additional specific factors that may influence the hypothesised relationships.
Implications.
Our study is among the first to apply the sustainable career framework to students with SLD, contributing to a deeper understanding of the factors that support a sustainable transition into the labour market. At the same time, the study highlights specific aspects to be further scrutinised (e.g., the actual effectiveness of career development behaviours) for interventions and policies aimed at fostering inclusive and, therefore, sustainable career ecosystems.

Abstract 3357

FOSTERING SUSTAINABLE CAREER DEVELOPMENT THROUGH NARRATIVE-BASED COUNSELLING: AN ACTION-RESEARCH STUDY WITH UNIVERSITY STUDENTS

Zarbo R.*, Magnano P.

Kore University of Enna ~ Enna ~ Italy

Introduction
Recent literature in career counselling has increasingly emphasized holistic, contextual, and dynamic approaches to career development. Sustainability, once narrowly conceived as an environmental and economic concern, has increasingly been recognised as a multidimensional framework that integrates social and personal dimensions. Within this paradigm, counselling aimed at sustainable development becomes essential, as building futures aligned with sustainability principles requires the active participation of individuals.
Objectives
The study aims to implement and evaluate career counselling interventions that promote sustainable careers for university students. It focused on the potential of narrative-based methodologies to strengthen students' well-being, academic satisfaction, and capacity to manage labour market uncertainties.
Methods
An action-research design was employed with 100 university students from Enna Kore (Italy) and Évora (Portugal), equally divided into training and control groups. Narrative-based quanti-qualitative methods were used, enabling participants to reconstruct their career stories, articulate barriers and concerns, and reflect on influences shaping their choices. Data collection occurred at three time points: pre-intervention (T1), post-intervention (T2), and follow-up after six months (T3). Within-group and between-group comparisons were conducted to assess effectiveness.
Results
Findings indicated that the interventions enhanced students' academic satisfaction, psychological well-being, and perceptions of career sustainability. Narrative methodologies facilitated greater self-awareness and resilience, while quantitative analyses demonstrated significant improvements in the training group compared to controls.
Limitations
The study presents some limitations. Both groups were predominantly female psychology students, limiting gender comparisons. In addition, self-report measures were used.
Discussion
The results highlight the value of narrative and action-research methodologies in fostering sustainable career development. By situating individual career choices within broader socio-economic transformations, career counselling can act as a catalyst for well-being, resilience, and responsible participation in sustainable futures.

Abstract 3358

SUPPORTING DISADVANTAGED YOUTH IN PURSUING DECENT WORK IN THE FUTURE: EXPERIENCES AND NEEDS OF DISADVANTAGED HIGH SCHOOL STUDENTS IN TÜRKIYE

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[1]Department of Educational Sciences, Trakya University ~ Edirne ~ Turkey, [2]Department of Educational Sciences, Hacettepe University ~ Ankara ~ Turkey

Although they constitute a significant portion of society, individuals from disadvantaged backgrounds often face barriers to accessing quality education and the skills required for the labor market. Traditional career development models often overlook the unique needs and experiences of these groups. Therefore, it is important to explore their perceptions of decent work from the Psychology of Working Theory perspective, which provides a more inclusive framework for career development. In the Turkish context, many groups face social exclusion and discrimination due to their socioeconomic status, ethnicity, gender, or disability. The Romani community is a particularly poignant example of a socially marginalized group that contends with poverty and limited opportunities, leading to significant obstacles in labor market entry. Consequently, it is essential to support Romani high school students in their journey toward securing decent work in the future. This presentation will discuss the skills that can be developed to support young people in their pursuit of decent work, with a specific focus on the needs of Romani youth. For the general youth population, key skills include developing a youth purpose, critical consciousness, self-efficacy, and career adaptability. In addition to these, Romani students require an emphasis on general learning-to-learn skills, such as communication, teamwork, and problem-solving. Furthermore, fostering skills like realistic goal setting and self-management is critically important for this group. This discussion draws on preliminary findings from a doctoral thesis currently being conducted with Romani high school students in Türkiye. The research aims to identify their needs at the individual, relational, and systemic levels to facilitate their access to decent work.

Abstract 3360

PSYCHOLOGICAL CAPITAL AND CAREER ADAPTABILITY AS PSYCHOSOCIAL RESOURCES: A SYSTEMATIC REVIEW OF SUSTAINABLE CAREERS AND WELL-BEING IN ARAB CONTEXTS

Mansouri M.*

Department of Psychology and Educational Sciences, Djillali Liabes University of Sidi Bel Abbes. ~ Sidi Bel Abbes ~ Algeria

This systematic review examines psychological capital (PsyCap) which includes hope, self-efficacy, resilience, and optimism alongside career adaptability as psychosocial resources that promote sustainable careers and well-being within Arab contexts, with a particular focus on Algeria. Adhering to PRISMA guidelines, we synthesized 45 empirical studies conducted between 2015 and 2025 from global and regional databases, specifically targeting Arab low- and middle-income countries (LMICs). PsyCap enhances vocational exploration, career commitment, and adaptive coping, thereby increasing life satisfaction and overall flourishing. Career adaptability, which includes concern, control, curiosity, and confidence, serves as a mediator for these effects, supporting the pursuit of decent work in the face of post-COVID labor market volatility and the skill demands driven by digitalization. Youth unemployment remains high in certain countries, influenced by exam-centric education, vocational stigma, and strong familial pressures that shape career pathways. This is especially true for elite university students who are seen as future leaders. The contrast between collectivist norms, which emphasize family and community resilience, and Western individualistic self-reliance underscores the cultural variability in how psychosocial resources impact career outcomes. Many studies predominantly utilize cross-sectional designs (80%), which restricts the ability to draw causal inferences. Additionally, only 15% of these studies focus on interventions, revealing significant gaps in the existing research. This review introduces a culturally sensitive model of psychological capital and career adaptability to address the absence of frameworks specifically tailored to Arab contexts. It informs practical interventions, such as multi-stakeholder collaboration (government, education, and private sector) and culturally tailored curricula, to enhance employability in Arab LMICs. By systematically mapping regional evidence, this study enriches cross-cultural reflections on psychosocial resources for sustainable careers, offering theoretical insights and policy recommendations for navigating volatile labor markets in Arab contexts.

16 - Division 16: Counseling Psychology

Counseling and new technologies

Friday 24 July 2026 from 16:15 to 17:45

(J-Spadolini)

Division 16: Counseling Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2643

FLOURISHING WITH MISS PAMA: A PERMA-BASED CHATBOT FOR SMARTPHONE OVERUSE AWARENESS AND WELL-BEING

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Objective: This study aimed to explore the effects of Miss Pama, a PERMA-based AI chatbot designed to reduce excessive smartphone use and promote daily well-being among university students. Grounded in Positive Psychology, the intervention integrated the five PERMA elements—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—into reflective dialogue to enhance self-awareness and behavioral regulation. Participants: Five university students (three females and two males; aged 19–24, M = 21.2) participated in the study. All met the diagnostic cutoff score (≥64) on the Smartphone Addiction Inventory (SPAI), indicating clinically significant smartphone overuse. Method: The study adopted a phenomenological qualitative approach to capture participants' lived experiences and meaning-making processes. Semi-structured interviews were conducted after the intervention, and data were analyzed using thematic analysis to identify essential themes of change. A six-week AI-guided intervention was implemented through text-based conversations with Miss Pama. Semi-structured interviews were conducted after the intervention, and data were analyzed using thematic analysis to identify the effects. Findings: Findings showed that interactions with Miss Pama increased participants' self-awareness of smartphone habits, reduced impulsive usage, and enhanced attention to positive daily experiences. Participants reported greater emotional balance, engagement in meaningful offline activities, and a general sense of psychological flourishing. While Miss Pama provided a safe, supportive, and low-pressure environment, limitations were noted in emotional depth, memory continuity, and conversational authenticity. Conclusions: These findings suggest that a PERMA-based chatbot like Miss Pama can serve as an innovative and supportive digital intervention for reducing smartphone overuse and fostering everyday well-being among young adults.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2729

TRAIT ANXIETY AS A MODERATOR OF COGNITIVE AND MINDFULNESS INTERVENTIONS IN A SOCIAL VIRTUAL REALITY STRESS PARADIGM

Eunha K.*

Ajou University ~ Suwon ~ Korea, Republic of

Introduction:
College students frequently experience stress in socially evaluative situations, and individuals with high trait anxiety are particularly vulnerable. Social virtual reality (VR) offers a controlled yet immersive environment to examine stress responses and intervention effects.

Purpose:
This study examined whether cognitive restructuring and mindfulness-based meditation alleviate stress and anxiety induced by a social VR-based Trier Social Stress Test (TSST), and whether trait anxiety moderates intervention effectiveness.

Method:
Sixty university students were randomly assigned to cognitive restructuring, mindfulness-based meditation, or control conditions. All participants completed a social VR-based TSST delivered via the StressMeta platform. Perceived stress and anxiety were assessed before and after the TSST, and trait anxiety was measured using the State–Trait Anxiety Inventory.

Results:
The social VR-based TSST significantly increased perceived stress but did not significantly elevate anxiety. Neither intervention produced overall reductions in stress or anxiety compared to the control condition. However, trait anxiety moderated intervention effects: participants with high trait anxiety showed greater reductions in stress and anxiety following cognitive restructuring and mindfulness-based meditation, whereas those with low trait anxiety showed limited or adverse effects.

Conclusions:
Findings suggest that brief cognitive and mindfulness-based interventions may be particularly beneficial for individuals with high trait anxiety when applied in immersive social VR settings. Social VR paradigms hold promise for stress research and tailored psychological interventions, highlighting the importance of individual differences in intervention responsiveness.

Division 16: Counseling Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 2365

COMPUTERIZED ADAPTIVE MULTIDIMENSIONAL QUESTIONNAIRES: CONCEPTUAL RATIONALE, IMPLEMENTATION CHALLENGES, AND PRELIMINARY EMPIRICAL EVIDENCE

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Hebrew University ~ Jerusalem ~ Israel

Background
A Computerized Adaptive Test (CAT) dynamically adjusts item difficulty, selecting subsequent items based on prior performance. Compared with traditional paper-and-pencil tests, CATs are considerably more efficient, saving time and improving accuracy. Moreover, they provide a more engaging and less fatiguing testing experience, which is significant for Generations Z and Alpha, who often demonstrate lower tolerance for lengthy questionnaires. These characteristics have meaningful implications for assessing multidimensional career-related constructs measured through word-based instruments.
Purpose
To develop a systematic procedure and algorithm for Computerized Adaptive Questionnaires (CAQs) and empirically examine their feasibility using three multidimensional, career-related questionnaires:
1. The Career Decision-Making Difficulties Questionnaire (CDDQ; 10 dimensions and 32 items);
2. The Higher Education Orientation (HEO) questionnaire (5 dimensions and 25 items); and
3. The Work Orientation Questionnaire (WOQ) (5 dimensions and 25 items).
Method
We analysed data from three samples:
1,212 first-year university students who completed the HEO;
605 first-year students who completed the WOQ;
1,484 career-undecided individuals, who completed the CDDQ via the Making Better Career Decisions website.
For each questionnaire, we developed an adaptive algorithm that selected a subset of items for presentation, based on each participant's prior responses.

Results
The median (and interquartile range) of within-participant Pearson correlations between the original and adaptive scores across dimensions were .98 (.95-.99), .97 (.94-.99), and .98 (.97-.99), for the HEO, WOQ, and CDDQ, respectively. Dimension-level results will be provided during the presentation.

Items Retention Overview

Questionnaire	Total items	Items Removed	Retained (%)
HEO	25	13.63	54.53
WOQ	25	12.85	51.42
CDDQ	32	5.83	18.21

Conclusion
Findings demonstrate that adaptive, shorter versions of multidimensional questionnaires are feasible. By improving efficiency and engagement, adaptive methodologies offer strong potential to

enhance the quality and accessibility of multidimensional career assessment in both research and applied settings.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 13: Climate Action SDG 10: Reduced Inequalities

Abstract 280

IMAGINING HOPEFUL FUTURES: CLIMATE AWARE CAREER DEVELOPMENT THROUGH PARTICIPATORY ACTION RESEARCH

Hudson Breen R.*[1], Larsen D.[1], Davis A.[1], Nickerson J.[1], Teppan J.[1], Lawrence B.[2]

[1]University of Alberta ~ Edmonton ~ Canada, [2]University of Victoria ~ Victoria ~ Canada

The climate crisis is a major threat to global health, equity, and wellbeing. Most contemporary career education is built on models of career development which uphold capitalist structures of work-life that are contributing to the climate crisis, while also placing responsibility on individuals to cope with increasing inequity and the erosion of decent work. There continues to be a lack of attention to contemporary existential issues of ecological sustainability and its reciprocal relationship with economic uncertainty and associated mental health challenges, particularly in the area of career development and counselling. Hope is the ability to envision and move towards possibility, despite uncertainty, and is an essential resource in supporting mental health and facing difficult circumstances. Hope infused career education involves collaborative learning and re-visioning of work, life, wellbeing, and community, to support both individual career-life development and collective action towards climate justice. In this presentation, we share initial findings and learnings from a participatory action research project on climate-aware, hope-focused career development with students and their teachers in Alberta, Canada. We discuss the process for university team members of collaborating with teachers in local schools, and working with students to define and engage with hope in the context of climate justice and work in their communities. Photovoice data collection was incorporated to present student perspectives on hope and their learning through the project. Implications for climate informed career development education and future research directions will be presented.

Division 16: Counseling Psychology Division 8: Health Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2655

CBT AND VIRTUAL REALITY INTERVENTIONS TO REDUCE ORAL EXAM ANXIETY: THE ROLE OF UNIVERSITY COUNSELING IN PROMOTING STUDENT WELL-BEING

Mammarella S.*, De Luca D., Gagliardi A., Cicchini E., Pesci L., Roncone R., Giusti L.

University of L'Aquila ~ L'Aquila ~ Italy

Introduction: Exam anxiety is common among university students, negatively affecting academic performance, self-esteem, and psychological well-being. Virtual reality (VR) has recently emerged as a promising tool for managing anxiety and phobic disorders. However, few studies have evaluated whether VR before oral exams can reduce anxiety, improve performance, and prevent prolonged out-of-course status.
Objectives: Within the national multicenter Me.Mo PROBEN project, this study examines the effectiveness of a Cognitive Behavioral Therapy (CBT)-based anxiety management program combined with a VR oral exam exposure module (Cerebrum VR Srl, 2025) in preventing and reducing exam-related anxiety and improving academic performance among university students.
Methods: All students could access the program by registering via QR code. At baseline (T0), participants completed the State–Trait Anxiety Inventory (STAI-Y) and the General Health Questionnaire (GHQ-12), and information on exam difficulties and academic satisfaction was collected. The CBT-based training, adapted from the G. Andrews protocol, included three brief modules: (1) psychoeducation on exam anxiety, (2) slow breathing, and (3) progressive muscle relaxation. This was followed by an immersive VR public speaking session simulating an oral exam, during which students applied the learned techniques. State anxiety was assessed at T1, while academic performance will be evaluated at T2, at semester's end.
Results: At T0, students showed moderate trait anxiety (mean STAI-Y = 46.7, SD = 5.7) and moderate emotional distress (mean GHQ-12 = 21.1, SD = 9.3), mainly due to fear of oral exams. Forty percent were out-of-course students. At T1, trait anxiety decreased (mean = 42.5, SD = 4.3). Data collection for T2 is ongoing. The immersive VR experience was highly engaging and motivating, with an average satisfaction score of 8.7/10.
Conclusion: Brief CBT modules combined with VR effectively reduce anxiety during simulated oral exams and represent a promising preventive tool in university counseling services.

16 - Division 16: Counseling Psychology

POSITIVE PSYCHOSOCIAL RESOURCES FOR CAREER COUNSELLING AND WELL-BEING.

Friday 24 July 2026 from 17:00 to 18:30

(Q-Arsenale)

Paola Magnano (Kore University of Enna ~ Enna ~ Italy), Chair
Ernesto Lodi, Discussant

The uncertainty and instability that characterise current life contexts make it essential in career counselling interventions to develop positive resources that enable clients to adapt actively to this unpredictable environment. One of the goals of career counselling is to understand how to promote the well-being of individuals facing the unforeseen challenges of the changing world of work. The processes of defining and redefining one's personal and professional projects develop through a continuous search for meaning in one's life, socio-cultural context, and the dynamic relationship between person, context, and time. Life design (Savickas, 2012; Savickas et al., 2009) is a nonlinear process that takes the form of a flexible plan of action, open to the opportunities offered by the context, where people can make unexpected discoveries that are integrated into a plan that allows them to provoke or utilise those discoveries. This involves: (1) empowering individuals and strengthening positive psychological resources, such as self-efficacy, optimism, resilience, courage, and hope; (2) building positive and supportive relationships as fundamental to well-being within educational and workplace settings. In fact, the most recent literature on well-being highlights its multidimensional and systemic nature, considering both personal and contextual factors. Career transitions are periods of life involving decisions, changes, uncertainty, and insecurity, which may threaten individuals' subjective well-being. The symposium will present research on psychosocial resources and career development training and programmes—conducted across diverse cultural contexts and with various participant groups—aimed at enhancing subjective well-being and identifying its protective factors.

Abstract 3474

UNIVERSITY STUDENTS' SENSE OF COMMUNITY AS A PROTECTIVE RESOURCE: LINKS WITH WELL-BEING AND RISK OF DROP-OUT

Zarbo R.*[1], Magnano P.[1], Zammiti A.[2], Russo A.[3]

[1]Kore University od Enna ~ Enna ~ Italy, [2]University of Catania ~ Catania ~ Italy, [3]University of Bologna ~ Bologna ~ Italy

Introduction
Psychological well-being is influenced not only by individual factors but also by contextual and social dynamics, especially within university environments where academic achievement and community belonging meet. A key concept in this area is the sense of community, which includes belonging, mutual influence, the fulfilment of personal needs, and shared emotional bonds. Universities, often viewed as small communities, offer a valuable context for exploring how the sense of community affects students' well-being, satisfaction, and persistence.
Objectives
This study aimed to examine the relationships between university students' sense of community, academic satisfaction, and both positive outcomes (life satisfaction, flourishing) and negative outcomes (stress, risk of drop-out).
Methods
A longitudinal design involved 439 Italian university students, who completed online surveys at two time points. Instruments included the University Student Sense of Community scale, the Satisfaction with Life Scale, the Flourishing Scale, and the College Satisfaction Scale. To examine the hypothesised relationships, we proposed that academic satisfaction mediates the relationship between Sense of Community and student outcomes. Mediation models were tested using the bootstrapping method to assess the significance of indirect effects.
Results
The data analysis results enable us to identify factors that protect and promote students' well-being and academic quality of life. Mediation analyses showed that academic satisfaction completely mediates the relationship between the sense of community and life satisfaction, as well as flourishing and thoughts of changing and interrupting; it also partially mediates the relationship between the sense of community and academic stress.
Limitations
Findings are constrained by convenience sampling, geographical imbalance, and reliance on self-report measures, limiting generalisability.
Discussion
The results confirm that sense of community is a multidimensional resource supporting students' well-being, satisfaction, and retention. The current study provides practical applications for counselling and psycho-educational interventions designed at enhancing students' integration, resilience, and academic trajectories.

Abstract 3475

PSYCHOSOCIAL RESOURCES IN CAREER COUNSELLING ACROSS DIVERSE LIFE PATHS: INTEGRATING MULTIPLE PERSPECTIVES FOR WELLBEING

Sgaramella T.M.*

FISPPA Department, University of Padova ~ Padova ~ Italy

Uncertain and changing life contexts increasingly call career counselling to foster both well-being while navigating uncertain and changing life contexts. Literature highlights the role of positive psychosocial resources as key assets that sustain individuals in career development and life planning. A systems theory–based approach emphasizes that individual resources, such as resilience, future orientation, and socioemotional competencies, are embedded in and co-constructed through interconnected systems spanning family, school, community, organizations, culture, and broader socio-economic structures (Patton & McMahon, 2021; McMahon, 2022).
Drawing from empirical studies, the analysis will explore how personal and career-related resources can be assessed and promoted in a dynamic interplay between psychosocial resources and systemic opportunities or constraints.
In education, recent studies show that school-based interventions fostering positive future self-identity and career exploration strengthen adolescents' career-related assets by mobilizing multiple layers of influence (Patton & McMahon, 2021; Sgaramella & Ferrari, 2024). This may reveal a particular impact in counselling young people facing developmental vulnerabilities (Sgaramella & Bortoluzzi, 2019).
In adulthood, studies show that socioemotional competencies contribute to well-being when reinforced by organizational and societal supports. Studies with individuals experiencing complexities highlight the link between systems influences and psychosocial resources (Maree, 2020; Sgaramella, 2022; Rocca & Sgaramella, 2024). Reconstructing career trajectories often reflects the negotiation of time perspective across interdependent systems as well as contextual opportunities for recognition and inclusion.
These insights converge with broader conceptual frameworks emphasizing access, equity, and authentic choice and highlight the importance of linking personal agency with systemic transformation. A multidimensional model emerges that views individuals and systems as mutually constitutive, and counselling as a developmental, inclusive, and resource-oriented practice that promotes well-being and quality of life across the lifespan.

Abstract 3476

BETWEEN ANXIETY AND AGENCY: THE ROLE OF PSYCHOLOGICAL COURAGE IN CAREER INDECISION

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[1]Institute of Psychology, University of Opole ~ Opole ~ Poland, [2]Institute of Psychology, University of Lódz ~ Lódz ~ Poland

In recent years, the attainment of key social milestones—such as choosing a career path or securing stable employment—has become increasingly delayed. Both cultural and economic factors contribute to this trend. Rapid socioeconomic changes may heighten uncertainty and anxiety, which in turn could inhibit the transition to adulthood, for example by fostering career indecision. At the same time, individual psychological resources can buffer these effects and reduce the impact of anxiety. One such resource, psychological courage—defined as the willingness to act in spite of fear and internal conflict—remains relatively underexplored. The present study investigated the associations among psychological courage, future-related anxiety, and career indecision in emerging adulthood. Participants were 459 individuals (246 women and 213 men) aged 18 to 29 years. We hypothesized that psychological courage would be negatively, and anxiety about the future positively, related to career indecision as assessed with the Career Decision-Making Difficulties Questionnaire (CDDQ). Furthermore, we expected that psychological courage would account for unique variance in career indecision beyond anxiety, perceived social support, and perceived status, thereby demonstrating its protective role. A series of hierarchical multiple regressions partially supported these hypotheses. Psychological courage was negatively associated with overall career indecision as well as with the subdimensions of lack of readiness and lack of information, but not with inconsistent information. These findings suggest that psychological courage may serve as an important psychological resource that supports motivational processes and promotes an active, agentic orientation toward career development.

Abstract 3478

VALIDATION OF THE CAREER MAXIMIZING SCALE IN ALGERIA AND ITALY: EVIDENCE OF INVARIANCE AND RELATIONSHIPS WITH CAREER ADAPTABILITY AND WELL-BEING

Mansouri M.*[1], Zammiti A.[2], Guerau Valls--Figuera R.[3], Russo A.[4]

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Career maximizing reflects the desire to identify the best possible career alternative through a careful comparison of available options (Voss et al., 2019). This tendency may have important implications: on the one hand, it can foster more informed and satisfying decisions; on the other hand, it may lead to indecision and stress in the decision-making process (Dahling & Thompson, 2013; Iyengar et al., 2006). The Career Maximizing Scale (CMS) was developed to specifically measure this construct, demonstrating its relevance for career-related outcomes such as satisfaction and self-efficacy (Voss et al., 2019).

The present study aimed to validate the Career Maximizing Scale (Voss et al., 2019) in the Italian and Algerian contexts. The measure was administered to a sample of 403 university students (206 from Algeria and 197 from Italy) aged between 18 and 30 years (M = 20.93; SD = 1.08). Along with the CMS, additional measures were administered: the Career Adaptability Scale, the Satisfaction With Life Scale, and the Flourishing Scale.

Exploratory factor analysis and confirmatory factor analysis supported the unidimensional structure of the CMS, consistent with theoretical assumptions. Contextual invariance between the two samples was demonstrated. The scale also showed good validity evidence, correlating positively with career adaptability, life satisfaction, and flourishing.

Overall, the findings suggest that the CMS is a valid and effective measure for assessing career maximizing across different cultural contexts, offering a significant contribution to the understanding of career decision-making processes. The evidence collected highlights the importance of a culturally sensitive approach to measuring this construct and provides useful implications for both international research and career guidance practice, as the CMS can help professionals and students reflect more consciously on career decision-making strategies and develop more sustainable and satisfying career paths.

16 - Division 16: Counseling Psychology

Counseling and Diversity

Friday 24 July 2026 from 17:45 to 18:45

(J-Spadolini)

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 192

CENTERING DISABILITY JUSTICE IN PSYCHOLOGICAL PRACTICE: IMPLICATIONS FOR GLOBAL, INTERSECTIONAL, AND EQUITABLE CARE

Dispenza F.*

Georgia State University ~ Atlanta, Georgia ~ United States of America

Traditional counseling models often struggle to address the complex experiences of persons with disabilities (PWD), particularly those with intersecting marginalized identities. They often focus on individual deficits rather than societal barriers (Brodt, 2022; Saia et al., 2024). This presentation offers implications of Disability Justice, a framework created by multiply marginalized disabled People of Color, for clinical and counseling psychological practice. Disability justice moves beyond the limitations of the disability rights movement and the medical model by centering principles such as intersectionality, interdependence, collective access, and the leadership of those most impacted (Berne et al., 2018). It challenges the notion that people with disabilities need to be “fixed,” viewing disability as a social construct shaped by ableism and other systems of oppression like racism and capitalism (APA, 2022).

For clinical practice, integrating disability justice means shifting from individual intervention towards addressing the structural violence and systemic injustices faced by clients living with disabilities (Brodt, 2022). It requires psychologists to recognize disability as a political and cultural identity, apply intersectional analyses to understand compounded marginalization, and ensure practice is maximally inclusive and accessible. Approaches like Disability Affirmative Therapy can help fill knowledge gaps and provide culturally sensitive care, along with disability justice principles

From a global standpoint, disability justice highlights how disability is often produced and shaped by transnational forces, including colonialism, racial capitalism, and globalization, particularly affecting communities in the Global South (Dispenza, 2020). A disability justice-informed clinical practice must consider these global-local connections, recognizing the wisdom and experiences of people with disabilities worldwide and advocating for collective liberation that leaves “no body/mind is left behind.” This framework offers a transformative approach to counseling, clinical, community, and health psychology that emphasizes universal interdependence and strives for a more just and equitable world for all.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 15: Students and Early Career Psychologists SDG 5: Gender Equality

Abstract 2642

ADHD AND ROMANTIC RELATIONSHIPS: A QUALITATIVE EXPLORATION OF STRENGTHS AND CHALLENGES IN ROMANTIC RELATIONSHIPS AMONG ADULTS DIAGNOSED WITH ADHD

Modesto O.*, Bacon S.

Australian Catholic Univeristy ~ Sydney ~ Australia

Committed and satisfying romantic relationships are associated with positive mental health outcomes and well-being. However, previous research suggests that adults with Attention Deficit Hyperactivity Disorder (ADHD) and their partners face unique challenges within romantic relationships, indicated by lower relationship satisfaction and higher divorce rates. Yet, little research has focused on the lived experiences of adults with ADHD in romantic relationships or considered what strengths or strategies they might employ to support their relationships. Additionally, there is limited research exploring the potentially unique dynamic of having a partner who also has ADHD. This qualitative study interviewed 11 adults with ADHD in romantic relationships. The study aimed to include participants with ADHD partners, but did not exclude other neurotypes, to capture a range of experiences. Interviews focused on the impact of ADHD within their relationship, focusing on: conflict resolution; communication; strengths; challenges; and strategies. Thematic analysis identifying key themes is in progress. This study contributes to the growing body of neurodiversity affirming research and will provide clinicians with a strengths-informed understanding of how ADHD may impact romantic relationships.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 980

"CAREER" AND "CAREER DEVELOPMENT": CONCEPTIONS OF MIGRANT WOMEN FROM ECONOMICALLY DEVELOPING COUNTRIES

Yazdankhoo S.*[1], Abkhezr P.[1], Mcmahon M.[2], Mcauliffe D.[1]

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The term career development emerged in Western and industrialised contexts. However, it has been adapted and reinterpreted across different cultures worldwide, resulting in a diversity of understandings. Such diversity becomes significant for migrants moving from economically developing to developed countries, where employment structures differ greatly. Given that employment constitutes one of the main predictors of migrants' integration into host societies, supporting them through career development services gains critical relevance. However, economically developed countries' career support strategies often approach migrants as a homogenous group, relying on universal Western frameworks rather than tailored to the varied conceptions of career development by diverse migrant communities (e.g., migrant women from economically developing countries). To design responsive career support, it is essential to understand how diverse migrants conceive of "career" and "career development." This research aimed to explore the conceptions of these terms held by migrant women from economically developing countries.

Guided by an integrative care-justice moral framework, 10 migrant women were recruited through purposive sampling and attended a single semi-structured reflexive interview informed by narrative inquiry. They shared their perspectives about what career and career development signify to them, and reflected on one academic definition of 'career development'. Descriptive content analysis was employed to analyse data, while preserving participants' unique perspectives and contexts.

Findings revealed that participants held varied conceptions of "career" and "career development", often closely associated with upward progression and advancement within their work lives, which only partially aligns with academic conceptions that frame career development as a lifelong-lifewide process embedded in and influenced by personal, familial, social, and environmental-societal factors. The findings underscore the importance of attending to participants' local knowledges, highlighting how their understandings are grounded in lived experiences, cultural and contextual understandings of work, and the unique circumstances surrounding migration. Research, practice, and policy implications will be outlined.

16 - Division 16: Counseling Psychology

Poster Session 2 - Division 16

Saturday 25 July 2026 from 08:15 to 09:45

(X- Poster 2)

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1325

PERCEIVED RACISM, DEPRESSION, AND GPA AMONG ASIAN AMERICAN AND PACIFIC ISLANDER COLLEGE STUDENTS: EXPLORING POTENTIAL PSYCHOSOCIAL RESOURCE FACTORS

Cheng H.*, Yeh C., Canlas M.

University of San Francisco ~ San Francisco ~ United States of America

Research has shown that Asian American and Pacific Islanders (AAPIs) report more academic pressure than other racial groups in the United States, and several factors have been proposed to explain this, including high parental expectations, cultural emphasis on academic achievement, and the "model minority" stereotype (i.e., the notion that AAPIs are naturally intelligent and hardworking, and that they are well-to-do and encounter few problems; Sue et al., 2007). Racism has also been speculated as a driving factor behind AAPIs' high academic stress in that they may see academic achievement as a way to enhance social status and counteract racial ostracization. As high as 76.9% of AAPI students reported experiencing daily racial discrimination (Chen et al., 2014) and experiences with racism and discrimination have been linked to higher psychological distress (Yoo et al., 2010). Given AAPI students' high academic performance pressure (i.e., obtaining high GPA), racism context, and psychological distress, we examined three aspects of potential psychosocial resource for AAPI students: academic encouragement (potential-focused encouragement; challenge-focused encouragement), peer social support, and university belonging (relations with faculty/staff; university support/acceptance). In a sample of 1072 AAPI college students, we found that higher levels of perceived potential-challenged encouragement, peer social support, and university support/acceptance predicted lower depression, after accounting for the effect of racism on depression. However, higher levels of challenge-focused encouragement predicted higher depression, while relations with faculty/staff did not predict depression. Finally, we found that higher depression longitudinally predicted lower GPA and that relations with faculty/staff and peer social support, respectively, buffered the harmful effect of depression on GPA. Neither dimension of academic encouragement, however, buffered the effect of depression on GPA. The findings highlight the importance of fostering students' relations with faculty/staff and peer social support as avenues for protecting AAPI college students from low GPA when they experience depressive symptoms.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1299

EMOTIONAL, SOCIAL, AND SYSTEMIC CONTRIBUTORS TO DEPRESSIVE SYMPTOMS IN IMMIGRANTS AND REFUGEES

Jin L.*, Yung C., Zamudio G.

University of Calgary ~ Calgary ~ Canada

Background: Immigrants and refugees face disproportionate mental health challenges, including elevated depressive symptoms. However, little is known about the socioemotional and systemic factors that contribute to depression in this population in Canada. Depression risk is influenced not only by individual emotional processes but also by social and systemic factors. Emotional dysregulation and heightened negative affect can increase vulnerability, whereas social connectedness to both mainstream society and one's ethnic community may serve as protective factors. Experiences of race-based traumatic stress, discrimination, and systemic marginalization further exacerbate depression risk. Despite these known risks, few studies have comprehensively examined how these emotional, social, and systemic factors interact to influence depressive symptoms among immigrants and refugees. The present study aimed to (1) identify the emotional, social, and systemic predictors of depressive symptoms and (2) examine their combined contributions to depression in this population.

Methods: A total of 183 immigrants/refugees from Canada (Mean age = 30.89; 45.70% women) participated in this study.

Results: At the emotional level, greater emotional dysregulation (B= .07, p = .037) and negative affect (B= .25; p <.001) were more likely to experience higher depressive symptoms (R2= 21.9%). At the social connectedness level, higher social connectedness to mainstream society (B= -.14, p = .017) and own ethnic minority group (B= -.27, p < .001) were less likely to experience depressive symptoms (R2= 22.4%). At the systemic level, more experience of race-based traumatic stress was strongly associated with depressive symptoms (B= .07; p < .001; R2= 33.6%).

Discussion: These findings underscore the substantial mental health burden experienced by immigrants and refugees in Canada and underscore the importance of addressing both socioemotional and systemic factors that contribute to depression. Culturally responsive interventions tailored to the unique experiences of this population may be essential for mitigating depression risk and promoting improved mental health outcomes.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being

Abstract 1219

THREE-WAY INTERACTION EFFECTS OF LIVING A CALLING, WORK–FAMILY CONFLICT, AND BURNOUT: MULTI-GROUP COMPARISONS BY GENDER AND MARITAL STATUS

Jung S.*, Park M., Shim Y.

Chungnam National University ~ Daejeon ~ Korea, Republic of

According to Work as Calling Theory (WCT; Duffy et al., 2018), living a calling (LC) may yield benefits, including job satisfaction and performance. Yet, it may also involve risks such as burnout, workaholism, and exploitation, depending on personality traits and psychological climate. Empirical support for these paradoxical aspects remains limited, particularly regarding moderating effects. This study hypothesized that differences in work–family conflict (WFC) would moderate the effects of LC. Because prior studies overlooked demographic factors, we examined moderating effects across marital status and gender.

Purpose: This study examined whether WFC moderates the association between LC and burnout, focusing on three-way interaction effects, specifically contrasting married women with married men and unmarried women.

Method: Participants were 343 Korean employees aged 19 or older with some college education (110 married women, 121 married men, 112 unmarried women). Data were collected through an online survey.

Moderation was tested with the PROCESS macro for SPSS. Model 1 examined moderation separately within each group, and Model 3 tested whether the LC × WFC interaction differed across groups, with married women as the reference group.

Results: In Model 1, the LC × WFC interaction was significant only for married women (B = –.193, p = .023); LC was associated with lower burnout only under high WFC (B = –.294, p = .025). In contrast, for married men and unmarried women, the LC × WFC interaction was nonsignificant; LC was generally associated with lower burnout regardless of WFC level. In Model 3, three-way interactions were significant comparing married women with married men (B = .293, p = .015) and with unmarried women (B = .289, p = .025).

Conclusion: Findings suggest that LC protects against burnout, but patterns differ across sociodemographic factors. Unique moderation among married women underscores the need for gender- and marital status–sensitive approaches in research and workplace interventions.

Division 16: Counseling Psychology Division 9: Economic Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1766

CULTURAL ADAPTATION IN COUNSELING: A QUALITATIVE STUDY ON THE LIVED EXPERIENCES OF PSYCHOLOGISTS' CULTURALLY ADAPTING TREATMENTS FOR FORCIBLY DISPLACED CLIENTS.

Khalsa G.*, Elazhary H., Nassar L.

American Univesity in Cairo ~ Cairo ~ Egypt

People from displaced communities face significant challenges such as persecution in their home countries, the uncertainty of regaining safety and stability, and the acculturation stress of resettling in a host country (Kirmayer et al, 2011). Psychologists who work with displaced communities are trained and credentialed in modalities which do not always fit the cultural needs of their clients (Hall et al., 2016), requiring an adaptation process to make services more effective. The available literature does not currently reflect the variety of cultural backgrounds, circumstances, and presenting situations that comprise the diaspora of displaced communities throughout the world. Psychologists must implement this adaptation without needed research support (Nickerson et al, 2011), relying instead on personal experience and clinical judgment.

The purpose of this qualitative study is to examine the lived experiences of international and global psychologists who provide counseling services for refugee communities as way to better understand the cultural adaptation process. A better understanding of this phenomenon can help inform global psychologists in their own work with displaced communities.

Through seven semi-structured interviews with doctoral level psychologists from various countries, working with refugee communities from various parts of the world, the process of cultural adaptation of clinical services was explored in depth using Interpretive Phenomenological Analysis qualitative methodology.

Initial analysis of the data resulted in emergent superordinate and subordinate themes, including: clinicians' adapting treatments from their academic training, mentorship and supervision through the adaptation process, personal transformation, experiences of professional siloing, and political advocacy as a part of clinical work.

The results give context to the developmental process participants experienced and insight into the changes in clinical conceptualization and transformative professional identity which emerged from the adaptation process. Suggestions for counseling psychologists, supervisors, mental health professionals, and academic trainers to use in their work were developed from the results.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1081

INTOLERANCE OF UNCERTAINTY AND SOCIAL ANXIETY IN COLLEGE STUDENTS: THE DUAL MEDIATING EFFECTS OF SOCIAL SELF-EFFICACY AND EXPERIENTIAL AVOIDANCE

Kim J.*, Kim S.Y., Lee Y.

Jeonbuk University ~ Jeonju ~ ????

This study examined whether social self-efficacy and experiential avoidance mediate the relationship between intolerance of uncertainty (IU) and social anxiety among college students. A cross-sectional survey was conducted with 394 college students (aged 18–29) from South Korea. Data were analyzed using SPSS 25.0 and PROCESS macro 4.3. Measures included the Intolerance of Uncertainty Scale (IUS-12), the Social Self-Efficacy Scale for College Students, the Korean version of the Multidimensional Experiential Avoidance Questionnaire (K-MEAQ-24), and the Social Anxiety Scale for College Students. Results indicated significant correlations among all primary variables. Both social self-efficacy and experiential avoidance independently mediated the association between IU and social anxiety. Additionally, a significant serial mediation was observed: higher IU was associated with lower social self-efficacy, which in turn predicted greater experiential avoidance and subsequently higher social anxiety. These findings clarify a psychological pathway linking intolerance of uncertainty to social anxiety in college students and suggest that interventions aimed at enhancing social self-efficacy and reducing experiential avoidance may mitigate social anxiety in this population.

Division 16: Counseling Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 11: Sustainable cities and communities

Abstract 1208

DEVELOPMENT AND VALIDATION OF THE KOREAN VERSION OF THE 45-ITEM MECHANISMS OF ENGAGEMENT IN THE ARTS AND HUMANITIES SCALE

Kim Y.*, Shim Y.

Chungnam National University ~ Daejeon ~ Korea, Republic of

Introduction: The arts and humanities are vital for mental health and flourishing, with studies linking its engagement to positive emotions, growth, vitality, life satisfaction, civic engagement, and perspective change. However, empirical evidence for the underlying psychological mechanisms, which are potential targets for intervention development, is limited. The Mechanisms of Engagement in the Arts and Humanities Scales (MEAH) is a 70-item scale that measures five psychological mechanisms based on the RAISE model-Reflection, Acquisition, Immersion, Socialization, and Expression. However, given its length, an abbreviated 45-item version (MEAH-45) was recently developed.

Purpose: This study aimed to translate and validate the MEAH-45 in Korean to assess RAISE mechanisms to explain how engagement in the arts and humanities leads to flourishing among Korean adults.

Method: The MEAH-45 was translated, back-translated, and reviewed by a panel of researchers and laypersons experienced in the arts and humanities and finalized as the Korean version (MEAH-45-K). An online panel survey of 500 adults included the MEAH-45-K and the Korean version of the Brief Inventory of Thriving (K-BIT), which assesses overall flourishing. Data were analyzed using SPSS 22.0 to
assess reliability and Mplus 8.1 to conduct confirmatory factor analysis (CFA) for model fit. Criterion validity was examined through correlations with flourishing, and the rwa package in R 4.2.2 was used to analyze the mechanisms contributing to flourishing.

Results: The MEAH-45-K demonstrated high internal consistency(Cronbach's α= .86~.97) and good model fit(CFI= .95~1.00, TLI= .90~1.00, SRMR= .00~.04). Correlation analyses showed that all RAISE mechanisms were significantly and positively associated with flourishing(rs= .52~.62, p< .001). Relative Weight Analysis showed Socialization contributed most in arts engagement, and Acquisition in humanities engagement.

Conclusions: The MEAH-45-K demonstrated reliability and validity, confirming its suitability for assessing the RAISE mechanisms. This scale can be utilized as a tool to provide an empirical basis for arts and humanities-based interventions to promote flourishing.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being

Abstract 1657

DEVELOPING A METHOD FOR ANALYZING INTERACTIVE FACIAL MOVEMENTS IN ONLINE COUNSELING

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In recent years, the demand for remote psychological support has been increasing, and online counseling has emerged as an important setting for clinical practice. Unlike face-to-face sessions, however, the assessment of nonverbal behavior is often more challenging in online environments. In particular, methods for quantitatively describing and analyzing the interactive dynamics of facial movements between therapist and client have not been sufficiently established. The present study develops a novel analytic framework designed to capture these dyadic facial actions during online counseling sessions.

Specifically, video recordings of therapist–client interactions were processed using MediaPipe (Google) to extract facial action units (AUs) frame by frame. The resulting multivariate time-series data of facial actions were subjected to non-negative matrix factorization (NMF), which reduced the complex facial movement patterns into a small number of interpretable components. NMF was chosen because its non-negativity constraint provides parts-based, additive representations that are particularly well suited for decomposing facial movement data into components that retain interpretability in a psychological and behavioral context. The optimal number of factors was determined based on reconstruction error and stability indices.

Subsequently, the temporal dynamics of the component scores were analyzed using vector autoregressive (VAR) modeling, Granger causality testing, and orthogonalized impulse response analysis. These methods enabled the identification of interdependencies between therapist and client facial actions, such as whether a therapist's facial movements systematically precede and predict the client's responses, or conversely, whether the client's movements drive changes in the therapist's behavior.

The proposed framework has the potential to deepen our understanding of nonverbal interaction in online counseling and to contribute to both clinical practice and professional training. In addition, future work may extend the method toward real-time automated feedback systems to support therapists in online environments.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1260

THE PROCESS OF MENTAL HEALTH RECOVERY IN AN INTERNATIONAL STUDENT: A SINGLE-CASE QUALITATIVE ANALYSIS

Li C.*[1], Ogura M.[2], Suzuki H.[1]

[1]Ritsumeikan University ~ Osaka ~ Japan, [2]Naruto University of Education ~ Tokushima ~ Japan

The number of international students is increasing globally, yet many faces psychological challenges while abroad. Language barriers, social isolation, and cultural differences can exacerbate distress, while stigma and limited awareness often reduce counseling use. Understanding recovery processes is critical for developing effective support. This study aimed to clarify the mental health recovery process of an international student through a single-case qualitative analysis.

The participant was a Taiwanese exchange student at a Japanese university, who arrived in April 2022 and had studied Japanese since September 2014. A semi-structured interview was conducted in November 2022, lasting about one hour, covering reasons for studying abroad, difficulties, psychological and physical changes, coping strategies, and future impacts. Data was analyzed using the Steps for Coding and Theorization (SCAT) method.

The recovery process comprised four stages: (1) Expectations–Reality Gap: Limited interaction with Japanese peers caused loneliness and alienation. (2) Distress and Awareness: Avoiding the native-language group deepened isolation, and physical decline prompted awareness of distress. (3) Support and Change: Recovery was aided by university counseling and stronger social ties. (4) Growth and Resilience: Coping strategies were learned, fostering self-growth and resilience.

Recovery was a dynamic, non-linear process shaped by cultural expectations, adaptation stress, and awareness of distress. Improving mental health literacy before or early in study abroad may support timely help-seeking. Universities should strengthen counseling, peer support, and mental health education. Future studies with more cases are needed to generalize these findings.

Note: This study reanalyzed part of the data presented at The Japan Association for School Mental Health as “A Qualitative Study on the Difficulties, Concerns, and Academic/Career Decision-Making of International Students during the COVID-19 Pandemic,” and further examined it in line with the purpose of this study.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 1528

DEVELOPING ONLINE SOLUTION-FOCUSED TEAM MEETING METHOD TO PREVENT ABUSE IN ELITE SPORTS EDUCATION

Ogawa O.*[1], Kemuriyama C.[2], Karimazawa H.[1]

[1]The University of Aizu ~ Aizuwakamatsu ~ Japan, [2]Gifu Shotokugakuen Univerisity ~ Gifu ~ Japan

Introduction:
Abuse in elite sports education—including psychological pressure and coercive communication—is increasingly recognized as a serious threat to the mental health and development of young athletes. Such problems can arise not only during training but also in meetings before and after practices or competitions. Recent advances in counseling and educational psychology highlight the need for interventions that foster psychological safety, constructive dialogue, and relationships based on mutual respect rather than authority.
Purpose:
This project aims to develop an online version of the Solution-Focused Team Meeting Method (SFTMM) tailored for elite sports education. Developed in 2009 by Setsuko Sato for educational counseling, SFTMM integrates solution-focused counseling with facilitation theory from management studies. Its adaptation to sports talent development could prevent abusive practices and facilitate a supportive learning environment.
Method:
Traditionally implemented face-to-face using analog whiteboards, the SFTMM was redesigned as a digital platform. Counseling psychologists, organizational researchers, and sports psychology experts created the initial plan, distinguishing core functions from future functions. Implementation was outsourced to a student-led Information and Communication Technology (ICT) venture; and the completed application was subsequently purchased by the research group for study and practical use.
Results:
The prototype includes solution-focused navigation, collaborative digital whiteboards, and facilitator support tools such as time management. Advanced features—including AI-based facilitation and data analytics—were reserved for future development. The digital format enables experienced facilitators to provide remote support and enhance accessibility and dissemination.
Conclusions:
At the prototype stage, this initiative demonstrates how counseling psychology, facilitation, and ICT can be integrated into a preventive model against abuse in elite sports education, which contributes to global discussions on safeguarding youth in talent development. Further, the findings illustrate how interdisciplinary collaboration transforms psychological theory into practical tools that strengthen educators' reflections; empower athletes' agency; and foster safe, ethical, and supportive environments.

Division 16: Counseling Psychology Division 8: Health Psychology Division 5: Education and School Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 1870

WHEN HEALTHIER IS HARMFUL: THE CONTINGENT BENEFITS OF INTEGRATIVE EMOTION REGULATION IN AN EAST ASIAN SAMPLE

Ran Z.*, Wang Z., Dong H., Xu J.

Beijing Normal University ~ Beijing ~ China

Introduction
Grounded in Self-Determination Theory (SDT), emotion regulation includes three styles: integrative (autonomous exploration of emotions), suppressive (e.g., ignoring emotional information), and dysregulated (being overwhelmed by emotions). While prior work confirmed the independent positive and negative effects of integrative and suppressive styles on goal pursuit, this work has largely treated them as separate predictors.

Purpose
Consequently, it remains unknown if the benefits of an adaptive style like integration are universal or contingent on concurrent maladaptive style tendencies.

Method
Participants were 119 Chinese undergraduate students (82.4% female; age range 18–24), with baseline goal stress and competency assessed. Using an Experience Sampling Method (ESM), we collected 5693 data points over three weeks, each separated by a two-week interval. Following goal-related emotional events, participants' momentary reports on their use of integrative, suppressive, and dysregulated styles were aggregated into overall tendencies. Goal progress was assessed weekly, and a Bayesian three-way interaction model was estimated.

Results
A credible three-way interaction emerged. Overall, the suppressive style promoted goal progress while the dysregulated style hindered it. The effect of the integrative style, however, was highly conditional and paradoxical: while beneficial in most cases, a higher integrative tendency predicted lower goal progress for individuals with high suppression and low dysregulation tendencies. Post-hoc tests confirmed a ‘low integration, high suppression, low dysregulation’ tendency yielded the highest goal progress.

Conclusions
By aggregating momentary behaviors, this study reveals a more ecologically valid, configurational relationship between regulatory styles and goal progress. Our East Asian findings challenge a simple "good vs. bad" view of these styles. The paradoxical result shows a focused, suppressive style can be functional when individuals are not overwhelmed by emotion, as the resource-intensive process of integration can be disruptive. This implies constant emotional processing is not always helpful for goal attainment. These findings offer new insights into goal pursuit dynamics and call for further cross-cultural research.

16 - Division 16: Counseling Psychology

Poster Session 3 - Division 16

Saturday 25 July 2026 from 09:50 to 11:20

(X- Poster 2)

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 11: Political Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1920

TRANSGENDER AND GENDER DIVERSE YOUNG ADULTS WHO EXPERIENCE HIGH SOCIOPOLITICAL STRESS AMIDST THE 2025 PRESIDENTIAL ADMINISTRATION IN THE U.S. HAVE INCREASED NEGATIVE MENTAL HEALTH OUTCOMES

Abreu R.*[1], Costa R.[1], Barrita A.[2], Huynh K.[3], Parmenter J.[4], Vazquez T.[1], Sanzi M.[1], Sosa Antunez Y.[1]

[1]University of Florida ~ Gainesville ~ United States of America, [2]Michigan State University ~ Lansing ~ United States of America, [3]University of North Texas ~ Denton ~ United States of America, [4]Arizona State University ~ Tempe ~ United States of America

The temporal intersectional minority stress model describes how social and legal contexts influences the unique experiences of minority stress among LGBTQ+ people (Rivas-Koehl et al., 2023). The negative psychological effects of minority stress may be exacerbated by sociopolitical hostility toward LGBTQ+ people, such as during the 2025 presidential administration in the United States of American (USA). Moreover, there is limited research on the link between sociopolitical stress during the 2025 presidential administration in the USA, as well as on how this association may differ across different minoritized groups. To address these gaps, this study aimed to explore the relationship between sociopolitical stress under the 2025 presidential administration in the USA and three mental health outcomes (i.e., psychological well-being, depression, anxiety) in 470 LGBTQ+ young adults (Mage = 21.9), as moderated by three sociodemographic factors: gender identity (cisgender vs. transgender and gender diverse), sexual identity (monosexual vs. plurisexual), and racial group (does not identify as a person of color vs. identifies as a person of color). Findings show that higher sociopolitical stress was associated with poorer mental health outcomes, and only gender identity moderated this association: the positive association between sociopolitical stress and mental health problems was higher for gender diverse participants compared to cisgender participants. Findings emphasize the importance of contextualizing minority stress against LGBTQ+ people within broader sociopolitical contexts and suggest that interventions with this population should acknowledge the external origins of sociopolitical distress. Findings from this study could be used by clinicians to target multiple sources of resilience (e.g., personal resilience, affirming social support networks, collective action) that may buffer against stressful sociopolitical experiences. Finaly, findings provide some guidance for policymakers on how to best advocate for LGBTQ+ people during hostile sociopolitical climates.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being

Abstract 2730

EXPERIENCES OF A VIRTUAL REALITY-BASED EMPTY-CHAIR TECHNIQUE AMONG MIDDLE-AGED SOUTH KOREAN MEN

Eunha K.*

Ajou University ~ SUWON ~ Korea, Republic of

Introduction
The empty-chair technique in Gestalt therapy facilitates emotional dialogue with an imagined person or self-aspect. However, for middle-aged South Korean men, cultural norms emphasizing emotional restraint and traditional masculinity often make imagery-based approaches feel uncomfortable or artificial. Virtual reality (VR) may address these limitations by providing an embodied and immersive alternative.

Purpose
This study explored how middle-aged South Korean men experienced a VR-based adaptation of the empty-chair technique, focusing on both its therapeutic benefits and perceived limitations.

Method
Fourteen middle-aged South Korean men (aged 40–59) who reported psychological distress related to childhood relationships with patriarchal fathers participated in a single-session VR-based empty-chair intervention. Participants interacted with a standardized younger-self avatar in a VR environment and subsequently completed in-depth semi-structured interviews. Data were analyzed using Interpretative Phenomenological Analysis to capture participants' lived experiences. Presence, immersion, and realism were also assessed using the I-group Presence Questionnaire.

Results
Three domains of positive experience emerged: emotional reactions from meeting one's childhood self, shifting attitudes toward the self, and advantages of using VR. Participants described intense emotional responses, increased self-compassion, reduced self-blame, and greater self-acceptance. VR facilitated immersion, reduced self-consciousness related to the counselor's presence, and supported vivid recall of childhood experiences. Negative experiences were also identified, including difficulty reconnecting with certain memories, disruptions to immersion due to technical limitations, and challenges related to self-disclosure. Presence and immersion were rated at moderate levels.

Conclusions
The findings suggest that the VR-based empty-chair technique may offer a culturally sensitive and emotionally accessible alternative to traditional imagery-based approaches for middle-aged South Korean men. While technical and procedural improvements are needed, VR shows promise in facilitating emotional engagement and self-reflection among populations facing cultural barriers to emotional expression.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 2329

PARENTING AN ADOLESCENT: THE CASE OF THE AVOIDANT HIGHLY SENSITIVE MOTHER

Goldberg A.*

Tel-Hai Academic College ~ Kiryat-Shmona ~ Israel

Being highly sensitive refers to an individual's temperamental trait, genetically based, to tend to process more strongly and deeply a variety of information, such as one's own and others' moods and thoughts. Highly Sensitive Persons (HSPs), who constitute 20%-30% of the population, tend to process and respond to lower thresholds of information and to better detect subtle differences in their environment. HSPs are more likely to experience social phobia, depression, avoidant personality disorder, behavioral inhibition, and attachment insecurity. However, HSPs are not condemned to have "challenging" personalities with associated negative effects. There is some evidence that HSPs are differentially susceptible to environmental factors. Studies on highly sensitive children show that their sensitivity magnifies both positive and negative effects of their early relationships with their significant others as they integrate those experiences into their personality, coping strategies, and behaviors. Thus, it is important to explore highly sensitive parents' adjustment during the challenging period of adolescence.

This research examines parental practices of Israeli highly sensitive mothers toward their adolescent children and the role of attachment avoidance as a moderator between the associations of high sensitivity and parenting practices. One hundred and one mother–adolescent dyads completed self-report questionnaires assessing mothers' degree of high sensitivity, mothers' adult attachment, and mothers' parenting practices. Results showed that highly sensitive mothers were described by their adolescent children as inconsistent and intrusive parents. Further, attachment avoidance was found to moderate the association between mothers' high sensitivity and inconsistent and psychological intrusiveness. Findings suggest that attachment avoidant highly sensitive mothers experience this period of raising adolescents as especially stressful and challenging, which contributes to the practice of negative parenting. Thus, interventions focused on regulating those mothers' emotions to better cope with parental challenges could buffer negative parenting practices.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 4: Quality Education SDG 10: Reduced Inequalities

Abstract 2476

CROSS-CULTURAL VALIDATION OF THE DECENT EDUCATION MODEL: EXPERIENCES OF AMERICAN, KOREAN, AND TURKISH COLLEGE STUDENTS

Kim H.*[1], Buyukgoze--Kavas A.[2], Park J.[3], Han E.[4], Choi Y.[3], Lee H.[3], Lee K.[5]

[1]Texas Tech University ~ Lubbock ~ United States of America, [2]Ondokuz Mayis University ~ Samsun ~ Turkey, [3]University of Florida ~ Gainesville ~ United States of America, [4]George Mason University ~ Fairfax ~ United States of America, [5]Yonsei University ~ Seoul ~ Korea, Republic of

High school education is an essential vehicle to employment, social mobility, and career advancement. Those without adequate educational experience in high school are less likely to attain employment or educational opportunities. And despite the essentiality of education, not everyone in society has access to education that will grant them opportunities to attain decent work. Scholars have developed the concept of decent education and the decent education model (DEM) to highlight the essentiality of education in work prospects, and created the Retrospective Decent Education Scale (RDES) to measure the construct in the U.S.. This cross-cultural study specifically examined decent education across three national contexts (the United States, South Korea, and Türkiye) to see its applicability. The RDES was translated and validated in Korean (RDES-K) and Turkish (RDES-T) samples, followed by a multigroup structural equation modeling analysis to test the cross-cultural applicability of the DEM. In Studies 1 and 2, confirmatory factor analyses supported the six-factor correlational model encompassing physical safety, psychological safety, equitable environment, social belongingness, quality instruction, and vocational preparation. Both the RDES-K and RDES-T demonstrated strong reliability, construct validity, and predictive validity. Study 3 integrated data from the U.S., Korean, and Turkish college students to test the cross-national model. Results indicated metric-level measurement invariance across countries, confirming that the constructs were conceptualized similarly across cultural contexts. Structural modeling revealed that economic constraints negatively predicted decent education, which in turn positively predicted work volition and career adaptability, both of which predicted stronger perceptions of future decent work. While the magnitude of effects varied, decent education consistently served as a mediating mechanism linking early socioeconomic experiences to work outcomes across all samples. Overall, findings provide robust support for the cross-cultural generalizability of the DEM, establishing the RDES as a reliable tool for assessing educational quality and equity across diverse national contexts.

Division 16: Counseling Psychology Division 7: Applied Gerontology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 2213

FOSTERING PSYCHOLOGICAL WELL-BEING IN ELDER ABUSE VICTIMS: USE OF PERSON-CENTERED THERAPY

Leung L.M.*, Yan E.

The Hong Kong Polytechnic University ~ Hong Kong ~ Hong Kong

Background
Person-Centered Therapy (PCT) emphasizes the client's perspective in facilitating behavioral change. While PCT has been applied in various contexts, its effectiveness in addressing mistreatment of older adults, particularly within Asian cultures, is underexplored. Older adults experiencing abuse often face psychological distress and reduced self-efficacy. Practitioners play a crucial role by guiding interventions and supporting clients through complex challenges. This case study examines how PCT can assist older adults in abusive situations, focusing on a clinical intervention with a 75-year-old woman living with her abusive brother.

Objectives
The primary objectives were to evaluate the effectiveness of PCT in helping the client build motivation for behavioral change and improve self-efficacy through incremental goal-setting. Additionally, the study aimed to assess how the structured nature of PCT enabled the client to confront her abusive circumstances and achieve a greater sense of safety.

Method
This qualitative case study involved a Chinese-speaking client aged 75, identified through community screening for abuse. The intervention included four sessions spanning over two months, focusing on collaborative goal-setting and rapport-building. The initial session emphasized exploring motivations for change, while follow-up sessions assessed progress and reinforced motivation.

Results
The PCT approach effectively enhanced the client's motivation and self-efficacy. By starting with small, manageable goals—such as increasing physical activity—the client experienced success that boosted her confidence. Open dialogue and reflective listening allowed her to identify strengths and pursue social support. By the final session, she reported improved self-efficacy and decided to apply for separate housing to leave the abusive situation.

Conclusion
This case study illustrates that the person-centered approach can effectively promote positive change among older adults experiencing abuse. The structured yet flexible nature of PCT, complemented by practitioners' support, empowers clients to achieve meaningful changes and enhances their sense of safety and autonomy. Further research is needed to explore the application of PCT with older populations affected by abuse.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 15: Students and Early Career Psychologists SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 4545

TRAINING MENTAL HEALTH CONSULTANTS IN PROBLEM MANAGEMENT PLUS DURING WARTIME: THE ROLE OF SUPERVISED PRACTICE

Liashenko O.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

The large-scale need for mental health support in Ukraine during the ongoing war has required rapid preparation of psychological consultants capable of delivering evidence-based, low-intensity interventions. This presentation describes a supervised training model for Problem Management Plus (PM+), a low-intensity psychological intervention developed by the World Health Organization, implemented with mental health consultants who themselves continue to live and work under wartime conditions.

Three training cohorts were conducted with consultants from different regions of Ukraine, including Kyiv and western regions, Kharkiv and surrounding areas, and southern regions such as Mykolaiv and Kherson. The training model combined an intensive initial training with structured supervision and guided practice with real clients over a seven-week period. While self-reported confidence and understanding of the PM+ program were assessed following the initial training, the primary focus of this presentation is on the role of supervised practice in supporting meaningful professional integration of the intervention.

Client-level outcome monitoring was used as an indirect indicator of training effectiveness. Across the cohorts, consultants worked with adult clients experiencing high levels of stress and psychological distress related to prolonged exposure to war. Repeated measures included mental health indicators, self-reported functioning, and weekly ratings of problem severity and overall wellbeing. Overall trends indicated gradual improvements across the intervention period, despite contextual challenges such as ongoing insecurity and instability.

The findings highlight that initial training alone is insufficient for preparing consultants to work effectively in complex humanitarian settings. Instead, supervised practice appears to play a critical role in consolidating skills, supporting clinical decision-making, and fostering confidence in real-world conditions where both consultants and clients are affected by shared stressors. The presentation discusses practical implications for workforce development, supervision models, and sustainable implementation of brief psychological interventions in wartime contexts.

Division 16: Counseling Psychology Division 8: Health Psychology Division 7: Applied Gerontology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 954

DEVELOPMENT AND FEASIBILITY OF A MOBILE-BASED ECOLOGICAL MOMENTARY ASSESSMENT PROTOCOL ON WELL-BEING AND SUBJECTIVE MEMORY DECLINE AMONG KOREAN OLDER ADULTS

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Chungnam National University ~ Daejeon ~ Korea, Republic of

With rapid global population aging, preventing cognitive decline in later life has become a priority. Although well-being serves as a protective factor for cognitive functioning, its components may exert differential effects, underscoring the need for interventions adapted to specific domains. In addition, subjective memory decline (SMD)—a self-assessable early indicator of cognitive impairment—represents a critical focus for timely prevention. Ecological momentary assessment (EMA) offers a valuable approach to capturing the relationships between well-being components and SMD in daily life.

Purpose: This study aimed to develop and evaluate the feasibility of a mobile-based EMA protocol assessing well-being predictors of SMD among Korean older adults.

Method: A preliminary survey of 43 Korean older adults aged 65–85 assessed well-being and SMD; correlations informed EMA survey development. The protocol was developed per EMA guidelines and refined based on feedback from two older adults. The feasibility study involved 10 different participants (six young-old [65-74] and four old-old [75-85]), including daily surveys over 14 days and follow-up evaluations. The protocol was refined through the researchers' synthesis and finalized.

Results: Preliminary analyses revealed negative correlations between SMD, overall well-being, and several of its components. In the EMA feasibility study, one old-old participant missed three surveys, while others completed all surveys. All participants received initial assistance; old-old participants additionally required occasional remote support. Response times decreased from 6.3 minutes on Day 1 to 3.3 minutes on Day 14, and participants rated feasibility highly across five domains—technical convenience, item comprehensibility, schedule appropriateness, support, and engagement (M = 4.58/5). Researchers' synthesis yielded 13 practical considerations for final protocol refinement across survey administration, interface design and item clarity, and participant management.

Conclusions: Findings demonstrate the feasibility of EMA for assessing well-being predictors of SMD. This protocol is practical and may offer a scalable tool for early detection, timely prevention, and targeted intervention in Korean older adults.

Division 16: Counseling Psychology Division 8: Health Psychology SDG 3: Good Health and Well-being

Abstract 2297

PROCESS OF SELF-ACTUALIZATION IN ACHIEVING WELL-BEING

Salopek Z.[2], Vuletic G.*[1], Dude K.[1]

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Self-actualization was originally defined as the process of realizing one's full potential and pursuing personal growth, described as the highest level of Maslow's hierarchy of needs. However,
Maslow's framework referenced only a few internal needs, leading to a misinterpretation of self-actualization as merely one of the needs rather than an ongoing process. People achieve self-actualization by accumulating experiences, which can be seen as the fulfilment of needs. Nevertheless, self-actualization in the context of meaning and purpose in life is much more complex.
The importance of meaning and purpose in life has long been recognized in the work of Victor Frankl and logotherapy. The aim of this poster is to propose a new conceptual model of self-actualization as a dynamic process that integrates the fulfillment of needs and the accumulation of experiences with the development of meaning and purpose in life. Building on Maslow's and Frankl's theories, the model emphasizes the role of emotional and experiential learning, especially the confrontation of internal fears and challenges, in achieving maturity, well-being and self-actualization skills. Experiences can be categorized as external and internal. All people needs provide the impetus that drives people to seek experiences in the external world, while conscious and unconscious fears give them the opportunity to overcome them and thereby gain internal experiences or self-actualization skills (e.g., responsibility, acceptance, forgiveness). The key to self-actualization and the meaning of life lies in experiential and emotional understanding of what is important and what is not.
This model offers a framework for fostering well-being through real-life experiences and emotional awareness. Through counseling sessions that encourage individuals to confront fears, cultivate acceptance, and find meaning in experience, it offers practical guidance for personal growth and resilience.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 8: Decent work and economic Growth

Abstract 4767

Promoting University Students' Well-Being Through a Multi-Level Preventive Model: The MOEBIUS 2 Project

Zarbo R.*, Diquattro G., Imbrogliera C., Scalone A., Sinesi S., Schimmenti A., Sgrò F., Magnano P.

Kore University of Enna ~ Enna ~ Italy

Introduction
University students' psycho-physical well-being is an increasingly relevant issue due to rising psychological distress and adaptation difficulties. The MOEBIUS 2 project (funded through Pro-ben-2 by the Italian Ministry of University and Research) promotes healthy lifestyles through an integrated model of primary, secondary, and tertiary prevention, combining psychological support, social participation, and artistic and sport-based activities within a multi-university Italian partnership.
Objectives
The project aims to assess students' needs, implement multilevel preventive interventions, promote well-being and healthy lifestyles, and systematically evaluate the effectiveness of interventions.
Methods
The project is structured into six Work Packages (WP). WP1 involves a longitudinal analysis of university students' needs through survey-based assessment. WP2 focuses on primary prevention interventions, including psychoeducational group trainings; within this framework, the University of Enna Kore has implemented two experiential group programs (UniWell and Next Step Together), designed to promote psycho-physical well-being and reduce psychological distress among students, as well as a physical activity program (Fitness for Wellness). WP3 is dedicated to strengthening psychological counselling services and to the development of standardised protocols for assessment and monitoring. WP4 addresses tertiary prevention by defining structured referral pathways to territorial services for students presenting with more severe levels of distress. WP5 includes seminars and sensitisation activities addressed to the academic community. Finally, WP6 focuses on qualitative monitoring of the project through focus groups to capture participants' experiences and perceptions.
Results
Expected outcomes include improved psychosocial well-being, reduced stress and risky behaviours, increased student engagement and sense of belonging, and strengthened psychological support systems and community networks.
Limitations
Main challenges concern the complexity of coordination across institutions, standardisation of procedures, and variability in intervention delivery and outcome assessment.
Discussion
MOEBIUS 2 highlights the effectiveness of an integrated, multi-level approach to university well-being, emphasising the synergy between psychoeducational, physical, counselling, and preventive interventions, and the importance of collaboration across universities and local communities.

Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 8: Decent work and economic Growth

Abstract 4773

Promoting University Students' Well-Being Through a Multi-Level Preventive Model: The MOEBIUS 2 Project

Zarbo R., Diquattro G., Imbrogliera C., Scalone A., Sinesi S., Schimmenti A., Sgrò F., Magnano P.*

Kore University of Enna ~ Enna ~ Italy

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Discussion
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16 - Division 16: Counseling Psychology

FORMS AND EUROPEAN IMPLEMENTATIONS OF THE LATER LIFE WORKPLACE INDEX - A COST LEVERAGE SYMPOSIUM

Saturday 25 July 2026 from 10:30 to 12:00

(P -Arsenale)

Jürgen Deller (Institute for Mangement & Organization (), Chair and Presenter
Mattea Wehage (Institute for Mangement & Organization (), Co-Chair
Justin Marcus (College of Administrative Sciences and E), Discussant

Global workforce aging has prompted research into organizational practices that maintain older workers' health, motivation, and productivity. However, no comprehensive measurement tool existed to assess all relevant practices, limiting research scope. The Later Life Workplace Index (LLWI) provides a holistic assessment tool enabling researchers and practitioners to evaluate organizational practices supporting older workers.

This symposium addresses a critical methodological gap in applied psychology by introducing a comprehensive measurement tool for age-relevant organizational practices and demonstrating practical application across diverse cultural and sectoral contexts. The research directly supports ICAP 2026's mission to tackle pressing global challenges through applied psychology by examining age-relevant organizational practices supporting older workers during demographic change and labor shortages. The symposium's integration of methodological innovation with cross-cultural studies and real-world implementation exemplifies the congress's emphasis on applied interdisciplinary perspectives.

The first study introduces the theoretical foundation of the LLWI and its three validated forms, original, short, and extra short, along with their contexts of application and the latest methodological developments. Researchers from four countries then present findings on implementing the LLWI in different contexts.
The second study examined Israeli managers' perceptions of older workers and subdomains of age-relevant organizational practices measured by the LLWI. The third study explored age-relevant organizational practices for career sustainability of older Italian teachers across four LLWI domains. The fourth study describes an institutional initiative fostering sustainable careers in academia, using the LLWI to assess older faculty members' perceptions in Portugal. The final presentation provides insights into practical application and strategic embedment through German consulting case examples.

Together, these presentations demonstrate how the LLWI serves as both methodological innovation and a practical bridge between research and application, exemplifying applied psychology's evidence-based solutions to global workforce aging challenges.

Abstract 3468

THE THREE FORMS OF THE LATER LIFE WORKPLACE INDEX: ORIGINAL, SHORT, AND EXTRA SHORT

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Institute for Management and Organization (IMO), Leuphana University Lüneburg ~ Lüneburg ~ Germany

The employment of older individuals becomes increasingly important in the context of demographic change. To identify organizational practices that foster the motivation, health, and performance of older employees in particular, an efficient, holistic assessment of relevant organizational factors is needed. The Later Life Workplace Index (LLWI) provides such a measure, differentiating nine domains of organizational practices relevant to the aging workforce: organizational climate, leadership, work design, health management, individual development, knowledge management, transition to retirement, continued employment, and health and retirement coverage.

In its original form, the LLWI contains a total of 80 items. The LLWI has been translated and validated across over 17 countries and applied in emerging research in various contexts. More recently, two shorter forms have been developed to enhance the index's applicability both in research and in practice. The short form (LLWI-SF) reduced the original form's scope to 29 items through quantitative and qualitative strategies and has been validated and published across 10 countries. While both measures allow for an in-depth and multi-faceted analysis of organizations' age-friendliness, they remain too lengthy to be applied in large-scale surveys (e.g., Health and Retirement Survey) or organizational screenings. Therefore, an extra-short form was developed by an expert focus group over several discussion rounds. The LLWI-XSF features nine single-item measures, each capturing one LLWI domain, and has so far been validated in German and American English.

The three different forms of the LLWI provide researchers and practitioners with validated instruments to measure organizational practices for older employees. Each instrument provides unique strengths which are leveraged depending on the context of and needs for application, e.g., in-depth analysis or organizational screening. We present and compare all three forms, their development methods, implementation, and implications.

Abstract 3469

AMBIVALENT BIAS AT WORK: MANAGERS' PERCEPTIONS OF OLDER WORKERS ACROSS ORGANIZATIONAL CONTEXTS

Axelrad H.*[1], Lewin--Epstein N.[2], Kalev A.[2]

[1]Aaron Institute for Economic Policy, Tiomkin School of Economics, Reichman University (IDC) ~ Herzliya ~ Israel, [2]The School of Social and Policy Studies, Tel Aviv University ~ Tel Aviv ~ Israel

This study examines managers' perceptions of older workers (aged 55 and above) and the organizational context in which these perceptions are formed. We explore managers' perceptions of older workers along two dimensions: personal attributes and employability. Additionally, we investigate whether workplace structures and processes can predict managers' perceptions of older workers as positive, negative, or mixed.
Ambivalent perceptions are elusive and may serve to justify inequality. However, they also reflect weaker boundaries and might be more changeable in certain contexts. This study examines the prevalence of ambivalent age stereotypes among managers and explores the organizational contexts that either enhance or diminish them. If mixed stereotypes are prevalent, they should be incorporated into theories about the causes of inequality and organizational mitigating factors.

We employed the Later Life Workplace Index (LLWI), focusing on sub-dimensions such as Equality of Opportunity, Image of Age, and Communication. Data were collected from 551 Israeli managers. Using factor analysis, we mapped perception clusters and examined correlates between workplace characteristics and managers' perceptions of older workers through multinomial logistic regression.

Our findings revealed managers hold mixed views: positive perceptions about older people's personal attributes and negative perceptions about their employability. Analysis revealed close connections between workplace structures and managers' mindsets. Holding other variables constant, managers were more likely to report positive perceptions in workplaces with more equal career opportunities, a culture of inclusion, and opportunities for intergroup contact. Negative perceptions were more common in workplaces with local labor unions.

The paradox whereby managers sometimes prefer recruiting younger employees despite positively viewing older workers' traits may be explained by our findings on their positive and negative stereotypes.
Given that mixed stereotypes are common managerial stereotypes about older workers, the findings on organizational structures where age bias intensifies, or declines, make significant advances in age and workplace diversity research.

Abstract 3480

FEP+ ACTIVE LEGACY PROGRAM: SUSTAINING ACADEMIC CAREERS THROUGH STRATEGIC HUMAN RESOURCE FORESIGHT

Oliveira E.*

Centre for Economics and Finance (cef.up), University of Porto ~ Porto ~ Portugal

The FEP+ Active Legacy Program is an institutional initiative designed to foster sustainable careers in academia by strategically addressing demographic shifts among faculty members. The program pursues three interconnected objectives: (i) to recognize and value the strategic contributions of senior faculty members, (ii) to ensure effective human resource foresight in academic staffing, and (iii) to promote productive sustainability during the final stages of academic careers.

Demographic data indicate that a significant proportion of faculty members are approaching mandatory retirement age. This scenario raises critical challenges, including the risk of losing tacit knowledge and weakening the pedagogical and scientific identity of the institution. At the same time, it highlights the urgent need to develop ad hoc mechanisms for generational transition.

The program integrates several components. First, an annual diagnostic phase, based on surveys (e.g., LLWI) and focus groups, will examine older faculty members' perceptions of current and ideal organizational conditions for career sustainability. Second, systematic input will be collected from Scientific Groups and Autonomous Sections to inform decision-making regarding recruitment and succession planning, particularly short-term retirements and strategic staffing needs. Third, the initiative includes voluntary peer-to-peer mentoring and a career reflection group, animated by international experts affiliated with CA22120 – The European Network to Leverage the Multi-Age Workforce (LeverAge).

Expected output includes a formal certification (Mentor FEP) and the annual People Plan, a forecast report outlining one- and three-year staffing scenarios. Sustainability will be ensured through continuous cycles of review and improvement, supported by engagement from faculty members, adequate resources, and recognition in institutional evaluation processes.

By combining foresight, mentoring, and structured knowledge transfer, the FEP+ Active Legacy Program exemplifies how applied psychology and human resource strategies can be mobilized to sustain academic careers and strengthen organizational identity in the face of demographic transitions.

16 - Division 16: Counseling Psychology

Poster Session 1 - Division 16

Saturday 25 July 2026 from 11:25 to 12:55

(X- Poster 1)

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 502

THE PSYCHOLOGY OF LYING FLAT: A CROSS-CULTURAL STUDY ON YOUTH DISENGAGEMENT AND MENTAL HEALTH OUTCOMES

Chang Y.*

Yuan Ze University ~ Taoyuan City ~ Taiwan

Introduction:Across the globe, many young people are rejecting competitive, high-pressure lifestyles through a phenomenon known as lying flat. Lying flat is a voluntary withdrawal from societal expectations of relentless achievement. This movement challenges conventional assumptions about success, productivity, and mental health. For psychologists and counseling professionals, lying flat presents a paradox. While it may appear as a sign of disengagement or dysfunction, it can also function as a strategic coping mechanism for self-preservation, depending on individual circumstances and cultural norms.

Purpose: This study examines the psychological functions of lying flat behavior, exploring its associations with perceived stress, coping styles, and emotional well-being. This study aims to determine whether lying flat represents a self-destructive pattern or a form of adaptive self-care, with particular attention to differences between collectivist and individualist cultural contexts.

Method: The study utilizes a cross-cultural survey methodology (using surveymonkey and amazon M-turk platforms) with participants recruited different countries. Standardized measures assessed lying flat tendencies, perceived stress, coping styles, and emotional distress. Countries were categorized based on Hofstede's cultural dimensions to compare collectivist and individualist orientations.

Results: Preliminary analyses indicate distinct cultural patterns in how lying flat behaviors and coping styles are linked to emotional distress. In some cultural contexts, lying flat correlates with higher psychological strain, whereas in others, it is associated with reduced distress, suggesting a potential self-regulatory benefit. Detailed results will be presented in the conferene.

Conclusions: The findings highlights the need for culturally sensitive interpretations of behavioral disengagement. Lying flat may function as a self-regulatory coping mechanism shaped by social norms and environmental pressures. Counseling interventions should consider the cultural and psychological meanings behind disengagement before labeling it as pathological or unproductive.

Division 16: Counseling Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 498

THE EFFECTS OF A NOSTALGIA INTERVENTION ON SELF-CONTINUITY, MENTAL WELL-BEING, AND POSITIVE AFFECT IN EARLY ADULTHOOD: THE MODERATING EFFECT OF AVOIDANT RESPONSE STYLE TO POSITIVE AFFECT

Jeong H., Choi G.*

Department of Psychology, Keimyung University ~ Daegu ~ Korea, Republic of

This study examined whether the avoidant response style to positive affect moderates the effects of nostalgia on self-continuity, mental well-being, and positive affect in early adulthood. 133 adults aged 18 to 29 nationwide were randomly assigned to an experimental group, a comparison group, and a control group, and received treatment or waited without treatment. All participants responded to pre, post, and follow-up questionnaires. The results of this study are summarized as follows. First, nostalgia intervention had a positive effect on self-continuity, but did not significantly affect mental well-being and positive affect. Second, the effects of nostalgia intervention on self-continuity were maintained two weeks later. Third, the avoidant response style to positive affect moderated the relationship between nostalgia intervention and mental well-being, but did not moderate the effects on self-continuity and positive affect. This study confirmed that nostalgia intervention promotes self-continuity and contributes to mental well-being interacting with emotion regulation skills in early adults.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology - Others Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 758

THE POWER OF COMMUNICATIVE COMPANIONS: CULTURAL PERSPECTIVES ON MENTAL HEALTH AMONG DEAF AND HARD-OF-HEARING ADULTS IN TAIWAN

Jhai Z.*

National University of Tainan ~ Tainan City ~ Taiwan

Previous research has shown that hearing loss alone does not predict emotional functioning or psychological distress. This study adopts a cultural model perspective, viewing disability as a lived experience that shapes distinct cultural and social worlds. For Deaf and Hard of Hearing (DHH) individuals, communication modes—such as the choice of spoken or signed language—define interaction patterns, including who they engage with and how frequently, which in turn influences mental health.

This study categorizes Taiwanese DHH adults into four groups: (1) signers who use sign language but not speech, (2) speakers who use speech but not sign, (3) bimodal users of both sign and speech, and (4) individuals relying mainly on lip-reading and writing. Differences in schooling, caregiver communication, and presence of DHH partners were examined alongside psychological outcomes. A total of 257 adults participated in an online survey, with 240 valid responses (mean age = 39; 61% female). Participants completed either a text version or a Taiwanese Sign Language video version of the Negative Emotion Scale, tailored to DHH life contexts, and a translated Dissociative Experiences Scale-II.

Findings showed that signers tended to live within Deaf communities, while speakers engaged primarily with hearing peers. Bimodal users employed multiple channels, often learning sign through special education or self-choice. Lip-writing participants also used multiple strategies, with writing more frequent than others. Across groups, no significant differences emerged in negative emotions or dissociation scores. However, among signers, growing up with communicative companions—such as Deaf family members, sign-using caregivers, or Deaf schools—was associated with lower dissociation scores, though negative emotions showed no difference. For the other groups, no clear peer effect was observed, possibly due to sample size or individual heterogeneity. These results underscore the importance of communicative companionship in shaping DHH psychological well-being.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 20

CHRISTIAN AND LGBTQ SENSE OF COMMUNITY, FAITH GENERATION, INTRINSIC RELIGIOSITY, BASIC PSYCHOLOGICAL NEEDS, AND DEPRESSION: TESTING A MODERATED MEDIATIONAL MODEL

Lai J.L., Chiao H.*

National Taiwan Normal University ~ Taipei ~ Taiwan

This study examines a moderated mediation model involving LGBTQ Christians' sense of community in both Christian and LGBTQ communities, faith generation, intrinsic religiosity, basic psychological needs, and depression, with participants recruited from Taiwan. It explores whether the relationship between community sense and depression is mediated by psychological needs and whether this effect is influenced by faith generation and intrinsic religiosity. Participants included 355 LGBTQ Christians from Taiwan, with an average age of 30.04 years. The largest subgroup identified as bisexual (28.2%). The study utilized several scales, including the Sense of Community Index, Hoge Intrinsic Religiosity Scale, Center for Epidemiologic Studies Depression Scale, and the Basic Psychological Needs Scale. Key findings include: (1) Belonging and competence needs fully mediated the link between Christian community sense and depression, while belonging needs partially mediated the link between LGBTQ community sense and depression. (2) For first-generation LGBTQ Christians, belonging needs fully mediated the relationship between Christian community sense and depression. For second-generation or beyond, autonomy and competence needs fully mediated the relationship between Christian community sense and depression, while belonging needs partially mediated the relationship between LGBTQ community sense and depression. (3) In individuals with high intrinsic religiosity, belonging needs fully mediated the link between Christian community sense and depression and partially mediated the relationship with LGBTQ community sense. The study concludes with recommendations for further research and practical suggestions for church communities, LGBTQ groups, and mental health professionals.

Division 16: Counseling Psychology Division 3: Psychology and Societal Development Division 15: Students and Early Career Psychologists SDG 3: Good Health and Well-being

Abstract 714

PARENT-ADOLESCENT COMMUNICATION AND ACTUAL HELP-SEEKING BEHAVIOR: THE ROLES OF SELF-STIGMA OF SEEKING HELP AND PERCEIVED PEER SUPPORT

Nuth E.*, Wang C.D., Huynh K.

University of North Texas ~ Denton ~ United States of America

Research in help seeking has identified parent-child communication and self-stigma of seeking help as significant predictors. However, much of the research surrounding help seeking has focused on help-seeking attitude or intention, rather than actual help-seeking behavior. To address the gap in literature, the purpose of the present study was to examine the direct effect of parent-adolescent communication regarding mental health issues on actual help-seeking behaviors of young adults as well as exploring its indirect effect through self-stigma of seeking help. Additionally, we examined whether perceived support from peers would moderate the link between parent-adolescent communication on mental health issues and actual help seeking behaviors. Participants included 531 emerging adults from the Southwest U.S. who completed the research questionnaires with selected instruments assessing variables of interest. The results supported a significant indirect effect, b = .034, 95%CI [.012, .061]. Specifically, findings indicated that parent-adolescent communication on mental health issues significantly predicted self-stigma of self-seeking, b = -.159, t = -3.545, p < .001, 95%CI [-.247, -.071], and that both self-stigma (b = -.212, t = -4.313, p < .001, 95%CI [-.308, -.115]) and parent-adolescent communication (b = -.216, t = -4.221, p < .001, 95%CI [-.317, -.116]) were significant predictors for actual help-seeking behavior in the final model. However, the moderator effect was not supported (b = .087, t = 1.126, p = .261, 95%CI [-.065, .238]). Drawing from these findings, a tentative conclusion is that when participants have had better communication with parents regarding mental health issues during adolescence, they are more likely to engage in actual help-seeking behaviors as young adults and that this influence can be explained by participants' lower self-stigma of seeking help. Future research directions, limitations, and clinical implications of the study will be elaborated in the presentation.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 17: Professional Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 243

FOUR ENCOUNTERS: THE I CHING AS A SYMBOLIC FRAMEWORK FOR RELATIONAL PSYCHOTHERAPY

Shang Y.*

Pacifica Graduate Institute ~ Carpinteria ~ United States of America

In depth-oriented psychotherapy and psychoanalytic traditions, the notion of relational encounter is recognized as a pivotal site of transformation—where psyche, otherness, and emerging meaning converge. This presentation introduces the I Ching (Book of Changes)—an ancient Chinese system of symbolic transformation—as a living framework for understanding such encounters. Among its sixty-four hexagrams, four naturally stand out, each revealing a distinct relational dynamic. Taken together, they form a symbolic constellation—interwoven patterns that illuminate how relationship unfolds across time, psyche, and culture.

Gou (Hexagram 44, 姤) represents sudden contact—charged, uncanny, and often destabilizing. As in Jessica Benjamin's concept of mutual recognition, this encounter disrupts symmetry and invites a trembling openness. The psyche is stirred, not settled.

Xian (Hexagram 31, 咸) embodies felt attunement—gentle, magnetic, and resonant. Like Lewis Aron's affective field, its change arises not from intervention, but from being moved—emotionally and bodily—in shared presence.

Tong Ren (Hexagram 13, 同人) signifies a shared horizon—clarity in alliance and warmth in difference. It echoes Stephen Mitchell's view that therapeutic meaning is not transferred, but co-created in dialogue, within an evolving field of trust.

Gui Mei (Hexagram 54, 归妹) denotes a tense union—where longing meets asymmetry and desire brushes against the unknown. Carl Jung noted that transformation often begins at the boundary of opposites, in the friction between roles, projections, and the unclaimed.

These four hexagrams trace a relational arc—from encounter to attunement, alliance to rupture—offering a symbolic map of therapeutic intimacy. Rather than mechanistic moments, they reflect meaning-bearing experiences, echoing Jung's insight into synchronicity.

The I Ching offers more than metaphor; it provides a symbolic grammar for sensing the subtle dynamics of encounter and the contours of what is becoming. In doing so, we cultivate not only insight, but a ritual attention to inner movement—where psyche speaks through image, and time gathers toward transformation.

Division 16: Counseling Psychology Division 5: Education and School Psychology Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 272

WELL-BEING AMONG MULTIRACIAL STUDENTS AND ACADEMIC SUPPORT: A SOCIAL COGNITIVE CAREER THEORY MODEL

Soon K.*, Sheu H.

University at Albany, Department of Educational and Counseling Psychology ~ Albany ~ United States of America

Introduction: Social Cognitive Career Theory (SCCT) posits that self-efficacy is a function of environmental supports; further, that academic self-efficacy then fosters greater life satisfaction. Within this, a number of cultural and contextual are relevant. This study focuses on multiracial students as previous literature has connected multiracial youth in the United States with worse mental health outcomes (Oh et al., 2023).

Purpose: Given this disparity, understanding mechanisms to foster life satisfaction may be helpful for intervention and counseling contexts. Three research questions were considered: 1) what academic supports are important for multiracial students, 2) how do academic supports relate to academic self-efficacy, and is this relationship moderated by independence and interdependence, and 3) how do these variables relate to life satisfaction?

Method: A dataset including the relevant variables for students in the USA who identified as multiracial (N = 208) was analyzed. A factor analysis was used to better understand academic supports. Two regression models were used to assess how different forms of support relate to academic self-efficacy and life satisfaction.

Results: Two factors of academic support were identified, accounting for 62% of the variance in the data: mentor/instructor support and friends/family support. Using a regression model, independence ($\beta = 0.238$, $p < .001$), mentor/instructor support ($\beta = 0.193$, $p = .021$) and friend/family support ($\beta = 0.160$, $p = .048$) all significantly predicted academic self-efficacy, but neither independence nor interdependence moderated the relationships. Rather, independence and interdependence related to life satisfaction. Only friends/family support significantly predicted satisfaction with life ($t = 3.126$, $p = 0.002$).

Conclusions: The data lend to a better understanding of academic self-efficacy and life satisfaction among multiracial Americans. Notably, the two forms of academic supports had different relationships with life satisfaction and career self-efficacy, which has implications for vocational counseling.

Division 16: Counseling Psychology Division 8: Health Psychology Division 3: Psychology and Societal Development SDG 3: Good Health and Well-being

Abstract 585

PROACTIVE PATHWAYS: AN INTEGRATIVE THEORETICAL MODEL OF FUTURE-ORIENTED COPING

Tian L.*

University of Northern Colorado ~ Evans ~ United States of America

Future-oriented coping—the proactive process of preventing, preparing for, or mitigating potential stressors before they occur (Aspinwall & Taylor, 1997)—is a core human capacity with critical implications for psychological well-being in today's era of global uncertainty. Encompassing prediction, mental simulation, and preemptive action, this capacity enables individuals to conserve resources, offset potential losses, and pursue desired goals (Bruininks & Malle, 2005; Hobfoll, 1989; Schwarzer & Knoll, 2003).

This presentation introduces a stressor-centric model of future-oriented coping that addresses theoretical gaps in existing frameworks. The model outlines a three-phase process: Identification/Activation, Decision-making, and Action/Maintenance. At the heart of the Decision-Making phase are two central tasks: (a) making a binary decision about whether to engage in future-oriented coping, based on appraisal of five abstract stress characteristics: perceived importance, temporal proximity, clarity, likelihood of occurrence, and required resources; and (b) selecting specific future-oriented coping strategies tailored to a given stressor. During the Action/Maintenance phrase, we propose that four sources of indirect feedback---past experience, feedback from the coping effort itself, external guidance, and verbal encouragement---shape how individuals sustain or modify their coping efforts over time. The overall process is further moderated by contextual factors, including future-oriented thinking, current stress levels, perceived control, and emotional states. The outcomes of future-oriented coping are conceptualized across four categories: Non-Evant (stressor prevented), Mitigation (impact reduced), Amplification (coping backfires), and No Impact (external factors override efforts).

By systematically integrating stressor-specific appraisals and decision processes into proactive coping theory, this framework advances understanding of how individuals navigate potential stressors. It provides a conceptual roadmap for developing targeted interventions that strengthen resilience by leveraging the dynamics of stressor anticipation and appraisal.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 515

FROM INSTITUTIONAL CARE TO ADULT MENTALIZING: EXPLORING THE LONG-TERM IMPACT OF CHILDHOOD ATTACHMENT EXPERIENCES ON MENTALIZATION

Wu P.*

PEIYU WU ~ Taipei ~ Taiwan

Purpose:
This study investigates the long-term influence of childhood attachment experiences within institutional care settings on the development of mentalization in later life.
Method:
Utilizing a cross-sequence research model, we recruited three groups of participants representing distinct care trajectories: (A) children aged 8–12 within six months of entering care, (B) adolescents aged 12–18 with over five years of institutional placement, and (C) care leavers aged 18 and above. Data collection combined quantitative assessments—including the Wechsler Intelligence Scales, Thematic Apperception Test, Reflective Function Questionnaire (RFQ-54), and mental health inventories—with qualitative semi-structured interviews informed by the Child and Adult Attachment Interviews. Participants were followed at baseline, six months, and one year, with monthly diary entries documenting stress events and self-rated mentalizing and psychological well-being.
Results:
Preliminary findings are expected to reveal distinctive mentalization profiles across groups, shaped by early attachment quality, duration of institutional care, and transitions to independent living. It is anticipated that stable, sensitive caregiving within institutional settings may buffer against deficits in reflective functioning, whereas inconsistent caregiving and disrupted familial ties may exacerbate emotional regulation challenges and interpersonal difficulties. Longitudinal analyses will explore trajectories of mentalizing capacity and psychosocial adaptation, integrating quantitative changes with narrative accounts of self-perception, emotional experience, and relational patterns.
Conclusions:
This research contributes to understanding how early relational environments influence reflective functioning into adulthood, with implications for designing attachment-informed interventions in residential care and post-care support services. The integration of developmental, clinical, and social perspectives aims to inform policy and practice, ultimately promoting resilience and mental health among individuals with institutional care histories.

Division 16: Counseling Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 514

MENTALIZATION CHARACTERISTICS IN DRUG-ADDICTED ADOLESCENTS ACROSS RECOVERY STAGES: FINDINGS FROM A TAIWANESE LONGITUDINAL STUDY

Wu P.*

PEIYU WU ~ Taipei ~ Taiwan

Introduction:
Substance use disorder in adolescence is a pressing public health concern linked to developmental trauma, affective dysregulation, and social marginalization. Emerging research identifies deficits in mentalization—the capacity to understand oneself and others in terms of intentional mental states—as a key psychological vulnerability in youth addiction.
Purpose:
This study aimed to explore the mentalization characteristics of drug-addicted adolescents and how these features evolve throughout different stages of recovery within therapeutic communities.
Method:
A mixed-methods longitudinal design was used, involving 20 participants aged 14–20 residing in a residential drug treatment program. Quantitative assessments included the Reflective Functioning Questionnaire (RFQ-54), Adverse Childhood Experiences Questionnaire (ACE-IQ), and the Self-Affliction Tendency Scale (SATS). In-depth semi-structured interviews were conducted at three time points (entry, 6 months, and 12 months) to track changes in mentalization, attachment, and narrative reconstruction.
Results:
Findings revealed that participants exhibited high uncertainty and low reflective functioning at intake, often associated with fragmented self-concept, emotional dysregulation, and interpersonal distrust. Over time, especially among those with stable engagement in therapeutic relationships, significant improvements were observed in emotional awareness, impulse control, and perspective-taking. Notably, recovery was mediated by enhanced affect regulation and the capacity to mentalize distressing experiences, supporting the inclusion of mentalization-based treatment strategies in adolescent rehabilitation settings.
Conclusions:
This study highlights mentalization as both a vulnerability and a developmental target in adolescent addiction recovery. It provides empirical support for integrating trauma-informed, mentalization-based interventions within youth treatment systems to promote sustainable psychological recovery and relational resilience.

Division 16: Counseling Psychology Division 8: Health Psychology Division 17: Professional Psychology SDG 3: Good Health and Well-being SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 827

TOWARD A HEALTHY AND JUST ENVIRONMENT: PSYCHOLOGICAL AND STRUCTURAL INTERVENTIONS FOR MIGRANT WORKER WELL-BEING

Wu Y.*, Chen S.

National Tsing Hua University ~ Taipei ~ Taiwan

In recent decades, global migration has become both more extensive and more complex, involving tens to hundreds of millions of people who cross international (and often internal) borders in search of employment, safety, stability, or opportunity. Migrant workers—those who relocate for primarily economic reasons and take up employment in a country or region other than their place of origin—constitute a significant portion of the global migrant population. However, empirical evidence points to elevated risks of depressive, anxiety, and stress-related symptoms among migrant workers globally. For example, a recent meta-analysis of studies from 2015 to 2021 across 17 countries found prevalence estimates of depression (38.99%) and anxiety (27.31%) among migrant workers, with a variety of occupational, environmental, social, and individual risk factors contributing. Thus, this study aims to understand how government and mental health professionals can reach out and provide culturally adaptive services for migrant workers to maintain or restore their psychological well-being.

This research project is conducted based on action study. As we carried out our mental health services plan for 500 migrant workers, we collected quantitative and qualitative data through interviewing 10 service providers and observing the process of mental health services. Based on the our findings, we made some suggestions for future mental health services plan for migrant workers. For examples, with some helping skills training, immigrants from similar countries can play a crucial role in connecting migrant workers and local mental health professionals. Mental health outreach programs are more acceptable by migrant workers especially when it includes their interests like photography and cooking activities. In addition, legal and financial professionals should also be included in the mental health services provider team. Other suggestions for modifying mental health services plan will be presented in presentation.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology - Others SDG 3: Good Health and Well-being

Abstract 586

A STUDY ON THE COUNSELING PROCESS AND EFFECTIVENESS OF INTEGRATING TELETHERAPY AND CHATBOTS

Yeh P.*

National Pingtung University ~ Pintung ~ Taiwan

Traditional psychology typically explores the relationships between people. The relationships between humans and robots represent a new type of relational pattern for humanity. In addition to the conventional in-person counseling approach, chatbots are gradually being accepted as a valid counseling practice. Many chatbots developed based on psychological counseling theories can be incorporated into the services of remote therapists, indicating that teletherapy and chatbots are gradually being integrated and applied together. This study aimed to understand the effects of chatbot usage on clients' depression, anxiety, working alliance, and technology acceptance in the teletherapy process. This study recruited 15 therapists, who administered four 50-minute teletherapy sessions on 30 clients. Pre- and post-tests on depression, anxiety, working alliance, and technology acceptance scales were employed to statistically analyze the effects of integrating teletherapy and chatbots. In addition, the therapists were interviewed to understand what preparations were made before integrating chatbots into psychological counseling and what the process of chatbot-assisted counseling entailed. The research results revealed that counseling outcomes exhibited no gender or age differences, and that the differences between pre- and post-test scores on depression, anxiety, working alliance, and technology acceptance were only marginally significant. Moreover, the clients exhibited lower levels of depression and anxiety. It is speculated that the small sample size may have made it difficult to achieve statistically significant results, and limitations on the number of counseling and chatbot usage sessions may also have affected the outcomes. Comparing the results of the thematic analysis of the qualitative interview transcripts revealed that clients in this study used Wysa for relaxation training and stress relief, and also used it to discuss their personal concerns and thereby alleviate depression. They maintained a positive and accepting attitude toward chatbot-assisted counseling. It is recommended that future research and psychological counseling practices take these findings into consideration.

Division 16: Counseling Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 459

PSYCHOLOGISTS' EXPERIENCES WITH THE WYSA CHATBOT APP AND A COMPARISON OF DIFFERENCES BY THEORETICAL ORIENTATIO

Yeh P.*

National Pingtung University ~ Pingtung ~ Taiwan

An increasing number of chatbot mobile applications have been developed based on psychological counseling theories. However, accumulating sufficient user knowledge remains essential for providing practitioners with concrete application principles and guidance. Understanding more local user experiences is also crucial for achieving comprehensive integration with psychological counseling in the future. Taking into account factors such as empirical research support, privacy and security, anonymity, cost-free access, and accessibility, this study explored psychologists' experiences with the Wysa chatbot and compared the effects of its use across psychologists with different theoretical orientations. This study recruited 40 psychologists as research participants, comprising 20 with a cognitive behavioral theoretical orientation and 20 with a non-cognitive behavioral theoretical orientation. In terms of research design, the quantitative component adopted an experimental method, with the use of Wysa eight times as the intervention. Pre- and post-tests were conducted using four scales—anxiety, depression, working alliance, and technology acceptance—to collect quantitative data, which were analyzed using t-tests and analysis of covariance. The qualitative data collected included interview transcripts and screenshots of the Wysa usage process, and were analyzed using thematic analysis. The research findings revealed that, regardless of whether the psychologists were oriented toward cognitive behavioral therapy, using Wysa significantly reduced anxiety and depression. Moreover, in the technology acceptance scale, significant differences were obsreved between cognitive behavioral therapy-oriented and non-cognitive behavioral therapy-oriented psychologists in both working alliance and technology acceptance. These findings offer a reference for future practice, AI-related curricula in professional training, and related research.

17 - Division 17: Professional Psychology

Timothy Carey , UGHE, Rwanda

Thursday 23 July 2026 from 13:30 to 14:00

(A - Spadolini)

Abstract 4624

Presidential Address

Carey T.*

17 - Division 17: Professional Psychology

INNOVATIVE MODELS OF TRAINING IN INTEGRATED HEALTH CARE

Friday 24 July 2026 from 08:00 to 09:30

(F-Spadolini)

James Bray (University of Houston College of Medicin), Chair and Presenter

This symposium will discuss innovative models of training that psychologists have developed to provide integrated health care. Integrated health care addresses WHO initiatives for universal mental health care and psychologists have played key roles in designing and implementing these programs. Training to work in integrated healthcare requires specialized skills and knowledge not found in traditional psychology training programs. Current research indicates massive hidden costs to society from mental and behavioural health problems, both economically and in terms of impact on health, wellbeing and relationships. In addition, people with mental health problems often have other chronic medical diseases that increase the burden of the disease and decrease the success in treating them. Evidence-based biopsychosocial approaches, including psychological and lifestyle-factor interventions, are available that empower people and ensure more positive health outcomes. This symposium will discuss programs and innovative methods for training to practice and improve practice in integrated healthcare settings.

Abstract 3320

INTERNATIONAL PERSPECTIVES ON TRAINING PSYCHOLOGISTS FOR PRIMARY AND INTEGRATED HEALTH CARE

Bray J.*

University of Houston College of Medicine ~ Houston ~ United States of America

Integrated health care and primary care psychology are exciting new areas for the profession. In the U.S., primary care medical providers treat over 70 percent of mental health and substance use problems, without assistance from psychologists or any other mental health providers. The opportunities in these areas of practice necessitate additional knowledge of primary care and different skills in caring for primary care patients. This presentation will discuss (1) the present status of psychologists working in integrated and primary care; (2) training opportunities in integrated and primary care in private and public settings; (3) the use of technology and electronic health records in primary care practice; (4) future challenges in developing integrated health care systems and training models for the future of psychology practice.

Abstract 3322

THE CARDINAL FEATURES OF AN INTERNAL COACHING PROGRAM FOR PHYSICIANS AT AN ACADEMIC HEALTH CENTER

Mcdaniel S.*, Decaporale L.

University of Rochester College of Medicine ~ Rochester ~ United States of America

This talk will describe the cardinal features of an internal coaching program for physicians at University of Rochester Medicine in Rochester NY, USA. The program has been unusually successful in its results with individuals, institutional uptake, and shifts in institutional culture. It focuses on communication, professionalism, and leadership development. An early pilot study showed the approach distinguishes between physicians with high patient satisfaction scores from those with low. It also received high scores from the physicians for its usefulness. Our coaching program is individualized and involves direct observation and constructive feedback, with a broad and deep systemic approach. After 12 years of increasing success and demand, we worked to describe the essential elements of the program. Working for two years with two senior, accomplished scholars in academic medicine (a psychologist and a physician). Through iterative conversations, we explored the program to make explicit what makes it work well for those within our health center and describe the cardinal features that make it so for others who wish to implement an effective program in their own institution adapted to their own system and context. This talk will articulate the program's systemic approach and cardinal features and place these features in a broader context. We also will describe its benefits to the individual and the institution, the enabling properties of our institutional home, and suggestions for its fit, scalability, and exportability.

Abstract 3323

HEALTH SERVICE PSYCHOLOGY SUPERVISION WITHIN A GLOBAL CONTEXT: CANADIAN, AMERICAN, AUSTRALIAN, AND IRISH SUPERVISION GUIDELINES

Malone J.*

University of Alberta Educational Psychology ~ Saint Paul ~ Canada

Supervision for applied practice enhances the development of health service psychologists across career lifespan. This presentation compares and contrasts clinical supervision guidelines for four jurisdictions seeking to identify key tenets and areas for ongoing consideration for lifelong career development in psychological practice. Supervision that is competent, regulated, supported, and that occurs over the duration of our professional careers serves our profession and those we serve as practitioners.

Abstract 3324

EMBEDDING LIVED EXPERIENCE IN PSYCHOLOGY EDUCATION: RETHINKING CURRICULUM FOR INTEGRATED MENTAL HEALTH CARE

Gullifer J.*, Johnston K.

Monash University ~ Clayton ~ Australia

Integrated care recognises the importance of addressing the full spectrum of an individual's health and wellbeing needs in collaboration with the person, their carers, and family. Central to emerging policy directions and community practice is the involvement of 'experts through lived and living experience' working alongside interprofessional teams. These partnerships highlight the value of experiential knowledge in shaping responsive and person-centred care. Despite this, psychology education has been slow to meaningfully include lived experience voices in teaching and curriculum design. Integrating lived experience into psychology training can promote a more comprehensive understanding of mental health, challenge stigma, and equip future professionals to work collaboratively and respectfully with those who bring expertise through experience. This presentation explores a series of initiatives designed to embed lived and living experience across undergraduate psychology curricula, guided by the FlipCurric Framework. These include co-designed learning outcomes and assessments, inclusion of peer workers and lived experience narratives in teaching content, collaboration with lived experience agencies for unit review, and curriculum tasks grounded in real-world insights. We also highlight a School-wide initiative that partners with culturally diverse organisations to support student development in cultural safety and to challenge dominant Eurocentric perspectives in psychology. Together, these efforts model authentic partnership, support inclusive practice, and prepare students for integrated care environments that value both professional and lived expertise.

Abstract 3325

SUPPORTING NEW PARENTS: HOME VISITORS ARE BOOTS ON THE GROUND

Prescott D.*[1], Ruddy N.[2]

[1]Hampden Psychological Consultation, PLLC ~ Hampden ~ United States of America, [2]University of Maine-Orono ~ Orono ~ United States of America

This presentation will share how home visitors in Maine in the United States were instructed by a rural practitioner and faculty educator on how to conduct a mental health screening to assess the physical, emotional, and social well-being of pregnant and postpartum individuals. The session will cover how to use screening tools, as well as observation and skilled conversation, to collect relevant health information, recognize potential risks, identify when families may need additional support, and consider strategies for discussing concerns with families. Key considerations such as family medical and mental health history, current symptoms, nutrition, safety, and access to care were discussed. The training highlighted respectful and responsive communication, consideration of different life experiences and personal beliefs. It aimed to equip home visitors with the skills to promote healthy pregnancies, support postpartum recovery, and connect families with appropriate resources and services. Emphasis was placed on ensuring adequate personal self-care for home visitors.

17 - Division 17: Professional Psychology

INNOVATIVE MODELS AND METHODS IN INTEGRATED HEALTH CARE PRACTICE

Friday 24 July 2026 from 09:30 to 11:00

(F-Spadolini)

Robyn Vines (School of Medicine, Western Sydney Unive), Chair and Presenter
James Bray (University of Houston College of Medicin), Co-Chair

This symposium will discuss innovative models and methods of practice that psychologists have developed to provide integrated health care. Integrated health care addresses WHO initiatives for universal mental health care and psychologists have played key roles in designing and implementing these programs. Current research indicates massive hidden costs to society from mental and behavioural health problems, both economically and in terms of impact on health, well-being and relationships. In addition, people with mental health problems often have other chronic medical diseases that increase the burden of the disease and decrease the success in treating them. Evidence-based biopsychosocial approaches, including psychological and lifestyle-factor interventions, are available that empower people and ensure more positive health outcomes. Many mental health conditions can now be treated at relatively low cost, yet treatment coverage remains very low. Huge cost savings can be made in medical and pharmaceutical costs, if psychological treatments are provided in team-based primary and integrated health care settings. This symposium will discuss programs and innovative methods that increase access to care.

Abstract 3305

THE ROLE OF PSYCHOLOGY IN EUROPEAN INTEGRATED HEALTHCARE

Salgado M.[2], Leader J.F.*[1]

[1]University College Dublin ~ Dublin ~ Ireland, [2]~ buenos aires ~ Argentina

Integrated healthcare has emerged as a key approach to addressing the complex and varied needs of patients across Europe. Within psychology, integration with primary care, psychiatry, social services, and community-based supports offers opportunities to improve both access to mental health services and the quality of care provided. This presentation explores the current state of integrated healthcare in European psychology, with a focus on models of collaboration, barriers to implementation, and emerging best practices.

Drawing on recent policy initiatives and empirical findings, the paper examines how integrated psychological services have been embedded in diverse healthcare systems, from countries with long-established national health services to those that remain fragmented. Particular attention is given to the role of social determinants, interdisciplinary teamwork, digitalisation, and the importance of culturally sensitive approaches in diverse populations. Challenges such as funding constraints, workforce shortages, and varying levels of professional recognition for psychologists are considered in relation to their impact on sustainability and scalability.

The presentation also highlights projects that demonstrate how psychologists contribute to integrated care pathways for chronic illness, preventive health, and early intervention in mental health. These case studies illustrate the added value of psychological expertise in improving population health, reducing hospitalisations, and supporting resilience within communities.

It is argued that fully realising the potential of integrated healthcare in psychology requires stronger cross-border collaboration, harmonised training standards, and systematic evaluation frameworks at the European level. By addressing these priorities, integrated healthcare can become a cornerstone of equitable, patient-centred care across Europe, ensuring that psychological services are not peripheral but central to health and well-being.

Abstract 3306

PRIMARY CARE PSYCHOLOGY – PROVISION OF A WHOLISTIC MODEL OF MENTAL AND GENERAL HEALTH CARE 'WHERE IT MATTERS'

Vines R.*

School of Medicine, Western Sydney University ~ Bathurst ~ Australia

In much of the western world, distress and unhappiness are increasingly interpreted and diagnosed as 'mental illness'. A biomedical paradigm still prevails, in which medication is often the first and only treatment of choice. Funding models require formal medical diagnosis as the basis of treatment, with distressed people's problems being conceptualised as illness. This ignores or minimises the complex psychosocial determinants of health and the crucial impact of lifestyle factors on health and wellbeing.

In Australia antidepressant use is significant and increasing, with one in seven people using them (i.e. 14%; ~3.9 million people). Statistics indicate that women are prescribed at 1.5 times the rate of men, older adults (65+) are twice as likely to be prescribed and ~26% of those aged 75+ taking them. This represents one of the highest prescribing rates in the world, trailing only Iceland and the USA.

Primary care psychology provides an Integrated, multi-disciplinary model of care involving a collaborative approach where doctors and psychologists work together 'in situ'. Facilitating optimal, multi-faceted treatment for patients' frequently comorbid disorders, it enables early intervention and prevention in the general practice setting. By providing 'the right treatment, at the right time, in the right place', it avoids stigmatization of those seeking and accessing mental health interventions. It highlights the necessity of breaking down the counter-productive 'siloes of care' prevalent in the western world, which result in fragmentation of treatment and sub-optimal outcomes. A simple, accessible and effective way of treating complex presentations will be presented as an alternative.

Abstract 3307

ENHANCING INTEGRATED HEALTHCARE WITH AI AND DIGITAL HEALTH APPS

Bray J.*

University of Houston College of Medicine ~ Houston ~ United States of America

Artificial intelligence and use of digital health apps is expanding rapidly in integrated healthcare. The apps range from virtual counselors based on evidence-based practices, intelligent conversational agents (e.g., chatbots) to virtual reality apps to aid in the treatment of mental health and health problems. This presentation will discuss the state of the art of these apps, how they can be implemented into clinical practice and limitations to consider in their use. In addition, the session will discuss the potential advantages for increasing access to mental and behavioral health care. In the last ten years, both the emergence and utilization of artificial intelligence (AI) tools such as intelligent virtual agents (IVAs) and nonembodied conversational agents (CAs), including chatbots, as well as their use in behavioral and mental healthcare, has rapidly expanded (Holohan & Fiske, 2021). Artificial intelligence (AI) is a rapidly growing field that aims to replicate human cognitive abilities such as perception, reasoning, and problem-solving (Abd-alrazaq et al., 2019). It has garnered significant attention in clinical applications and extends beyond conventional statistical methods to extract relevant information that supports decision-making and research (Abd-alrazaq et al., 2019). More specifically, we are observing these systems administer treatment modalities to patients. The integration of AI technology advancement in health care has paved the way for developers to create new and innovative applications to deliver health care resources. Such applications are now made to execute more advanced, diagnostic, analytical, and therapeutic methods as well, which were previously only available from highly qualified healthcare experts. We will focus on the approaches of what powers AI and the implementation of AI in mental health care and how its advancements garnered the potential of implementation of virtual Screening and Brief Intervention for substance use problems. Dr. Bray will discuss applications and limitations to consider in their use.

Abstract 3308

PARTNERING WITH PATIENTS TO DESIGN AND IMPLEMENT CULTURALLY RESPONSIVE, HOSPITAL-BASED PSYCHOSOCIAL INTERVENTIONS

Kaslow N.*, Dunn S.

Emory University ~ Atlanta ~ United States of America

Culturally responsive psychosocial interventions in hospital settings are essential for addressing the diverse needs of patients and promoting equitable behavioral health outcomes. This presentation explores a patient-centered approach to developing and implementing hospital-based psychosocial interventions that are both culturally attuned and clinically effective. It will draw on principles of participatory design and community-based engagement and over 30 years of experience with the Nia Project, a program for Black women who have histories of interpersonal violence and suicide attempts. Through the Nia Project, Dr. Kaslow and colleagues have been actively involving patients as co-creators in the intervention process—from initial conceptualization through implementation and evaluation.

The presentation will outline strategies for fostering meaningful patient engagement, including focus groups, patient community meetings, and community advisory boards that reflect the cultural backgrounds and lived experiences of the patients to be served. Case examples will be highlighted in which patient input led to significant adaptations in intervention content, delivery methods, and provider training, resulting in improved patient satisfaction, trust, and clinical outcomes.

Special attention will be given to the role of cultural humility among healthcare providers and the integration of culturally grounded practices. The presentation also will address institutional barriers to culturally responsive care and offer practical recommendations for embedding these interventions within healthcare systems.

By centering the voices of patients and recognizing the cultural contexts that shape their experiences, this approach not only enhances the relevance and effectiveness of psychosocial interventions but also fosters a more inclusive and compassionate healthcare environment. Attendees will leave with actionable tools and frameworks to engage patients in the creation, implementation, and evaluation of culturally responsive care and to advocate for systemic change within their healthcare systems.

17 - Division 17: Professional Psychology

PSYCHOLOGY IN EUROPE: STRENGTHENING POLICY, PROFESSIONAL STANDARDS, AND SOCIAL IMPACT IN A CHANGING WORLD

Friday 24 July 2026 from 11:30 to 13:00

(F-Spadolini)

John Francis Leader (European Federation of Psychologists' As), Chair and Discussant

Psychology in Europe is at a pivotal moment, shaped by shifting societal demands, rapid digitalisation, and evolving health policy frameworks.

The European Federation of Psychologists' Associations (EFPA), representing over 400,000 psychologists across 37 countries, plays a central role in aligning professional standards, policy engagement, and organisational transformation.

Mental health has risen on the European Union (EU) agenda, with initiatives emphasising prevention, promotion, and integration across sectors. Psychology's contribution to collective well-being requires stronger recognition of its systemic and ecological dimensions, including considering digitalisation as a social determinant of health.

This is an opportunity for psychologists to inform EU policymaking, where they remain underrepresented despite offering crucial expertise for evidence-based policy and practice.

Professional development is equally critical. EuroPsy provides a common framework for competence, ethics, and education in psychology. Recent revisions to EuroPsy standards and the Metacode of Ethics reflect the profession's adaptation to diverse contexts and emerging fields of practice.

Organisational transformation within EFPA and amongst its members is vital to amplify advocacy, strengthen participatory governance, and equip future generations of psychologists to anticipate and shape societal change.

In this session EFPA leadership will share the Federation's active work in these areas, which underline psychology's unique capacity to advance sustainable health and well-being across Europe.

Abstract 3561

PSYCHOLOGY'S VOICE IN EUROPE: OPPORTUNITIES AND PRIORITIES FOR EU POLICYMAKING

Aparicio I.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Belgium

The European Union (EU) exerts growing influence on health, education, and social policy, with direct implications for the practice and science of psychology. Yet psychologists remain underrepresented in EU-level debates, risking leaving psychosocial perspectives absent from key legislative and funding frameworks. This gap weakens the visibility and impact of psychology in areas where evidence-based contributions are urgently needed. At the same time, psychology has much to gain: mental health is now firmly on the EU agenda, and the EU provides platforms where collective scientific voices can influence policy directions and support national practices. Psychology, by nature both scientific and societal, is uniquely placed to inform these debates. Speaking with a unified, evidence-based voice allows psychologists to shape European initiatives that protect mental health, advance social well-being, and enhance professional practice across Member States. This contribution will explore why the EU matters for psychology, how engagement at the European level reinforces national efforts, and why it is essential for the discipline to strengthen its presence in EU policymaking.

Abstract 3562

TRENDS AND FUTURE DIRECTIONS IN EUROPEAN MENTAL HEALTH AND DIGITALISATION POLICY

Leader J.F.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Ireland

European mental health policy is increasingly framed around approaches that are comprehensive, integrative, and responsive to digital transformation. EFPA's Mental Health policy initiatives reflect this by calling for mental health in all policies, a focus on prevention and promotion, and attention to cross-cutting issues such as climate change, crises, workplace wellbeing, and social determinants.

These priorities are consistent with the European Commission's Comprehensive Approach to Mental Health, but it is emphasised that breadth alone is insufficient: integration across member states, sectors, and stakeholders is essential to avoid duplication and inefficiency, and to mobilise the wealth of expertise already present in professional associations, communities, NGOs, and those with lived experience.

The digital dimension of mental health policy requires particular consideration. EFPA's Digitalisation agenda suggests that technology be understood not only as a tool for service delivery, but also as a determinant of wellbeing in its own right. Issues such as algorithmic transparency, online harms, misinformation, digital literacy, and equitable access are shaping how psychological health is experienced in increasingly hybrid environments. Framing these as digital social determinants allows lessons from physical contexts—such as workplace safety, education, and community care—to be transposed into digital and hybrid spaces.

Looking forward, European mental health policy will need to be flexible, resilient, and ethically grounded in order to respond to fast-moving technological and societal change. EFPA advocates that a framework which is both comprehensive, integrative, and cognisant of digital social determinants offers the most sustainable path for supporting population wellbeing across Europe.

Abstract 3563

EUROPSY - RECENT DEVELOPMENTS AND FUTURE PERSPECTIVES

Antoni C.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Germany

EuroPsy is a common European education and professional standard and certificate for psychologists in 26 countries in Europe. Since its launch 2009, many countries have used EuroPsy to develop academic and professional training programs, to create and adapt legal and professional regulations for the application of psychology by EFPA's full members, and to assess the quality of a psychologist as a professional. EuroPsy Regulations define minimum standards of academic education and supervised practice in specified fields of practice required for independent practice as a psychologist in that field, and more recently based on that for independent practice as a specialist psychologist in that field of practice (Psychotherapy, Work and Organizational Psychology were the first two specialisms). In recent years, these standards and the underlying conceptual competence framework have been revised. The new EuroPsy and EuroPsy Specialist competence framework builds on an adapted cube model, and defines generic functional competences (what a psychologist or a specialist does), generic foundational competences (how a psychologist and specialist psychologist works), and readiness for supervised, independent and advanced or specialized practice as three different stages of professional development. The introduction of Sport Psychology as a further field of practice in EuroPsy and as a specialist degree in 2023, and of the Specialist degree in Clinical Neuropsychology in 2025, has led to intensified efforts from other disciplines to be acknowledged as a field of practice and as a specialist degree. The requests to differentiate more fields of practice for both EuroPsy and EuroPsy Specialists have raised a number of questions for future developments regarding common or differentiated entry-level competence requirements for the different stages of professional development in the respective fields of practice, the assessment of these competences, and the consequences for psychologists working in these fields and their clients.

Abstract 3565

CHALLENGES AND OPPORTUNITIES FOR THE EUROPEAN PSYCHOLOGIST PROFESSION

Tunold O.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Norway

Since its inception in 1981, EFPA (European Federation of Psychologists' Associations) is dedicated to developing psychology, contribute to society, and serve psychologists.
The EuroPsy certificate is well established in 26 countries. It also defines the professional standard of psychologists to aid legislators and educational institutions. Professional ethics is an integral part of psychological practice. Both the EuroPsy and the Metacode of Ethics have recently been revised and updated to the ever-changing conditions of professional practice.
The practice of psychologists in Europe is one of considerable diversity. Despite the popular stereotype of the psychologist as a provider of individual treatment of mental challenges, psychologists are found in more than 30 well established fields of practice. This professional diversity represents both a strength and a limitation in the further development of the profession. A strength, because the diversity lays the ground for valuable solutions to society's challenges. A weakness, because the stereotype of the clinical psychologist hampers recognition of the profession's potential.
The psychologist community consistently experience that governments turn to political scientists, lawyers, technologists, medical doctors and behavioural economists in search for solutions, but often fail to include psychologists in the selection of experts.
The combined psychologist community invests heavily in improving and refining professional competence. EuroPsy is a very important manifestation of that. Much less effort is directed to developing demand for this competence. The 'product' is continuously refined, but the market and marketing efforts are neglected.
EFPA's aim is to nurture the recognition of psychologists as an instrument to counter many of society's unsolved problems. This requires knowledge of how the profession is perceived, and perceived differently, throughout Europe. EFPA strives to possess a reliable overview of our profession, which goes beyond academic education and practical training, to include what the profession actually does.

Abstract 3566

PSYCHOLOGY AND SOCIAL INTERVENTIONS. STRENGTH AND CHALLENGE OF ONE HEALTH APPROACH

Arcidiacono C.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Italy

Psychology in a multidisciplinary perspective and for collective social interventions lacks consideration both within the discipline and in interprofessional research and intervention settings. In fact, there is a lack of recognition of how this discipline has specific objectives, methods, and know-how to promote collective well-being. Furthermore, there is also a lack of awareness of how building individual well-being requires a global, systemic, and ecological approach (Prilleltensky, 2008). Consequently, there is an urgent need, assuming this perspective, to consider contextual variables also in individual focused interventions. Psychology has methods and procedures allowing people (at individual and collective level) to give voice to their own needs, to intervene in social interaction and on social determinants affecting the individual and collective life. Its knowledge allows individuals and the whole society to better pursue collective and individual goals in the social arena. Moreover, it is the important to be aware of social factors such as democracy, justice and fairness as determinants of individual and societal wellbeing. Infact, social and organizational variables are key elements in prioritizing intervention and promoting well-being through a value driven approach.

In this same vein, WHO (2022) introduced the One health approach to prevent, predict, detect, and respond to health threats while contributing to sustainable development in an ecological approach.

An Italian best practice promoted in 2025 "Right to Well-Being" is a grassroots legislative proposal for a public, free psychological support network for all, aimed at integrating psychologists into social services and local administrations to promote local health and well-being initiatives.

It is to know that Efpa too, recently recognized in Europsy Community Psychology for social intervention as an explicit field of practice; that will strengthen the whole psychology, consolidating the role of this discipline in wider spaces of research and intervention.

Abstract 3564

STRATEGIC ORGANISATIONAL DEVELOPMENT AND CHANGE IN EUROPEAN PROFESSIONAL ASSOCIATIONS: FUTURE-ORIENTED PERSPECTIVES FOR TRANSFORMATIONAL CHANGE IN PSYCHOLOGY AND BEYOND

Ramalho S.*

European Federation of Psychologists' Associations (EFPA) ~ Brussels ~ Portugal

Strategic organisational development is a key driver of professional, organisational, societal, and policy impact. EFPA (European Federation of Psychologists' Associations), representing over 400,000 psychologists across 37 countries, offers a unique platform to explore how transformation and change can strengthen our collective capacity to act, both regionally and globally.

The discussion will outline how professional organisations can remain fit for purpose in times of uncertainty and complexity. It will examine how to align advocacy efforts and policy strategies with emerging societal needs, demonstrating how associations can effectively influence public mental health policies, digitalisation and AI ethics, social inclusion agendas, emergency preparedness, and democratic resilience — at EU, national, and local levels.

A future-oriented perspective will be presented, describing a vision for agile, evidence-based, and participatory organisations capable of anticipating change rather than merely reacting to it. The presentation will highlight the importance of inclusive governance models, transparent decision-making processes, and meaningful member engagement. It will also emphasise strategies for building organisational capacity through leadership development, project implementation and knowledge exchange, ensuring that future generations of psychologists are empowered to contribute.

Participants will gain insight into actionable strategies to design and implement transformation in their own contexts, strengthening the role of psychology in addressing pressing societal challenges and shaping the future of our profession.

17 - Division 17: Professional Psychology

James Bray, University of Houston School of Medicine, Houston TX USA

Friday 24 July 2026 from 13:00 to 13:30

(B- Spadolini)

Abstract 4657

Integrating Digital Mental Health Apps into Practice

Bray J.*

17 - Division 17: Professional Psychology

Judith Gullifer, Monash University, School of Psychological Sciences, Melbourne Australia

Friday 24 July 2026 from 13:30 to 14:00

(B- Spadolini)

Abstract 4658

Divisional Invited Keynote

Gullifer J.*

17 - Division 17: Professional Psychology

Professional Well-Being & Career Sustainability

Friday 24 July 2026 from 17:00 to 18:30

(M-Lorenese)

Abstract 3693

FINDING MY FOOTING: NAVIGATING DUAL IDENTITIES

Eugene D.*

New York University - Abu Dhabi ~ Al Saadiyat, Abu Dhabi ~ United Arab Emirates

This presentation, which focused on experiences at NYU Abu Dhabi campus, examines the critical need for culturally responsive college counseling, particularly for students navigating complex racial dynamics in academic settings. Traditional psychoanalytic theories often overlook the profound impact of social, political, and cultural realities on psychological development, an omission that is especially significant for students of color (Gump, 2010). The academic environment, while a place of growth, can also be a site of psychological distress, where racial dynamics are frequently misunderstood or ignored.

Students from marginalized racial groups, especially Black students, often face a unique psychological paradox: a state of being "hypervisible and invisible" (Karakashian-Jones, 2025). This duality manifests in various forms of psychological strain. It includes the erosion of cultural connectedness and the persistent need for hyper-vigilance against potential threats or bias. These students may engage in masking their true identities, leading to a profound loss of identity and a sense of internalized inferiority. The effects of unconscious bias and excessive scrutiny can lead to feelings of isolation, ostracism, and powerlessness, creating significant barriers to their academic and personal success.

To effectively support these students, college counselors must provide safe and confidential spaces where students can openly process their experiences with racism and microaggressions. This requires a shift from a colorblind approach to one that actively acknowledges and validates racial identity. It is equally essential for counselors to engage in deep self-reflection, becoming more aware of their own biases that may unintentionally contribute to the perpetuation of cultural insensitivity. By integrating an understanding of these complex psycho-social realities, college counseling can become a more equitable and supportive practice for all students.

Division 1: Work and Organizational Psychology Division 3: Psychology and Societal Development Division 17: Professional Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 2489

A CULTURALLY GROUNDED MULTIDIMENSIONAL WELL-BEING SCALE FOR INDONESIAN EMPLOYEES: DEVELOPMENT AND VALIDATION

Anindyajati M.*[2], Dewi M.S.[1]

[1]Syarif Hidayatullah State Islamic University Jakarta ~ Jakarta ~ Indonesia, [2]Faculty of Psychology, Universitas Esa Unggul, Jakarta, Indonesia

The concept of employee well-being is increasingly recognized as a critical factor in organizational sustainability and performance. However, most existing measurement instruments are derived from Western contexts and and may not adequately capture the collectivist cultural values that characterize Indonesia. This study aimed to develop and validate a culturally grounded well-being instrument specifically designed for Indonesian employees.

Data were collected from 220 employees aged 23–55 years across major cities in Java, Indonesia. The instrument comprised five dimensions: financial, physical, social, psychological, and spiritual well-being. Item generation began with an elicitation process involving 30 respondents to ensure cultural relevance, resulting in 45 items (nine per dimension). Confirmatory Factor Analysis (CFA) using Lisrel 8.80 demonstrated satisfactory model fit for each dimension ($\chi^2/df < 3$, $p > .05$, RMSEA < .05, CFI and TLI > .90). All items within the financial, physical, and spiritual dimensions were valid ($t > 1.96$), while three social items and one psychological item were excluded due to low factor loadings. Principal Component Analysis (PCA) indicated that psychological well-being contributed most strongly to overall well-being ($\lambda = 0.935$), followed by physical ($\lambda = 0.788$), social ($\lambda = 0.783$), financial ($\lambda = 0.719$), and spiritual well-being ($\lambda = 0.546$).

Contrary to the common assumption that social and spiritual factors serve as the primary determinants of Indonesian well-being, the findings suggest that psychological well-being—encompassing positive affect, life satisfaction, purpose in life, and adaptive emotion regulation—plays a more central role among Indonesian employees. This study contributes to cross-cultural well-being research by providing empirical evidence that psychological rather than social and spiritual dimensions may underlie well-being in collectivist contexts and introduces a psychometrically robust instrument for assessing employee well-being in Indonesia.

Division 1: Work and Organizational Psychology Division 7: Applied Gerontology Division 16: Counseling Psychology SDG 5: Gender Equality SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 968

PERSONAL AND PROFESSIONAL PROJECTS OF WORKERS AGED 45 AND OVER

Cournoyer L.*[1], Lachance L.[1], Fournier G.[2], Richer L.[3]

[1]Université du Québec à Montréal ~ Montréal ~ Canada, [2]Université Laval ~ Québec ~ Canada, [3]Université du Québec à Chicoutimi ~ Chicoutimi ~ Canada

Introduction. The aging workforce is increasing the presence of workers aged 45 and over, whose personal and professional projects are redefined throughout the life course. This evolution, far from uniform, varies according to gender and future time perspective, two dimensions rarely studied together. Yet, considering their interrelation appears essential for adapting public policies, reducing gender inequalities, supporting employment retention, and effectively accompanying career transitions. Aim. This qualitative study explores how Quebec adults (Canada) envision their personal and professional projects after age 45 to better understand their needs, aspirations, and resources mobilized to combine personal fulfillment with professional involvement. Method. Semi-structured interviews were conducted with 107 participants (45 men, 62 women) aged 45 and over, from diverse socioprofessional backgrounds, divided into three groups: 45–54 years (n=48), 55–64 years (n=41), and 65 years and over (n=18). Results. A thematic identified three main categories of projects. Intrapersonal projects focus on personal development, health, and the pursuit of serenity. Interpersonal projects emphasize family and friendship relationships as well as transmission and mentoring activities. Finally, extrapersonal projects reflect a desire for social contribution and creative expression. Professionally, participants highlighted projects aimed at impact, coherence, and legacy, while personal project priorities focused on well-being, balance, and close relationships. Conclusion. The findings show that adults aged 45 and over are rethinking their roles and identities through projects that extend beyond merely remaining in employment. Retirement tends to be viewed as an active reorganization, integrating health, relationships, and social contributions. These findings invite researchers, practitioners, and employers to foster inclusive environments and tailored actions that simultaneously support personal fulfillment and continued work participation in this population.

Division 17: Professional Psychology Division 15: Students and Early Career Psychologists Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2088

THE FUTURE OF THE PSYCHOLOGICAL PROFESSION IN ITALY: THE FUPPSY PROJECT

Petruzziello G.*[1], Bruno A.[2], Chiesa R.[1], Colombo L.[3], Consiglio C.[4], Gattino S.[3], Giancaspro M.L.[5], Ingusci E.[6], Lo Presti A.[7], Manuti A.[8], Pace F.[9], Panari C.[10], Ripamonti S.[11], Sciotto G.[9], Vecchio L.[12], Vignoli M.[13], Di Nuovo S.[15], Magnano P.[14]

[1]University of Bologna ~ Bologna ~ Italy, [2]University of Genoa ~ Genoa ~ Italy, [3]University of Turin ~ Turin ~ Italy, [4]University of Rome - La Sapienza ~ Rome ~ Italy, [5]Pegaso University ~ Naples ~ Italy, [6]University of Salento ~ Lecce ~ Italy, [7]University of Campania ~ Caserta ~ Italy, [8]University of Bari ~ Bari ~ Italy, [9]University of Palermo ~ Palermo ~ Italy, [10]University of Parma ~ Parma ~ Italy, [11]Università Cattolica del Sacro Cuore ~ Milan ~ Italy, [12]University of Milano-Bicocca ~ Milan ~ Italy, [13]University of Trento ~ Trento ~ Italy, [14]Kore University of Enna ~ Enna ~ Italy, [15]Università di Catania ~ Catania ~ Italy

Introduction.

Starting from the academic year 2023/2024, Master's Degree programmes in Psychology in Italy were reformed to directly qualify graduates for professional practice upon graduation, without a post-degree examination. A key innovation was also the introduction of a mandatory internship (i.e., the Practical Evaluation Internships, or TPVs), to be completed before graduation as a requirement for professional qualification. In this scenario, the MeMos research group of the Italian Psychological Association developed a research project to investigate the impact of this reform on the training for the psychological profession and the career development of future psychologists.

Objectives.
This ongoing project aims to explore the evolution of key career-related resources and personal characteristics of psychology students throughout their academic path within the reformed programmes. In addition, it examines the experience and impact of the new TPVs.

Method.
As of October 2023, the longitudinal design has involved master's degree students from 12 Italian Universities (representing the first cohort of students enrolled in the new programme). Participants are invited to complete an online questionnaire at three time points (T1 = From October 2023; T2 = From April 2025; T3 = From November 2026). Psychometric scales and open-ended questions are used to assess career resources and competences, as well as the experience of the TPVs. A second cohort has been involved since October 2025.

Results.
As the project is still ongoing, preliminary findings are expected in the coming months.

Limitations.
The self-report approach may constrain a comprehensive understanding of the students' experience within the reformed master's degree programmes.
Implications. This project's findings will provide meaningful insights into how psychology students navigate the new master's degree structure. Such evidence can inform universities, professional associations, policymakers, and other stakeholders on strategies to enhance training and support the career development of future psychologists within this reformed educational framework.

Division 17: Professional Psychology Division 8: Health Psychology Division 2: Psychological Assessment and Evaluation SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being

Abstract 1607

THE MENTAL HEALTH OF PROFESSIONAL MUSICIANS IN BELGIUM

Visée M.*[1], Buisseret F.[2], Denis J.[1]

[1]Mons University ~ Mons ~ Belgium, [2]Ceref – Helha ~ Mons ~ Belgium

Background: Music performance anxiety (MPA) is a common and impairing disorder among musicians, with repercussions on both personal well-being and professional careers.
Objective: The present study examined the mental health of professional musicians in Belgium through a cross-sectional survey.
Method: Ninety-five professional musicians (N = 95) completed a questionnaire consisting of seven standardized tests designed to assess job satisfaction, mental health, musculoskeletal disorders (MSD), music performance anxiety (MPA), and attachment styles.
Results: Findings indicated that professional musicians reported greater psychological vulnerability than normative populations. MPA was positively associated with mental health difficulties, MSD, and insecure attachment (avoidant and anxious). Job satisfaction was negatively associated with MPA, mental health difficulties, and anxious attachment. Multiple regression analysis demonstrated that psychological distress significantly predicted MPA.
Conclusions: MPA is not an isolated phenomenon but reflects broader psychological functioning among musicians. These results highlight the importance of adopting an integrated approach to musicians' health, encompassing both physical and psychological dimensions, beginning at the earliest stages of musical training.

17 - Division 17: Professional Psychology

Innovations and Challenges in Professional Practice

Saturday 25 July 2026 from 08:00 to 09:30

(F-Spadolini)

Abstract 3823

ADOLESCENTS AS ARCHITECTS OF AN INCLUSIVE FUTURE: FROM POTENTIAL TO SOCIAL INNOVATION

Sharma J.*

University of Delhi ~ Delhi ~ India

The presentation will examine how adolescents' potential can be identified and cultivated as a pivotal force for social innovation and global well-being. It will position adolescents not merely as learners but as active change-makers, while outlining strategies to foster their intellectual, emotional, and ethical capacities through role modelling, reflective practice, and mentorship. By envisioning a society where the optimization of human potential is embraced as a collective norm, the session will suggest pathways for reconceptualizing adolescent development not as preparation for competition, but as preparation for equity, compassion, collaboration, and cultural acceptance. The discussion will propose a Four-Layer Adolescent Nurturance Framework, moving from potential toward human excellence.

Division 17: Professional Psychology Division 8: Health Psychology Division 6: Clinical and Community Psychology SDG 3: Good Health and Well-being

Abstract 1292

PREGNANT AND POSTPARTUM WOMEN WITH SUBSTANCE ABUSE PROBLEMS: THE PAMPERRS AND MIRRORS+ PROGRAMS

Bray J.*[1], Zaring--Hinkle B.[2]

[1]University of Houston College of Medicine ~ Houston ~ United States of America, [2]Oklahoma Partnership for School Readiness ~ Oklahoma City ~ United States of America

Background: Pregnant and postpartum women who are homeless and near homeless are a highly vulnerable population, especially when their problems are compounded by substance use. The PAMPERRS and MIRRORS+ programs provided evidence-based mental health treatment, case management, and recovery support for women and children through integrated, trauma-informed care and services, strengthened by a comprehensive and coordinated family systems approach. This paper will describe the programs for women and children and provide evaluation data that demonstrates its effectiveness. Clients participated in an inpatient recovery program. In addition, they received trauma informed care that included evidence-based mental health services, family services, and case management. Clients were assessed at intake, discharge and 6-months after intake on family functioning, recovery capitol, stress, parenting and substance use.
Results: Ninety-three percent of the clients discharged successfully from the program, and substance abuse decreased to 5.6% at follow-up. Over 80% of clients reported that the programs enhanced their recovery treatment experience. We examined individual differences in trends over time with multilevel modeling. Within-person trends over time were modeled in the first level, and individual differences in intercepts and slopes were modeled in the second level. Women reported significant improvements in general family functioning, posttraumatic stress symptoms, reductions in perceived stress and parenting risk. Further, participants increased their recovery capital, improved their parental monitoring, and increased social support over time.
Conclusion: Overall, the two programs met the planned goals and successfully helped the women to decrease use and abuse of alcohol and illicit and prescription drugs; reduce related effects of maternal substance abuse on infants and children; improve mental and physical health of themselves and their children; and, improve family functioning and quality of life.

Division 6: Clinical and Community Psychology Division 6: Clinical and Community Psychology - Others Division 17: Professional Psychology SDG 3: Good Health and Well-being

Abstract 971

PARTNER-SCHEMA STRUCTURES IN RELATIONSHIP DISTRESS AND DEPRESSION

Dozois D.*[1], Hicks O.[1], Murphy G.[1], Ying F.[1], Wilde J.[1], Maxwell J.[2]

[1]University of Western Ontario ~ London, Ontario ~ Canada, [2]McMaster University ~ Hamilton, Ontario ~ Canada

Several scholars have advanced theoretical models to explain the complex associations between depression and romantic relationship distress, with much of this work derived from interpersonal and cognitive clinical conceptualizations. Although decades of research demonstrate reciprocal links between romantic relationship distress and depression, this work is often siloed, tackling this issue from either an interpersonal or cognitive-clinical perspective. Because neither approach alone has sufficient explanatory power, our understanding of how and why these associations unfold is significantly limited. In response to calls for greater integration, we advanced the Dyadic Partner Schema Model (DPSM; Wilde & Dozois, 2019). The DPSM proposes that schemas about oneself and one's partner (in particular, the structure or organization of these schemas) help explain the bidirectional and cyclical associations between depression and relationship problems. This presentation outlines the main tenets of the DPSM and describes research that empirically tested the impact of partner-schema structures using video-mediated recall of conflict discussions, behavioral coding of couple interactions, longitudinal designs, and daily diary methodologies. The results indicate that negative partner-schema structures are associated with poorer relationship adjustment, satisfaction, and commitment in coupled individuals. In romantic dyads, these schemas also relate to maladaptive attributions, greater relationship rumination, and dysfunctional communication behaviours, as assessed by both self-report and observer ratings. Partner schemas are also associated with one's own and one's partner's perceptions of worse relationship quality and depressive symptoms. These associations emerge not only in cross-sectional self-reports, but in-vivo lab discussions and more generalizable day-to-day contexts. The implications of these findings for science and practice are addressed, and directions for future research discussed.

Division 17: Professional Psychology Division 16: Counseling Psychology Division 15: Students and Early Career Psychologists SDG 8: Decent work and economic Growth SDG 4: Quality Education

Abstract 16

BEYOND THE TEXTBOOK: AI'S IMPACT ON TRAINING MENTAL HEALTH PROFESSIONALS

Labriola M.*, Vanhara A.

Florida Gulf Coast University ~ Fort Myers ~ United States of America

The rise of AI-powered tools presents transformative opportunities for training and educating future mental health practitioners. This presentation will include an innovative model for integrating AI into clinical training and education, offering participants a roadmap to enhance learning and professional practice that includes training and processing clinical concepts. Some key areas explored will include case vignette transcriptions utilizing publicly available large language models (LLMs) with discussions on how to analyze these sources as learning opportunities in the classroom and clinical setting. The use of AI role-play for clinical case practice will also be applied. Exploration and processing of different theoretical interventions for practice will be demonstrated with the integration of AI role-play for practice. Additionally, the use of AI for diagnostic review and case conceptualization will also be integrated as areas to be discussed. Ethics will also be outlined as it relates to processing clinical concerns relating to AI in mental health treatment. This presentation will provide a brief live demonstration and engage participants in the use of integration of AI in training and education.

Division 17: Professional Psychology Division 10: Psychology, Law, and Ethics SDG 17: Partnership for the goals SDG 16: Peace, Justice and Strong Istitutions

Abstract 4548

ADAPTING MENTAL HEALTH SERVICES FOR WAR-AFFECTED CHILDREN: ORGANIZATIONAL STRATEGIES AND PROFESSIONAL CHALLENGES

Sydorenko S.*

Kyiv School of Economics ~ Kyiv ~ Ukraine

Introduction.
The full-scale war in Ukraine has transformed the mental health system, particularly adapted to the needs of children who have experienced loss, traumatic events, and forced displacement. This study aims to analyze the experience of founders and leading psychologists of three charitable Ukrainian organizations working in the field of children and adolescents' mental health affected by war. The main focus is on organisational barriers, the impact of a multidisciplinary team, and the specificities of psychological support.
Method.
The research uses a qualitative multiple-case study design. Each participating organization was treated as an individual case, with founders and leading psychologists serving as units of analysis. Information was collected through semi-structured interviews. Data were analyzed using thematic analysis, first within each case and then across cases to identify shared and divergent patterns.
Results.
Thematic analysis revealed several interrelated themes. These include the specifics of working with children in the Ukrainian context, structural and resource barriers to psychological services, and ethical dilemmas when working with traumatized children. Other themes include the role of multidisciplinary collaboration in providing comprehensive services and the strategic decisions made by founders. These decisions focus on adaptation, sustainability, and maintaining the quality of care in crisis conditions.
Conclusions.
Findings highlight that psychological care for war-affected children is shaped not only by clinical knowledge but also by organizational demands, contextual pressures, and ongoing adaptation to rapidly changing conditions. Understanding the experiences of those who design and lead such projects provides valuable insights for improving future interventions, informing training and policy development, and supporting the sustainable development of the mental health sector in war and post-war settings. Moreover, by capturing and analyzing the experience of these organizations, this paper contributes to cross-organizational learning about child mental health support during wartime.

Division 17: Professional Psychology Division 8: Health Psychology Division 16: Counseling Psychology SDG 3: Good Health and Well-being SDG 15: Life on land SDG 11: Sustainable cities and communities

Abstract 1741

VIRTUAL REALITY EXPOSURE THERAPY WITH COGNITIVE BEHAVIORAL THERAPY FOR SOCIAL ANXIETY DISORDER: REPORTING QUALITY OF RANDOMIZED CONTROLLED TRIALS

Wang N.*, Pan J.

Department of Social Work, Hong Kong Baptist University ~ Hong Kong ~ China

Introduction:Social Anxiety Disorder (SAD) is a prevalent and debilitating condition marked by intense fear and avoidance of social situations. While cognitive behavioral therapy (CBT) is effective for the treatment of SAD, its accessibility remains limited. Virtual reality exposure therapy (VRET) integrated with CBT or internet-based CBT (iCBT) offers a promising digital alternative. However, randomized controlled trials (RCTs) in this area show variations in methodological reporting, and the technical descriptions could be enhanced.

Purpose:This study aimed to evaluate the risk of bias and reporting quality of RCTs investigating VRET combined with CBT or iCBT for SAD, and to identify common methodological limitations and integration patterns.

Method:Systematic searches were conducted across five electronic databases from inception to August 4, 2025. Eligible studies were assessed for risk of bias using the Cochrane risk-of-bias tool (RoB 2.0), and for reporting quality using the Consolidated Standards of Reporting Trials for Social and Psychological Interventions (CONSORT-SPI).

Results:From 667 identified records, seven RCTs involving 779 participants were included. Overall adherence to CONSORT-SPI guidelines was 64.1%. Notable reporting deficiencies were observed in allocation concealment (0% reported), randomization sequence generation personnel (0% reported), handling of missing data (28.6%), and documentation of unintended effects (42.9%). Three studies raised some concerns regarding RoB 2.0. VR exposure scenarios ranged from 3 to 9 per RCT, with job interview simulations being the most frequently employed (5 studies). CBT was delivered via digital platforms (web or app) in three studies and face-to-face in four, with session counts ranging from 5 to 10, based mainly on Beck or Clark and Wells models.

Conclusion:Current RCTs of VRET combined with CBT/iCBT for SAD show moderate reporting quality and face methodological challenges, particularly in design transparency and bias control. Future studies should improve protocol transparency, standardize VR descriptions, and adhere to reporting guidelines to enhance validity and clinical applicability.

17 - Division 17: Professional Psychology

ADOLESCENT DEVELOPMENT IN A GLOBAL CONTEXT: HIGH ABILITIES, MENTAL HEALTH, AND SOCIOEMOTIONAL PATHWAYS TOWARD SUSTAINABLE FUTURES

Saturday 25 July 2026 from 09:30 to 11:00

(T-Monumentale)

Sheyla Blumen (Pontifical Catholic University of Peru ~), Chair and Presenter

Adolescents today grow up in contexts marked by inequality, cultural diversity, rapid global change, and unprecedented challenges such as the COVID-19 pandemic. Understanding their developmental pathways requires an interdisciplinary lens that bridges mental health, high abilities, socioemotional functioning, and cultural dynamics. This symposium gathers leading scholars from Latin America and beyond to examine how adolescents' potential and vulnerabilities are shaped by their environments, and how psychology can contribute to policies and practices that promote resilience, equity, and sustainable futures.

Abstract 3822

NURTURING HIGH ABILITIES AND WELL-BEING IN ADOLESCENCE: SOCIOEMOTIONAL AND CULTURAL PATHWAYS TOWARD SUSTAINABLE FUTURES

Blumen S.*

PONTIFICAL CATHOLIC UNIVERSITY OF PERU ~ LIMA ~ Peru

This presentation examines the psychological, socioemotional, and developmental challenges faced by adolescents with high abilities in Latin America within a global framework. Drawing on Gagne's Differentiated Model of Giftedness and Talent and regional evidence, it highlights the risks of under identification, cultural biases, and the invisibility of "twice-exceptional" youth. Emphasis is placed on mental health vulnerabilities—including anxiety, perfectionism, and social isolation—that frequently coexist with advanced cognitive potential. Evidence-based strategies for identification, clinical and educational support, and culturally responsive interventions are discussed, stressing the importance of interdisciplinary approaches that integrate clinical, educational, and community psychology. By framing adolescent talent as both a developmental potential and a socioemotional responsibility, this work calls for policies and practices that transform talent recognition into sustainable well-being and social inclusion.

Abstract 3824

MENTAL HEALTH CHALLENGES IN ADOLESCENTS AT RISK FOR SUICIDE: CLINICAL VULNERABILITY FACTORS AND DYSFUNCTIONAL FAMILY DYNAMICS

Pugliese S.*

Universidad N. de Rosario/Universidad del Aconcagua ~ Rosario ~ Argentina

Suicide in adolescence represents a constantly growing public health problem, with profound impacts at the individual, family, and social levels. This complex phenomenon is influenced by multiple biological, psychological, social, and cultural factors, which requires a comprehensive and specialized approach. In this context, psychologists play a fundamental role not only in the detection and treatment of suicide risk, but also in the development of preventive strategies and advocacy for public policies that guarantee an effective response from the health system.

Abstract 3825

BREAKING THE DOUBLE INVISIBILITY: ART AND SOCIOEMOTIONAL DEVELOPMENT FOR GIFTED MIGRANT ADOLESCENTS.

Franco E.*, Alcantara K., Benavides A., Blumen S.

PONTIFICAL CATHOLIC UNIVERSITY OF PERU ~ LIMA ~ Peru

Socioemotional development is a cornerstone of resilience and equity, especially for adolescents navigating contexts of vulnerability. This presentation showcases the results of a study on a short arts-based intervention program, implemented with a sample of Peruvian and Venezuelan migrant adolescents in Peru. The findings reveal that the intervention had a significant positive impact on the general well-being of Peruvian students. However, for Venezuelan migrant students, the benefits were more limited, showing a slight improvement that highlights their profound adaptation difficulties and the precarious state of their current well-being. Critically, within the migrant cohort, gifted youths were identified who face a "double invisibility": as a migrant population and as individuals with exceptional potential that often goes unrecognized. These results underscore the urgent need to redouble our efforts to design and implement more robust and culturally relevant socioemotional support systems in schools, thereby ensuring positive and equitable development for all vulnerable populations.

Abstract 3826

ADOLESCENTS IN TRANSIT: CULTURE, TIME, AND CRISIS IN PERU

Jara L.*

PONTIFICAL CATHOLIC UNIVERSITY OF PERU ~ Lima ~ Peru

Peru is characterized by marked cultural, social, and economic diversity. Within this context, adolescents undergo key developmental processes and gradually consolidate their personalities. This complexity was further intensified by the challenges of experiencing adolescence during the COVID-19 pandemic, under one of the longest lockdowns worldwide. This study compares the psychological functioning of 200 adolescents from Cusco (100 from rural areas and 100 from urban areas), assessed before the pandemic, with that of 100 adolescents from Lima evaluated during the lockdown. Participants, aged 12 to 16, were evenly distributed by sex and age and assessed using the Rorschach Psychodiagnostics Test under the Comprehensive System, which explores multiple dimensions of psychological functioning: cognitive-perceptual processes, impulse control and affective expression, self-perception, and interpersonal perception. The findings examine the differential influence of culture, sex, age, and socioeconomic status on adolescents' psychological functioning, as we

17 - Division 17: Professional Psychology

Training, Regulation & Professional Standards

Saturday 25 July 2026 from 10:30 to 12:00

(I-Spadolini)

Division 17: Professional Psychology Division 6: Clinical and Community Psychology - Others Division 3: Psychology and Societal Development SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 587

MENTALIZATION AND COHERENT PERCEPTIONS OF NEURODEVELOPMENTAL PHYSICIANS REGARDING CHILDREN AND THEIR PARENTS

Karni--Visel Y.*[1], Sher--Censor E.[2], Zohar O.[2], Klein M.[1], Schertz M.[3]

[1]Bar-Ilan University ~ Ramat-Gan ~ Israel, [2]University of Haifa ~ Haifa ~ Israel, [3]Technion ~ Haifa ~ Israel

Background:
Positive relationships between physicians, children, and parents are essential in neurodevelopmental care. Awareness of the patient's internal world and the ability to recognize and understand their emotional needs are central to establishing a beneficial therapeutic alliance. Studies suggest that mentalization and coherent perceptions in parents and educators reflect supportive relationships with children. However, little is known about these capacities among physicians in triadic encounters with children and parents.
Objective:
This study examined the mentalization and coherence of perceptions regarding child patients and their parents among neurodevelopmental physicians.
Method:
Thirteen physicians were interviewed twice, once regarding a child patient and once regarding one of the child's parents, using the Reflective Functioning Five-Minute Speech Sample procedure (Adkins & Fonagy, 2019). Interviews were coded using eight standard seven-point rating scales. These included one mentalization scale and seven coherence scales, which included six subscales that assess aspects of coherence (focus, elaboration, separateness, concern, acceptance, and complexity) and a global coherence scale.
Findings:
Physicians generally demonstrated high levels of mentalization and coherence, although consistency between their scores regarding children and parents was limited. Two physicians scored high across both, while three scored consistently low. In 26.9% of the interviews, difficulties in separateness, particularly boundary dissolution with the parent, emerged.
Conclusions:
Physicians demonstrate intervariability and intravariability in their capacity to mentalize the internal worlds and construct coherent perceptions of children with neurodevelopmental disabilities and their parents. Specialized training may strengthen these capacities and improve the quality and consistency of neurodevelopmental care.

Abstract 3692

MULTICULTURAL COMPETENCIES AND SOCIAL ADVOCACY IN COMPREHENSIVE MENTAL HEALTH CARE FOR INTERNATIONAL STUDENTS IN THE U.S. COLLEGE CAMPUSES

Lee J.*[2], Weiss D.[1]

[1]New York University ~ Washington, DC ~ United States of America, [2]New York University ~ New York, NY ~ United States of America

The Counseling and Wellness Services (CWS) in the Student Health Center at New York University (NYU)'s NY campuses offers comprehensive care in mental health for students' wellbeing. As a leading host institution of international students in the U.S. (Institute of International Education, 2024), NYU's CWS supports international students with diverse international, cultural, and racial backgrounds to meet their clinical needs. Students have access to these comprehensive mental health care in the structured psychological services (e.g., short-term individual counseling, group counseling, single session counseling, urgent counseling in crisis, wellness workshops for skill building, and psychiatric services). To enhance their utilization of psychological services and to prevent them from premature termination in mental health care, clinicians at CWS make an effort to reduce the stigma of seeking mental health for international students.

The presenters will share their issues and challenges of serving students with marginalized backgrounds including international students in the U.S. campuses by emphasizing the needs of psychologists and practitioners to provide support spaces for the need with marginalized international backgrounds to incorporate their reflections on cultural identity, intersectionality, social/racial justice and advocacy in professional practice (Goodman et al., 2004; Marshall-Lee et al., 2020). Particularly, the second presenter, a Global Wellness Counselor at NYU Washington, DC, highlights the importance of holding an awareness of ever-changing immigration regulations, which has a significant impact on the mental health of students and staff. The Global Counselor must provide a safe and welcoming space for students to grow and process this new, and at times hostile environment. The Global Counselor must possess self-awareness, cultural humility and understand the range of perspectives and levels of mental health literacy of the cohort.

Division 17: Professional Psychology Division 3: Psychology and Societal Development Division 10: Psychology, Law, and Ethics SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities

Abstract 1647

REDESIGNING AUSTRALIA'S PSYCHOLOGY EDUCATION AND TRAINING PATHWAY

Phillips R.*

Psychology Board of Australia ~ Melbourne ~ Australia

The Psychology Board of Australia has been asked by Australian Government to provide recommendations for a redesign of the psychology higher education pathway. There is a need to consider a simpler education pathway that removes bottlenecks in the training pipeline to increase the supply of Psychologists to respond to community need.

The focus of the two-year project is to consider the appropriateness and proposed design of a single, shorter, and more practical course of study to qualify as a registered psychologist in Australia, beginning in the undergraduate years. A secondary consideration will relate to the workforce potential of psychology students who do not complete the full training pathway, such as a psychology assistant workforce.

To achieve the project objectives, the work will involve three streams:
1. Understanding the current training context and levers for change
Using data to understand contextual factors and complexities in the current model.
Uncovering blockers and levers for change.
2. Exploring redesign options that support safe and effective professional practice and workforce, and
Reviewing international models of training.
Developing options for redesign that align with Australian accreditation and regulation requirements, as well as industry, workforce and consumer needs.
3. Developing a clear vision for redesign in collaboration with stakeholders.

The presentation will provide an overview of project and progress to date, the policy levers for change, and learnings that are of international interest.

17 - Division 17: Professional Psychology

Poster Session 1 - Division 17

Saturday 25 July 2026 from 11:25 to 12:55

(X- Poster 2)

Division 17: Professional Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 17: Partnership for the goals

Abstract 2511

FROM SKILLS DEVELOPMENT TO EMPLOYMENT: HOW PSYCHOLOGICAL LITERACY CONNECTS WORK-INTEGRATED LEARNING AND CAREER DECISION SELF-EFFICACY

Gacasan E.M.*, Tang Y., Ma J., Xu W., Jing L., Liu F., Tan C.

Wenzhou-Kean University ~ Wenzhou City ~ China

The field of psychology is increasingly recognized for its vital role in society's sustainable development, contributing to health and wellness, resilient institutions, and balanced socio-economic progress. As a result, there is a growing attention on the education and training of emerging psychology professionals. In fact, there is a movement to develop a competency model for psychology undergraduates that can serve as a guide in international, local, and regional contexts. Psychological literacy is largely shaped through the curriculum, and this study specifically examines how work-integrated learning (WIL)—such as internships, service learning, and research assistantships—contributes to psychological literacy (PL) and how this, in turn, influences career decision self-efficacy (CDSE) among undergraduate psychology students.

Data were collected from 833 undergraduate psychology students from Chinese universities who participated in structured WIL experiences. The study employed a quantitative, cross-sectional design and used Partial Least Squares Structural Equation Modeling via SmartPLS4. Two models were tested: Model 1, which conceptualized PL as eight attributes, and Model 2, which treated PL as four dimensions, following Harris (2021). Validated Chinese versions of the WIL, PL, and CDSE scales were used.

Results for Model 1 showed acceptable fit (SRMR = 0.050 for the saturated model; 0.091 for the estimated model), with strong reliability and validity. Bootstrapping results confirmed a partial mediation effect: WIL significantly influenced CDSE through specific PL attributes, including scientific understanding, research skills, multiple perspectives, ethical and cultural awareness, and real-world solutions. Model 2 also demonstrated a good fit (SRMR = 0.045 saturated; 0.082 estimated), with strong reliability. Bootstrapping again showed a partial mediation model, indicating that WIL impacted CDSE primarily through the development, confidence, and importance dimensions of PL.

This study provides valuable and actionable insights for educational institutions and professional bodies to ensure the development of psychological literacy competencies that contribute to career-ready psychology professionals.

Division 17: Professional Psychology Division 3: Psychology and Societal Development Division 1: Work and Organizational Psychology SDG 4: Quality Education

Abstract 2133

CAREER COUNSELING AND SOCIAL CONSTRUCTIONISM: CONTRIBUTIONS OF A BRAZILIAN RESEARCH GROUP

Knabem A.*[1], Ribeiro M.A.[2], Beliomini L.A.[2], Almeida M.C.C.G.D.[2], Cavalcante M.B.R.[2], Figueredo P.M.[2]

[1]University of Paraná ~ Curitiba ~ Brazil, [2]University of São Paulo ~ São Paulo ~ Brazil

In both Brazilian and international contexts, the interdisciplinary field of Career Guidance and Counseling has been increasingly challenged by social transformations that are reshaping the world of work and careers—indeed, giving rise to multiple “worlds of work.” The incorporation of new epistemes, the contextualization of theory and practice, and the development of social technologies to address precarization, flexibilization, and individualization present both opportunities and challenges for researchers and practitioners.Grounded in the contributions of Social Constructionism, this presentation highlights the work of a Brazilian research group based at the Laboratory for Work and Career Guidance Studies at the University of São Paulo, under the coordination of Professor Marcelo Afonso Ribeiro.

Established in late 2021, the group currently comprises six researchers—all psychologists holding master’s or doctoral degrees—who aim to advance the understanding of socioconstructionist career counseling through the systematization of its epistemological, theoretical, and technical foundations, along with guidelines and strategies for intervention and process evaluation. Drawing on counseling practices, the group produced a Brazilian adaptation of the LAQuA (Life Adaptability Qualitative Assessment). Following empirical research, analysis, and contextualization, the instrument was revised and renamed AQuARRS (Quali-Quanti Assessment of Adaptability, Reflexivity, and Social Repositioning), with the purpose of contributing to the evaluation of interventions in Career Guidance and Counseling. The group’s scholarly contributions underscore the potential of socioconstructionism as both a theoretical and practical framework, offering guidelines for the development of a critical and pluralistic and advancing an agenda to Career Guidance and Counseling committed to the inclusion of all individuals.

Division 17: Professional Psychology Division 5: Education and School Psychology Division 3: Psychology and Societal Development SDG 4: Quality Education

Abstract 2101

CAREER DEVELOPMENT FROM THE PERSPECTIVE OF SOCIAL CONSTRUCTIONISM: CONTEMPORARY FORMS OF UNDERSTANDING AND CONSTRUCTING CAREERS IN BRAZIL

Knabem A.*[1], Ribeiro M.A.[2]

[1]Federal University of Paraná ~ Paraná ~ Brazil, [2]University of São Paulo ~ São Paulo ~ Brazil

The research for understanding and comprehension of careers in contemporary times presents academics from different fields of Psychology with an increasing challenge, as labour is becoming increasingly multifaceted and polysemic. Using a social constructionism perspective, the psychosocial concept of career, and a qualitative approach, this study sought to understand the continuity of the professional trajectory and professional life project of graduates of the Administration, Tourism, and Psychology courses, who graduated in 2008 from Federal University of Paraná, Brazil, and participated in a previous study. Data were collected through in-depth and comprehensive interviews with content analysis in the period 2020-2021, as part of postdoctoral research at University of São Paulo. Twenty-one graduates were interviewed, including eight men and 13 women, who graduated in Administration (6), Tourism (6) and Psychology (9). The interview commenced with an open leading question in which participants were asked to express their experience after our last meeting and through a reflective dialogue meeting, the researcher sought to supplement the information or clarify doubts. The results showed a certain stability and continuity in contextualised work and employment movements. Women point to motherhood as a moment of pause or transition to a period in which their professional life can take motherhood into account. For the interviewees, projects for the future are present and for those in a stable relationship they are considered to be joint projects with a certain degree of agreement and consent from their partner. The particular moment of the Covid 19 pandemic is pointed out as an intervening factor for the future project and insecurity about the post-pandemic moment. These results, following the perspective of social constructionism, should not be generalised, since the knowledge identified and produced must be contextualised to contribute to other studies that consider other graduates in different courses in the Brazilian context.

Division 17: Professional Psychology Division 4: Environmental Psychology Division 2: Psychological Assessment and Evaluation SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 1951

DOES ACCOUNT ANONYMITY INFLUENCE EMOTIONAL EXPRESSION IN USER-GENERATED POSTS? – EXAMINING POSTS ON X –

Okamoto K.*

Takasaki University of Health and Welfare ~ Takasaki-city ~ Japan

Anonymity is one of the defining characteristics of computer-mediated communication (CMC), and numerous studies have demonstrated that anonymity influences communication behavior. Furthermore, individuals are motivated to express emotions as part of maintaining interpersonal relationships, and this holds true on social networking services (SNS) as well. However, few studies have directly examined the relationship between anonymity and emotional expression on SNS platforms. Therefore, this study aims to explore whether emotional expression in posts on SNS “X” differs depending on the degree of anonymity associated with the user's account. Data were collected in October 2024 using the Twitter Developer API Ver. 2.2. Based on the emotion word list developed by Miura (2015), 600 posts containing positive emotion words and 600 posts containing negative emotion words were extracted, yielding a total of 1,200 posts. From these, 395 posts were selected for analysis after excluding those from corporate accounts, bots, and reposts. To control for the degree of anonymity, we adopted the typology of personal information on SNS proposed by Sato (2012). Personal information consisted of three types: demographic information, traceable information, and private information. Posts were classified into eight groups based on whether or not these types of information were disclosed. Accounts that disclosed all types of information were considered to have low anonymity, while accounts that disclosed none were considered to have high anonymity. The results of sentiment analysis indicated that posts from accounts with lower anonymity tended to express more positive sentiment. Conversely, posts from accounts with higher anonymity tended to express more negative sentiment. These findings suggest that the degree of account anonymity may be associated with the positivity or negativity of sentiment expression in user-generated posts on social networking sites.

17 - Division 17: Professional Psychology

Nadine Kaslow, Emory University School of Medicine, Atlanta Ga USA

Saturday 25 July 2026 from 12:00 to 12:30

(I-Spadolini)

Abstract 4659

Divisional Invited Keynote

Kaslow N.*

17 - Division 17: Professional Psychology

Susan McDaniel, University of Rochester School of Medicine, Rochester NY USA

Saturday 25 July 2026 from 12:30 to 13:00

(I-Spadolini)

Abstract 4660

An Institution's Coaching Program to increase Patient Satisfaction, Physician Wellness, and a Culture of Professionalism

Mcdaniel S.*

18 - Division 18: History of Applied Psychology

Helio Carpinterio, Spanish Academy of Psychology, Spain

Wednesday 22 July 2026 from 13:30 to 14:00

(S-Monumentale)

Abstract 4661

Divisional Invited Keynote

Carpintero H.*

18 - Division 18: History of Applied Psychology

HISTORY OF APPLIED PSYCHOLOGY

Wednesday 22 July 2026 from 14:00 to 15:30

(S-Monumentale)

Division 18: History of Applied Psychology Division 17: Professional Psychology Division 11: Political Psychology SDG 4: Quality Education SDG 3: Good Health and Well-being

Abstract 2226

EMILIO MIRA Y LÓPEZ AND THE CIRCULATION OF PSYCHOLOGY IN THE BRAZILIAN PRESS (1960-1964).

Degani--Carneiro F.*

Rio de Janeiro State University ~ Rio de Janeiro ~ Brazil

Emilio Mira y López (1896–1964) played a crucial role in the institutionalization and professionalization of psychology in Brazil. Between the 1940s and 1960s, Mira y López actively promoted psychological knowledge and practice and increased its visibility as an emerging professional field in Brazil, particularly amid the country's ongoing modernization, industrialization, and urbanization. He also moved within political, business, and academic elite circles, delivering courses and lectures. Additionally, he was frequently invited by the media as a psychological expert to comment on current affairs and political news. An analysis of archival records of Clio-Psyché Laboratory (UERJ, Rio de Janeiro, Brazil) identified a weekly column written by Mira y López in the Folha de São Paulo newspaper. This column comprised 173 articles published between September 1960 and February 1964, the year of his passing. The reading and analysis of the articles (using Discourse Analysis as a theoretical-methodological framework) led to a thematic classification, highlighting four primary topics: Counseling (n=46), Vocational Guidance (n=30), Psychopathology (n=26), and Family Relations (n=16), among others. Mira y López's professional trajectory demonstrates a commitment to disseminating and popularizing psychology as a science with practical applications across various aspects of human life—not only in the fields of work, education, and healthcare institutions but also in everyday life. His work engaged both micro-level concerns (such as family relationships and personal life) and macro-level discussions (such as national and international political conflicts). Additionally, the growing demand for psychological counseling, literature, and services—particularly among Brazil's urban middle class—suggests that psychology was not only developing as an institution but was also gaining societal relevance. As this research progresses, further investigation will focus on the role of psychological discourse in shaping the regulation and professionalization of psychology in Brazil during this period.

Division 18: History of Applied Psychology Division 16: Counseling Psychology SDG 8: Decent work and economic Growth SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions

Abstract 2677

PERSONAL IDENTITY AND AUTHENTICATION: THE CONTRIBUTION OF ANTONIO MENEGHETTI'S ONTOPSYCHOLOGY TO PSYCHOTHERAPY

Fleck Da Silva B.*, Wazlawick P., Rothmann A.R.

Faculdade Antonio Meneghetti ~ Restinga Sêca ~ Brazil

Ontopsychology, developed by Antonio Meneghetti (1936-2013), seeks to restore the psychotherapeutic dialogue using the reading criterion of personal identity—the client's ontic In-itself—aiming for personal authentication. Ontopsychological psychotherapy differs by not focusing on the sphere of action around the symptom but rather by projecting toward the subject's realization, based on the verification of personal identity in an ontological sense. In this way, psychotherapy develops the client's quantum of intelligence, which exists as a potential for realization. To support this application, Meneghetti drew on Aristotelian metaphysics, understanding that historical action, or what he called historical autoctises, is the condition for being to move from potentiality to act. The goal is for the subject, through psychotherapeutic dialogue, to perform a critical review of their own consciousness, which is often shaped by family and social structures. Thus, the accuracy of consciousness allows the client to align their thinking with their being and to take actions that are consistent with their identity. Ontopsychological psychotherapy is based on the connection between Ontology, Psychology, and Phenomenology, positioning itself as an efficient alternative to the challenges of counseling and clinical psychology.

Division 18: History of Applied Psychology Division 6: Clinical and Community Psychology Division 2: Psychological Assessment and Evaluation SDG 3: Good Health and Well-being SDG 16: Peace, Justice and Strong Istitutions SDG 10: Reduced Inequalities

Abstract 815

TRACING THE HISTORY OF PSYCHOSURGERY IN INDIA: A RETROSPECTIVE REVIEW FROM MYSORE GOVERNMENT MENTAL HOSPITAL

Ghani S.*[1], Dahale A.B.[2], Basavarajappa C.[2], Ts J.[2], Jain S.[2], Murthy P.[2]

[1]OP Jindal Global University ~ Sonipat ~ India, [2]National Institute of Mental Health and Neurosciences ~ Bangalore ~ India

Introduction: In the early 20th century, psychosurgery, in particular leucotomy, became well-known around the world as a means of treating serious mental disease. This study examines its early implementation in India at the National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore, formerly known as the Mysore Government Mental Hospital (MGMH).

Purpose: To document the clinical characteristics, procedures, and outcomes of patients who underwent psychosurgery at MGMH between 1939 and 1947 and to place these findings within broader historical and ethical debates in psychiatry.

Method: A comprehensive evaluation of hospital registrations and case files from 1939 to 1947 was conducted. Descriptive analysis was used to extract and examine sociodemographic information, diagnoses, psychosurgery types, and reported results.

Results: Out of 2,584 admissions, 107 patients (63.5% male, majority aged 21–40 years) underwent psychosurgery, predominantly anterior prefrontal leucotomy. The most common diagnosis (51.5%) was schizophrenia. Despite inconsistent outcome documentation, 33.7% of patients were described as "improved", 25.2% exhibited no change, and 7.5% passed away upon discharge. Long-term follow-up and side effects were seldom ever documented. A range of clinical trajectories, from limited improvement to repeated treatments, were depicted in case vignettes.

Conclusions: The popularity of contemporary technological treatments, despite a lack of proof and ethical protections, led to the introduction of psychosurgery in India at the same time as it did in the West. Both the promise and the dangers of its use are highlighted by the ambiguity of documented results. Looking at this history from a decolonial lens highlights how Western psychiatric paradigms were blindly imported into colonial India, frequently without informed consent or indigenous adaptation. Decolonising psychiatry and making sure that future interventions are patient-centered, ethically sound, and culturally grounded require a review of these histories.

Division 18: History of Applied Psychology SDG 16: Peace, Justice and Strong Istitutions SDG 15: Life on land

Abstract 2264

PEOPLE'S RESPONSES TO THE NUCLEAR WEAPONS' THREAT: MAPPING POST-COLD-WAR RESEARCH AND EVIDENCE

Kause A.*

Leuphana University ~ Lüneburg ~ Germany

Nuclear weapon threats increase to levels not seen since the worst periods of the Cold War. There could be value in psychologists documenting and explaining people's responses to nuclear weapons. However, more than three decades have passed since the last major reviews of responses (e.g. Fiske, 1987). We examine how psychologists and researchers from related fields have empirically studied responses to nuclear weapons, since the Cold War ended. A systematic search in Web of Science and SCOPUS identified 18,505 hits. Screening resulted in 256 suitable articles. First, a systematic map reveals that that few articles appeared during the last two decades, with a recent uptick. We also find (2) that author collaborations were scattered and that articles were dispersed across a wide range of journals, from different fields; (3) two dominant semantic themes, with one focusing on beliefs, feelings, and actions, and one on support of nuclear weapon use and nuclear policies. Theories reported ranged widely; (4) relatively few studies employed highly powered and representative samples; and some used validated scales for measuring people's responses. Interest in the field is renewed but there is not yet a coherent research community.

Second, we systematically review articles published between 2000 and 2024. People believe that nuclear war can happen during their lifetime. They are less concerned about nuclear war prevention. Few studies examine feelings: Nuclear anxiety seems prevalent in people living close to Russian borders, in those having experienced false warnings, in those who are approving of progressive parties and in those who worry less about their everyday lives. Few take actions, such as preparing for nuclear terrorist attacks, or engaging politically. This remaining "gap between people's horrific beliefs and their lack of affective and behavioral response" to nuclear weapons (Fiske, 1987) contrasts expert assessments of nuclear weapons threat.

Division 18: History of Applied Psychology Division 11: Political Psychology SDG 11: Sustainable cities and communities

Abstract 2238

THE PSYCHOLOGY OF REVERENCE IN THAI ARCHITECTURE: A CASE STUDY OF THE ROYAL PALACE IN RATTANAKOSIN

Sheewasukthaworn W.*

Faculty of Architecture,Urban Design and Creative Arts, Mahasarakham University. ~ Mahasarakham ~ Thailand

Royal palace architecture in Thailand serves not only as the political and ceremonial center of the kingdom but also fulfills a psychological function as a “space of reverence.” It conveys hierarchical perception through complex spatial organization and symbolic decoration. For example, the clearly defined progression from the outer, middle, to inner royal courts reflects varying degrees of proximity to royal authority. The elevation of the throne hall and the spatial positioning of the royal throne establish a direct correlation between the “level of power” and “spatial hierarchy,” producing psychological effects of solemnity, awe, and respect. Furthermore, the use of gold ornamentation, royal emblems, and Hindu mythological symbols—such as divine animal vehicles—reinforces the perception of the king as a divine representative.

This study investigates the role of Thai royal palace architecture in evoking a “psychology of reverence” by analyzing architectural elements that influence users’ perception, emotion, and behavior. The Grand Palace in Rattanakosin (19th century) is used as a case study. The research methodology combines documentary research with symbolic and spatial analysis, framed within the concepts of environmental psychology and cultural architectural theory.

The findings suggest that Thai royal palace architecture functions as a psychological instrument that subtly shapes the mental states of its users. It effectively integrates the dual authority of the monarch—both secular and spiritual—into a unified architectural expression, positioning the palace not only as a physical site of governance but also as a sacred landscape that governs through spatial reverence.

20 - Transversal Invited Keynote speaker

Jos Akkermans - The role of career shocks in contemporary career development

Wednesday 22 July 2026 from 09:00 to 09:30

(A - Spadolini)

Abstract 4664

The role of career shocks in contemporary career development

Akkermans J.*

20 - Transversal Invited Keynote speaker

Kelsey Autin - Bridging Work Psychology and Reproductive Health: PWT Perspectives on Workplace Equity and Perinatal Mental Health

Wednesday 22 July 2026 from 09:00 to 09:30

(B- Spadolini)

Abstract 4665

Bridging Work Psychology and Reproductive Health: PWT Perspectives on Workplace Equity and Perinatal Mental Health

Autin K.*

20 - Transversal Invited Keynote speaker

Tara Behrend - Human-AI Interaction at Work: Ethical and practical considerations

Wednesday 22 July 2026 from 09:30 to 10:00

(B- Spadolini)

Abstract 4667

Human-AI Interaction at Work: Ethical and practical considerations

Behrend T.*

20 - Transversal Invited Keynote speaker

Paula Brough - Surviving continuous turbulence: Insights for flourishing in our 2030s workplaces

Wednesday 22 July 2026 from 09:30 to 10:00

(A - Spadolini)

Abstract 4672

Surviving continuous turbulence: Insights for flourishing in our 2030s workplaces

Brough P.*

20 - Transversal Invited Keynote speaker

Claudia Bernhard-Oettel - Up, in, out, back or gig-based? Navigating individualized and extended careers in a changing employment landscape in the 21st century

Wednesday 22 July 2026 from 10:00 to 10:30

(A - Spadolini)

Abstract 4668

Up, in, out, back or gig-based? Navigating individualized and extended careers in a changing employment landscape in the 21st century

Bernhard--Oettel C.*

20 - Transversal Invited Keynote speaker

Hoon-Seok Choi - The Power of We-Individuality: Redefining Human Flourishing through Collectivistic Independence

Wednesday 22 July 2026 from 10:00 to 10:30

(B- Spadolini)

Abstract 4678

The Power of We-Individuality: Redefining Human Flourishing through Collectivistic Independence

Choi H.*

20 - Transversal Invited Keynote speaker

Sheyla Blumen Cohen - Applied Psychology in a Fractured World: Advancing Mental Health, Equity, and Human Development from a Global South Perspective

Wednesday 22 July 2026 from 10:30 to 11:00

(A - Spadolini)

Abstract 4670

Applied Psychology in a Fractured World: Advancing Mental Health, Equity, and Human Development from a Global South Perspective

Blumen S.*

20 - Transversal Invited Keynote speaker

Cristina Becchio: Minds in Motion: How Movement Reveals Cognitive States and Decision Processes

Wednesday 22 July 2026 from 11:00 to 11:30

(A - Spadolini)

Abstract 4666

Minds in Motion: How Movement Reveals Cognitive States and Decision Processes

Becchio C.*

20 - Transversal Invited Keynote speaker

Carrie Bulger - Examining individual differences in perceptions of and attitudes toward time in applied psychology

Wednesday 22 July 2026 from 11:00 to 11:30

(B- Spadolini)

Abstract 4673

Examining individual differences in perceptions of and attitudes toward time in applied psychology

Bulger C.*

20 - Transversal Invited Keynote speaker

Stuart C. Carr - Sustainable Livelihoods: Regenerative Perspectives

Wednesday 22 July 2026 from 11:30 to 12:00

(A - Spadolini)

Abstract 4674

Sustainable Livelihoods: Regenerative Perspectives

Carr S.*

20 - Transversal Invited Keynote speaker

Giuseppe Carrus - Environmental psychology and the promotion of sustainable lifestyles

Wednesday 22 July 2026 from 11:30 to 12:00

(B- Spadolini)

Abstract 4675

Environmental psychology and the promotion of sustainable lifestyles

Carrus G.*

20 - Transversal Invited Keynote speaker

Emanuele Castano’ - Fiction as a gym for social cognition

Wednesday 22 July 2026 from 12:00 to 12:30

(A - Spadolini)

Abstract 4676

Fiction as a gym for social cognition

Castano E.*

20 - Transversal Invited Keynote speaker

Erich Kirchler - Tax Psychology: Building and Rebuilding Trust

Wednesday 22 July 2026 from 12:00 to 12:30

(B- Spadolini)

Abstract 4713

Tax Psychology: Building and Rebuilding Trust

Kirchler E.*

20 - Transversal Invited Keynote speaker

Rachel Gali Cinamon - Belonging, Mentorship, and the Promise of Decent Work: Supporting Women's Career Development in STEM Higher Education

Wednesday 22 July 2026 from 12:30 to 13:00

(B- Spadolini)

Abstract 4679

Belonging, Mentorship, and the Promise of Decent Work: Supporting Women's Career Development in STEM Higher Education

Cinamon R.G.*

20 - Transversal Invited Keynote speaker

Dimitri Van der Linden - Applied Psychology and Psychological Flow: The nature of being fully engaged in what you are doing

Wednesday 22 July 2026 from 12:30 to 13:00

(A - Spadolini)

Abstract 4750

Applied Psychology and Psychological Flow: The nature of being fully engaged in what you are doing

Van_Der_Linden D.*

20 - Transversal Invited Keynote speaker

Alma Hafsi - Sustainability and Access to Work-Life Balance Practices in Tunisia

Wednesday 22 July 2026 from 14:00 to 14:30

(A - Spadolini)

Abstract 4701

Sustainability and Access to Work-Life Balance Practices in Tunisia

Hafsi A.*

20 - Transversal Invited Keynote speaker

Fiammetta Cosci - Functional disorders: are they so invisible as patients and clinicians say?

Wednesday 22 July 2026 from 14:30 to 15:00

(A - Spadolini)

Abstract 4683

Functional disorders: are they so invisible as patients and clinicians say?

Cosci F.*

20 - Transversal Invited Keynote speaker

Simon Crowe - What's happening to the Flynn effect and why?

Wednesday 22 July 2026 from 14:30 to 15:00

(B- Spadolini)

Abstract 4684

What's happening to the Flynn effect and why?

Crowe S.*

20 - Transversal Invited Keynote speaker

Léo-Paul Dana - Enterprising Communities: People and Places in the Global Economy

Wednesday 22 July 2026 from 15:00 to 15:30

(A - Spadolini)

20 - Transversal Invited Keynote speaker

Evangelia Demerouti - Leveraging Job Design and Employee Self-Directed Behavior for Sustainable Innovation and Well-Being

Wednesday 22 July 2026 from 15:00 to 15:30

(B- Spadolini)

Abstract 4686

Leveraging Job Design and Employee Self-Directed Behavior for Sustainable Innovation and Well-Being

Demerouti E.*

20 - Transversal Invited Keynote speaker

Rolando Diaz-Loving - Obesity from a Bio-Psycho-Socio-Cultural Perspective: Toward an Integrative Research Agenda

Wednesday 22 July 2026 from 15:30 to 16:00

(A - Spadolini)

Abstract 4687

Obesity from a Bio-Psycho-Socio-Cultural Perspective: Toward an Integrative Research Agenda

Diaz--Loving R.*

20 - Transversal Invited Keynote speaker

Bryan Dik - The Future of Work as a Calling: Five Directions for Research and Practice

Wednesday 22 July 2026 from 15:30 to 16:00

(B- Spadolini)

Abstract 4688

The Future of Work as a Calling: Five Directions for Research and Practice

Dik B.*

20 - Transversal Invited Keynote speaker

Joan Duda - The 'power of sport' for youth development: Motivational considerations

Wednesday 22 July 2026 from 16:00 to 16:30

(A - Spadolini)

Abstract 4689

The 'power of sport' for youth development: Motivational considerations

Duda J.*

20 - Transversal Invited Keynote speaker

Ryan Duffy - 10 Years of Psychology of Working Theory: What Have We Learned and Where do We Go Next

Wednesday 22 July 2026 from 16:00 to 16:30

(B- Spadolini)

Abstract 4690

10 Years of Psychology of Working Theory: What Have We Learned and Where do We Go Next

Duffy R.*

20 - Transversal Invited Keynote speaker

Arthur Evans - Psychology at the Crossroads: Leading Through Disruption to Build a More Just and Sustainable World

Wednesday 22 July 2026 from 16:30 to 17:00

(A - Spadolini)

Abstract 4691

Psychology at the Crossroads: Leading Through Disruption to Build a More Just and Sustainable World

Evans A.*

20 - Transversal Invited Keynote speaker

Lisa Flores - Centering Equity: Career Counseling with People of the Global Majority OR

Wednesday 22 July 2026 from 16:30 to 17:00

(B- Spadolini)

Abstract 4692

Centering Equity: Career Counseling with People of the Global Majority OR

Flores L.*

20 - Transversal Invited Keynote speaker

Christian Vandenberghe - Belonging, Sensemaking, and the Foundations of Employee Commitment

Wednesday 22 July 2026 from 17:00 to 17:30

(B- Spadolini)

Abstract 4748

Belonging, Sensemaking, and the Foundations of Employee Commitment

Vandenberghe C.*

20 - Transversal Invited Keynote speaker

Frank Worrell - Harnessing Potential: The Talent Development Megamodel as a Blueprint for Fostering Diverse Talents

Wednesday 22 July 2026 from 17:00 to 17:30

(A - Spadolini)

Abstract 4752

Harnessing Potential: The Talent Development Megamodel as a Blueprint for Fostering Diverse Talents

Worrell F.*

20 - Transversal Invited Keynote speaker

Michael Frese - Reducing Poverty in Low Income Countries: Training for Increasing Entrepreneurial Success and Entrepreneurship Participation

Thursday 23 July 2026 from 09:00 to 09:30

(A - Spadolini)

Abstract 4693

Reducing Poverty in Low Income Countries: Training for Increasing Entrepreneurial Success and Entrepreneurship Participation

Frese M.*

20 - Transversal Invited Keynote speaker

Márta Fülöp - From birth to old-age: the role of competition in our different life-stages

Thursday 23 July 2026 from 09:00 to 09:30

(B- Spadolini)

Abstract 4694

From birth to old-age: the role of competition in our different life-stages

Fülöp M.*

20 - Transversal Invited Keynote speaker

Yiqun Gan - The Stress Paradox: Bridging Neural Circuits, Genetic Polymorphisms, and AI-Driven Interventions for Adaptive Resilience

Thursday 23 July 2026 from 09:30 to 10:00

(A - Spadolini)

Abstract 4695

The Stress Paradox: Bridging Neural Circuits, Genetic Polymorphisms, and AI-Driven Interventions for Adaptive Resilience

Gan Y.*

20 - Transversal Invited Keynote speaker

Paul Hartung - New Directions in Career Psychology: Adaptability for Sustainability

Thursday 23 July 2026 from 09:30 to 10:00

(B- Spadolini)

Abstract 4703

New Directions in Career Psychology: Adaptability for Sustainability

Hartung P.*

20 - Transversal Invited Keynote speaker

Janel Gauthier - Psychology and Ethics: The Mechanisms of Moral Disengagement and the Maintenance of Moral Standards

Thursday 23 July 2026 from 10:00 to 10:30

(A - Spadolini)

Abstract 4697

Psychology and Ethics: The Mechanisms of Moral Disengagement and the Maintenance of Moral Standards

Gauthier J.*

20 - Transversal Invited Keynote speaker

Brigitte Khoury - Between globalization and decolonization: The role of psychology associations

Thursday 23 July 2026 from 10:00 to 10:30

(B- Spadolini)

Abstract 4712

Between globalization and decolonization: The role of psychology associations

Khoury B.*

20 - Transversal Invited Keynote speaker

Saths Cooper - Pushing the Boundaries of Applied Psychology

Thursday 23 July 2026 from 10:30 to 11:00

(A - Spadolini)

Abstract 4682

Pushing the Boundaries of Applied Psychology

Cooper S.*

20 - Transversal Invited Keynote speaker

German Gutierrez - The Science-Practice Nexus: Rethinking the Interface Between Psychological Science and Social Impact

Thursday 23 July 2026 from 10:30 to 11:00

(B- Spadolini)

Abstract 4700

The Science-Practice Nexus: Rethinking the Interface Between Psychological Science and Social Impact

Gutiérrez G.*

20 - Transversal Invited Keynote speaker

Patton Garriott - Humanizing STEM: Applied Psychological Perspectives on Mentorship, Motivation, and Belonging

Thursday 23 July 2026 from 11:00 to 11:30

(B- Spadolini)

Abstract 4696

Humanizing STEM: Applied Psychological Perspectives on Mentorship, Motivation, and Belonging

Garriott P.*

20 - Transversal Invited Keynote speaker

Rita Guerra - “There is nothing as practical as a good theory”: kNOwHATE, a social psychological approach to understand online hate speech

Thursday 23 July 2026 from 11:00 to 11:30

(A - Spadolini)

Abstract 4699

“There is nothing as practical as a good theory”: kNOwHATE, a social psychological approach to understand online hate speech

Guerra, R.*

20 - Transversal Invited Keynote speaker

Andreas Hirschi - Navigating Careers in a Changing World: Strivings, Self-Regulation, and Adaptation

Thursday 23 July 2026 from 11:30 to 12:00

(A - Spadolini)

Abstract 4704

Navigating Careers in a Changing World: Strivings, Self-Regulation, and Adaptation

Hirschi A.*

20 - Transversal Invited Keynote speaker

Crystal Hoole - Future-proofing talent management

Thursday 23 July 2026 from 11:30 to 12:00

(B- Spadolini)

Abstract 4705

Future-proofing talent management

Hoole C.*

20 - Transversal Invited Keynote speaker

Satoris Howes - Emotional Intelligence in Autistic Adults: Considerations for Sustainable Human Resource Management

Thursday 23 July 2026 from 12:00 to 12:30

(A - Spadolini)

Abstract 4706

Emotional Intelligence in Autistic Adults: Considerations for Sustainable Human Resource Management

Howes S.*

20 - Transversal Invited Keynote speaker

Kaori Karasawa - Psychological Perspectives on the Ethical, Legal, and Social Issues of Emerging Technologies

Thursday 23 July 2026 from 12:00 to 12:30

(B- Spadolini)

Abstract 4707

Psychological Perspectives on the Ethical, Legal, and Social Issues of Emerging Technologies

Karasawa K.*

20 - Transversal Invited Keynote speaker

Kevin Kelloway - Does the union make us strong? The role of labour unions in workplace mental health

Thursday 23 July 2026 from 12:30 to 13:00

(B- Spadolini)

Abstract 4709

Does the union make us strong? The role of labour unions in workplace mental health

Kelloway K.*

20 - Transversal Invited Keynote speaker

Hang-Shim Lee - From Isolation to Connection in the AI Era: Psychology's Transformative Role in Advancing Collective Flourishing

Thursday 23 July 2026 from 12:30 to 13:00

(A - Spadolini)

Abstract 4717

From Isolation to Connection in the AI Era: Psychology's Transformative Role in Advancing Collective Flourishing

Lee H.*

20 - Transversal Invited Keynote speaker

Jennifer Kelly - Advancing Health Equity in Times of Uncertainty and Global Challenges

Thursday 23 July 2026 from 14:00 to 14:30

(A - Spadolini)

Abstract 4710

Advancing Health Equity in Times of Uncertainty and Global Challenges

Kelly J.*

20 - Transversal Invited Keynote speaker

Maureen Kenny - Promoting career development and well-being: A psychology of working and decent education perspective

Thursday 23 July 2026 from 14:00 to 14:30

(B- Spadolini)

Abstract 4711

Promoting career development and well-being: A psychology of working and decent education perspective

Kenny M.*

20 - Transversal Invited Keynote speaker

Apitchaya Chaiwutikornwan - Sustainable Development and Well-being: Contributions from Thai Psychology

Thursday 23 July 2026 from 14:30 to 15:00

(A - Spadolini)

Abstract 4677

Sustainable Development and Well-being: Contributions from Thai Psychology

Chaiwutikornwanich A.*

20 - Transversal Invited Keynote speaker

Caterina Primi - Gambling and gambling disorder: Assessment, prevention and treatment

Thursday 23 July 2026 from 14:30 to 15:00

(B- Spadolini)

Abstract 4731

Gambling and gambling disorder: Assessment, prevention and treatment

Primi C.*

20 - Transversal Invited Keynote speaker

Michael Knowles - Increasing the visibility and impact of psychology

Thursday 23 July 2026 from 15:00 to 15:30

(A - Spadolini)

Abstract 4714

Increasing the visibility and impact of psychology

Knowles M.*

20 - Transversal Invited Keynote speaker

Judith Kuriansky - Advances in mental health and wellbeing on the global stage and accomplishments of IAAP: What applied psychologists need to know

Thursday 23 July 2026 from 15:00 to 15:30

(B- Spadolini)

Abstract 4715

Advances in mental health and wellbeing on the global stage and accomplishments of IAAP: What applied psychologists need to know

Kuriansky J.*

20 - Transversal Invited Keynote speaker

Eleni Karayianni - New conversations: Supporting young people's mental health in a changing world

Thursday 23 July 2026 from 15:30 to 16:00

(B- Spadolini)

Abstract 4708

New conversations: Supporting young people's mental health in a changing world

Karayianni E.*

20 - Transversal Invited Keynote speaker

Gary Latham - Goal-setting theory: beginning, development, future prospects

Thursday 23 July 2026 from 15:30 to 16:00

(A - Spadolini)

Abstract 4716

Goal-setting theory: beginning, development, future prospects

Latham G.*

20 - Transversal Invited Keynote speaker

Siu Oi Ling - The Social Stressors of Interpersonal Conflict and Ostracism on Performance in the Workplace: Moderators and Mediators

Thursday 23 July 2026 from 16:00 to 16:30

(A - Spadolini)

Abstract 4718

The Social Stressors of Interpersonal Conflict and Ostracism on Performance in the Workplace: Moderators and Mediators

Siu O.L.*

20 - Transversal Invited Keynote speaker

Sonia Lippke - Applied Health Psychology and Rehabilitation Sciences: Integrative Approaches to Enhance Workability, Social Participation, and Well-Being in Individuals and Beyond – From Theory to Practice

Thursday 23 July 2026 from 16:00 to 16:30

(B- Spadolini)

Abstract 4719

Applied Health Psychology and Rehabilitation Sciences: Integrative Approaches to Enhance Workability, Social Participation, and Well-Being in Individuals and Beyond – From Theory to Practice

Lippke S.*

20 - Transversal Invited Keynote speaker

Elena Marta - Promoting social change and wellbeing through participatory action research: insights from empirical evidence

Thursday 23 July 2026 from 16:30 to 17:00

(A - Spadolini)

Abstract 4720

Promoting social change and wellbeing through participatory action research: insights from empirical evidence

Marta E.*

20 - Transversal Invited Keynote speaker

Eilish McAuliffe - Health Systems: Creating psychologically safe spaces for teams to thrive

Thursday 23 July 2026 from 16:30 to 17:00

(B- Spadolini)

Abstract 4721

(Collective Leadership, Psychological Safety and Effective Teams-previously, now changed:) “Health Systems: Creating psychologically safe spaces for teams to thrive”

Mcauliffe E.*

20 - Transversal Invited Keynote speaker

Beatrice van der Heijden - "No one has ever promised you a rose garden" On shared responsibility for sustainable careers

Thursday 23 July 2026 from 17:00 to 17:30

(A - Spadolini)

Abstract 4749

“No one has ever promised you a rose garden” On shared responsibility for sustainable careers

Van Der Heijden B.I.*

20 - Transversal Invited Keynote speaker

Ines Meyer - Who Should Work Psychology Serve? A Call to Shift from Corporate Gains to Sustainable Livelihoods

Friday 24 July 2026 from 09:00 to 09:30

(B- Spadolini)

Abstract 4723

Who Should Work Psychology Serve? A Call to Shift from Corporate Gains to Sustainable Livelihoods

Meyer I.*

20 - Transversal Invited Keynote speaker

Elias Mpofu - Re-orientating Rehabilitation as a Health Strategy for Empowered Aging

Friday 24 July 2026 from 09:00 to 09:30

(A - Spadolini)

Abstract 4724

Re-orientating Rehabilitation as a Health Strategy for Empowered Aging

Mpofu E.*

20 - Transversal Invited Keynote speaker

Peter McIlveen - The Psychology of Agriculture: Growing a Sustainable Workforce

Friday 24 July 2026 from 09:30 to 10:00

(A - Spadolini)

Abstract 4722

The Psychology of Agriculture: Growing a Sustainable Workforce

Mcilveen P.*

20 - Transversal Invited Keynote speaker

Efrat Neter - From observation to intervention: A research Program on Medication Adherence

Friday 24 July 2026 from 09:30 to 10:00

(B- Spadolini)

Abstract 4725

From observation to intervention: A research Program on Medication Adherence

Neter E.*

20 - Transversal Invited Keynote speaker

Alex Newman - Microaffirmations in the Workplace

Friday 24 July 2026 from 10:00 to 10:30

(A - Spadolini)

Abstract 4726

Microaffirmations in the Workplace

Newman A.*

20 - Transversal Invited Keynote speaker

Eddy Ng - Creating Impact through DEI work

Friday 24 July 2026 from 10:00 to 10:30

(B- Spadolini)

Abstract 4727

Creating Impact through DEI work

Ng, E.*

20 - Transversal Invited Keynote speaker

Ioannis Nikolaou - Talent Meets Technology: Rethinking Recruitment and Selection in the Digital Age

Friday 24 July 2026 from 10:30 to 11:00

(A - Spadolini)

Abstract 4728

Talent Meets Technology: Rethinking Recruitment and Selection in the Digital Age

Nikolaou I.*

20 - Transversal Invited Keynote speaker

Christine Roland-Lévy - Risk-Taking and Emotions

Friday 24 July 2026 from 10:30 to 11:00

(B- Spadolini)

The presentation deals with risk-taking from a Social Psychology perspective, based both on fundamental psychology and on applied psychology. The goal is to better understand some of the effect of risk-taking for risk seekers, thanks to two empirical studies. Risk is most of the time described as something negative, dangerous, and with unknown outcomes. Risk-taking implies not knowing what the outcomes will be, but it is also associated with emotions, and they are often negative. Nevertheless, it is not always the case as we will show with a first study which is related to risk-taking in a circus, with circus artists achieving dangerous performances, while the second study is with motorcycles and cars in a rally. Risk-taking implies the tendency to engage in behaviors that have the potential to be harmful, to hurt you, to be dangerous, but, at the same time, there is the final option of obtaining a positive outcome. Indeed, if one engages in risky situations, it's because it is expected that the outcomes will be positive rather than negative, i.e., making the best possible show or winning the rally, but also escaping from emotional difficulties by activating 'controlled' risk-taking.

Abstract 4768

Risk-Taking and Emotions

Roland--Lévy C.*

The presentation deals with risk-taking from a Social Psychology perspective, based both on fundamental psychology and on applied psychology. The goal is to better understand some of the effect of risk-taking for risk seekers, thanks to two empirical studies. Risk is most of the time described as something negative, dangerous, and with unknown outcomes. Risk-taking implies not knowing what the outcomes will be, but it is also associated with emotions, and they are often negative. Nevertheless, it is not always the case as we will show with a first study which is related to risk-taking in a circus, with circus artists achieving dangerous performances, while the second study is with motorcycles and cars in a rally. Risk-taking implies the tendency to engage in behaviors that have the potential to be harmful, to hurt you, to be dangerous, but, at the same time, there is the final option of obtaining a positive outcome. Indeed, if one engages in risky situations, it's because it is expected that the outcomes will be positive rather than negative, i.e., making the best possible show or winning the rally, but also escaping from emotional difficulties by activating 'controlled' risk-taking

20 - Transversal Invited Keynote speaker

José María Peiró - Applied Psychology in the 21st century: Challenges and Opportunities

Friday 24 July 2026 from 11:00 to 11:30

(A - Spadolini)

Abstract 4729

Applied Psychology in the 21st century: Challenges and Opportunities

Peiró J.M.*

20 - Transversal Invited Keynote speaker

Oi Pei Boon - Guidance, Counseling and Psychology in the Digital Age

Friday 24 July 2026 from 11:00 to 11:30

(B- Spadolini)

Abstract 4770

Guidance, Counseling and Psychology in the Digital Age

Pei Boon O.*

20 - Transversal Invited Keynote speaker

Kristina Potočnik - Picking Up the Pieces: How Individuals, Teams, and Organizations Persevere Through Challenges

Friday 24 July 2026 from 11:30 to 12:00

(A - Spadolini)

Abstract 4730

Picking Up the Pieces: How Individuals, Teams, and Organizations Persevere Through Challenges

Potočnik K.*

20 - Transversal Invited Keynote speaker

Christian Resick - From Work Horse to Show Horse: Examining the Psychological Resources that Shape the Influence and Identity of Autistic Leaders

Friday 24 July 2026 from 11:30 to 12:00

(B- Spadolini)

Abstract 4732

From Work Horse to Show Horse: Examining the Psychological Resources that Shape the Influence and Identity of Autistic Leaders

Resick C.*

20 - Transversal Invited Keynote speaker

Josephine Ridley - Suicide: making suicide research applicable

Friday 24 July 2026 from 12:00 to 12:30

(A - Spadolini)

Abstract 4733

Suicide: making suicide research applicable

Ridley J.*

20 - Transversal Invited Keynote speaker

Jérôme Rossier - Contribution of the field career guidance and counseling to the psychology of sustainability and sustainable development

Friday 24 July 2026 from 12:00 to 12:30

(B- Spadolini)

Abstract 4736

Contribution of the field career guidance and counseling to the psychology of sustainability and sustainable development

Rossier J.*

20 - Transversal Invited Keynote speaker

Roni Riter-Palmon - Team Social and Cognitive Processes and Team Creativity and Innovation

Friday 24 July 2026 from 12:30 to 13:00

(A - Spadolini)

Abstract 4734

Team Social and Cognitive Processes and Team Creativity and Innovation

Reiter--Palmon R.*

20 - Transversal Invited Keynote speaker

Patrick Rottinghaus - Integrative Approaches to Educational and Career Decisions in the Current Complexity

Friday 24 July 2026 from 12:30 to 13:00

(B- Spadolini)

Abstract 4737

Integrative Approaches to Educational and Career Decisions in the Current Complexity

Rottinghaus P.*

20 - Transversal Invited Keynote speaker

Russell Cropanzano, Leeds School of Business, University of Colorado

Friday 24 July 2026 from 14:00 to 14:30

(A - Spadolini)

Abstract 4954

Russell Cropanzano, Leeds School of Business, University of Colorado - Revisiting Organizational Justice in the Age of Digital Transformation

Cropanzano R.*

Leeds School of Business, University of Colorado

20 - Transversal Invited Keynote speaker

Ugur Sak - Fuzzy Theory as Applied in Conceptualizing Giftedness and Talent Development

Friday 24 July 2026 from 14:00 to 14:30

(B- Spadolini)

Abstract 4738

Fuzzy Theory as Applied in Conceptualizing Giftedness and Talent Development

Sak, U.*

20 - Transversal Invited Keynote speaker

Donald Saklofske - What the world needs more of… Emotional Intelligence

Friday 24 July 2026 from 14:30 to 15:00

(A - Spadolini)

Abstract 4739

What the world needs more of… Emotional Intelligence

Saklofske D.*

20 - Transversal Invited Keynote speaker

Ralf Schwarzer - The power of self-efficacy: Some insights from three decades of research

Friday 24 July 2026 from 14:30 to 15:00

(B- Spadolini)

Abstract 4740

The power of self-efficacy: Some insights from three decades of research

Schwarzer R.*

20 - Transversal Invited Keynote speaker

Mindy Shoss - Living in Uncertain Times: Lessons from the Literature on Job Insecurity

Friday 24 July 2026 from 15:00 to 15:30

(A - Spadolini)

Abstract 4741

Living in Uncertain Times: Lessons from the Literature on Job Insecurity

Shoss M.*

20 - Transversal Invited Keynote speaker

Heike Spaderna - Psychosocial factors in heart disease - the biopsychosocial model revisited

Friday 24 July 2026 from 15:00 to 15:30

(B- Spadolini)

Abstract 4742

Psychosocial factors in heart disease - the biopsychosocial model revisited

Spaderna H.*

20 - Transversal Invited Keynote speaker

Christoph Steinebach - How to foster Resilience: A Transdisciplinary Lens on Adaptation and Positive Development

Friday 24 July 2026 from 15:30 to 16:00

(A - Spadolini)

Abstract 4743

How to foster Resilience: A Transdisciplinary Lens on Adaptation and Positive Development

Steinebach C.*

20 - Transversal Invited Keynote speaker

Bruno Zumbo - From Pencils to Pixels, Handheld Calculators to (Handheld) Supercomputers: The Evolution of Measurement

Friday 24 July 2026 from 15:30 to 16:00

(B- Spadolini)

Abstract 4753

From Pencils to Pixels, Handheld Calculators to (Handheld) Supercomputers: The Evolution of Measurement Validation Methods in Applied Psychology

Zumbo B.*

20 - Transversal Invited Keynote speaker

Kyung-Hyun Suh - Psychological Effects of Applying Music in Daily Life for Well-being

Friday 24 July 2026 from 16:00 to 16:30

(A - Spadolini)

Abstract 4744

Psychological Effects of Applying Music in Daily Life for Well-being

Suh K.*

20 - Transversal Invited Keynote speaker

Michelangelo Vianello - The Dark Side of Calling Across Cultures

Friday 24 July 2026 from 16:00 to 16:30

(B- Spadolini)

Abstract 4751

The Dark Side of Calling Across Cultures

Vianello M.*

20 - Transversal Invited Keynote speaker

Ava Thompson - Toward a Sustainable Psychological Science Ecosystem: Foundations for Our Future

Friday 24 July 2026 from 16:30 to 17:00

(B- Spadolini)

Abstract 4745

Toward a Sustainable Psychological Science Ecosystem: Foundations for Our Future

Thompson A.*

20 - Transversal Invited Keynote speaker

Akira Tsuda - Health Psychology Across the Lifespan

Friday 24 July 2026 from 16:30 to 17:00

(A - Spadolini)

Abstract 4746

Health Psychology Across the Lifespan

Tsuda A.*

21 - Round Tables

SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT: BRIDGING ENGINEERING AND APPLIED PSYCHOLOGY

Wednesday 22 July 2026 from 15:30 to 17:00

(U-Monumentale)

Roni Reiter-Palmon, Participants
Patton Garriott, Participants
Hang-Shim Lee, Participants
Giampaolo Manfrida, Participants
Daniele Fiaschi, Participants
Claudio Zuffi, Participants
GIUSEPPE CARRUS (ROMA TRE UNIVERSITY ~ Rome ~ Italy), Participants
Marc Rosen, Chair
Annamaria Di Fabio, Co-Chair
José María Peiró, Discussant

Sustainability Science (Dincer & Rosen, 2013; Komiyama & Takeuchi, 2006; Rosen, 2009, 2017; Sahle et al., 2025; Takeuchi et al., 2017) calls for a strong transdisciplinary integration among humanities, natural and applied sciences, social sciences, contributing directly to the United Nations Sustainable Development Goals.

Applied Psychology plays a crucial role in sustainability and sustainable development and its impact grows even stronger when it is integrated with other disciplines, since this connection allows the design of solutions that are not only technically effective, but also psychologically acceptable (Peiró, 2025).

Within the transdisciplinary approach of Sustainability Science, the framework of the Psychology of Sustainability and Sustainable Development (PSSD) (Di Fabio, 2017b, 2021; Di Fabio & Cooper, 2023; Di Fabio & Peiró, 2018, 2023; Di Fabio & Rosen, 2018, 2020) contributes to the challenges of sustainability and sustainable development using psychological lenses.

The strong collaboration between the PSSD and engineering areas has been very promising in recent years (Rosen & Di Fabio, 2023). This Round Table contributes to underlining the value of this mutual collaboration including the following participants. José Maria Peiró will underline the contribution of Applied Psychology for sustainability and sustainable development, highlighting the importance of the link of applied psychology with other disciplines, considering the valuable collaborations with engineers. Roni Riter-Palmon will present results from studies on engineering students and practitioners. Patton Garriott will contribute focusing on engineering students and evidences emerged by his studies. Hang-Shim Lee will consider engineering students also centering on women. Giampaolo Manfrida will presents an example of concrete collaboration through an Horizon Project including Social Life Cycle Assessment as well as Social Acceptance Analysis. Giuseppe Carrus will delineate studies on sustainability underlining the value of the framework of the psychology of sustainability and sustainable development for the progress in this area.

Abstract 4556

SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT: BRIDGING ENGINEERING AND APPLIED PSYCHOLOGY

Reiter--Palmon R.*[2], Garriott P.*[3], Lee H.*[4], Manfrida G.*[1], Fiaschi D.*[1], Zuffi C.*[1], Carrus G.*[5]

[1]University of Florence ~ Florence ~ Italy, [2]University of Nebraska ~ Omaha ~ United States of America, [3]University of Denver ~ Denver ~ United States of America, [4]Konkuk University ~ Seoul ~ Korea, Republic of, [5]Uniroma 3 ~ Rome ~ Italy

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Chair
Marc Rosen
Ontario Tech University, Oshawa, Ontario
marc.rosen@ontariotechu.ca

co-Chair
Annamaria Di Fabio
University of Florence, Florence, Italy
annamaria.difabio@unifi.it

Participants:

José Maria Peiró

University of Valencia, Valencia, Spain
josemaria.peiro@ivie.es

Roni Riter-Palmon
University of Nebraska, Omaha, United States
rreiter-palmon@unomaha.edu

Patton Garriott
University of Denver, Denver, United States
Pat.Garriott@du.edu

Hang-Shim Lee
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hangshim88@gmail.com

Giampaolo Manfrida
University of Florence, Florence, Italy
giampaolo.manfrida@unifi.it

Giuseppe Carrus
Uniroma 3, Rome, Italy
giuseppe.carrus@uniroma3.it

21 - Round Tables

THE FUTURE OF PSYCHOLOGY THROUGH THE LENSES OF THOSE WHO WILL BUILD IT: CHALLENGES AND OPPORTUNITIES

Wednesday 22 July 2026 from 17:00 to 18:30

(U-Monumentale)

Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Discussant
Pedro Altungy, Chair
Jaime Martin, Participants
Ana Kraljevic, Participants
Alicja Szmidka, Participants
Kerry Fisher, Participants

The symposium “The future of Psychology through the lenses of those who will build it: challenges and opportunities” positions itself as a forward-looking platform to rethink the role of emerging psychologists in shaping the future of the discipline. In a rapidly transforming world-defined by technological disruption, complex societal challenges, and the growing need for interdisciplinary solutions-early-career researchers are not only adapting to change but are uniquely positioned to drive it.

This session will critically address the structural and ethical challenges that define contemporary psychological science, including navigating highly competitive academic pathways, securing resources for innovative and high-risk research, and responding responsibly to the integration of emerging technologies such as artificial intelligence. At the same time, the shift toward open, transparent, and accountable science is redefining research practices, demanding new competencies while creating opportunities to enhance credibility and societal trust. Increasing expectations for research to generate measurable social impact further challenge early-career psychologists to align their work with urgent global priorities.

Crucially, these challenges coexist with unprecedented opportunities. Advances in digital technologies are revolutionising data ecosystems, enabling scalable, real-time, and more inclusive research. Expanding global networks and digital infrastructures are fostering collaboration beyond geographical and disciplinary boundaries, accelerating the production of knowledge with real-world relevance. Psychology is also gaining visibility as a key driver in addressing major societal issues, opening pathways for transformative, interdisciplinary impact.

Bringing together speakers from Spain, Croatia, UK and Polonia, this symposium aims to activate a new generation of researchers as agents of innovation and change. Through dynamic dialogue, participants will identify actionable strategies to overcome systemic barriers, harness emerging tools, and amplify the societal impact of their work. By cultivating leadership, adaptability, and a global perspective, this session seeks to empower early-career psychologists to not only respond to the future of psychology-but to actively shape it.

Abstract 4789

The future of Psychology through the lenses of those who will build it: challenges and opportunities

Martín J.*[1], Kraljević A.*[2], Szmidka A.*[3], Fisher k.*[4]

[1]Spain, [2]Croatia, [3]Poland, [4]United Kingdom

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21 - Round Tables

PSYCHOLOGY AT THE UN: PRACTICE AND POLICY IN ACTION

Thursday 23 July 2026 from 08:00 to 09:30

(U-Monumentale)

Lori Foster, Co-Chair
Pedro Neves (Nova School of Business and Economics ~), Co-Chair
Judith Kuriansky, Participants
Raymond Saner, Participants
Wolfgang Beiglboeck, Participants
Gabriel Twose, Participants
John Francis Leader (European Federation of Psychologists' As), Participants
Jenna Wettstein, Participants

This roundtable highlights how applied psychology contributes to United Nations priorities through both practice and policy engagement. The session brings together representatives from IAAP's UN teams in New York, Geneva, and Vienna, together with colleagues from APA and EFPA, to illustrate how psychology is translated into action across domains such as mental health, climate, social development, and technology.

The discussion will feature both senior leaders and youth representatives, offering a forward-looking view of how psychology can continue to support the Sustainable Development Goals and the broader UN agenda.

Abstract 4791

Psychology at the UN: Practice and Policy in Action

Kuriansky J.*[1], Saner R.*[2], Beiglboeck W.*[3], Twose G.*[4], Leader J.F.*[5], Wettstein J.*[6]

[1]IAAP - New York / UN engagement ~ New York ~ USA, [2]IAAP - Geneva ~ Geneva ~ Swiss, [3]IAAP - Vienna ~ Vienna ~ Austria, [4]APA, [5]EFPA, [6]IAAP Youth Representative

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21 - Round Tables

PRESIDENTIAL PERSPECTIVES ROUNDTABLE (IAAP, IUPSYS). PSYCHOLOGY'S ROLE IN AN UNCERTAIN WORLD: STRATEGIC LEADERSHIP FOR A SUSTAINABLE WORLD

Thursday 23 July 2026 from 14:00 to 15:30

(U-Monumentale)

Pedro Neves (Nova School of Business and Economics ~), Panelist
Germán Gutiérrez (Universidad Nacional de Colombia ~ Bogot), Chair
Lori Foster, Chair
Brigitte Khoury (AUBMC ~ Beirut ~ Lebanon), Panelist
Polli Hagenaars, Panelist
Rachana Bhangaokar, Panelist

This roundtable is conceived as a strategic leadership dialogue on how international psychological organizations themselves are responding, at the level of governance, advocacy, and institutional strategy, to increasing global uncertainty. This roundtable asks: How are international psychology organizations redefining their roles, priorities, and modes of action in an increasingly fragmented, unstable world?

Focus: A forward-looking exchange among senior representatives of international psychological organizations, building on the Prague Presidents' Panel. The emphasis is on:

- Leadership under conditions of geopolitical tension, environmental crisis, fast technological change, and threats to democratic ideals
- The unique contribution of applied psychology to sustainability, social cohesion, and global problem-solving
- How international organizations can preserve global perspectives while respecting regional diversity and local realities

Guiding Questions

- What new responsibilities do international psychology organizations face in a world marked by geopolitical instability, climate risk, and rapid technological change?
- How can applied psychology contribute concretely to a more sustainable, peaceful, and equitable world - beyond statements and declarations?
- How can international organizations maintain a genuinely global perspective while avoiding one-size-fits-all solutions?
- What strategic shifts are needed in the next decade for psychology to remain socially relevant and globally credible?

Abstract 4792

Presidential Perspectives Roundtable (IAAP, IUPsyS). Psychology's Role in an Uncertain World: Strategic Leadership for a Sustainable World

This roundtable is conceived as a strategic leadership dialogue on how international psychological organizations themselves are responding, at the level of governance, advocacy, and institutional strategy, to increasing global uncertainty. This roundtable asks: How are international psychology organizations redefining their roles, priorities, and modes of action in an increasingly fragmented, unstable world?

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- What strategic shifts are needed in the next decade for psychology to remain socially relevant and globally credible?

21 - Round Tables

UNESCO REPORT: ETHICAL CONSIDERATIONS ON YOUTH MENTAL HEALTH IN THE DIGITAL ENVIRONMENT

Thursday 23 July 2026 from 15:30 to 17:00

(U-Monumentale)

Brigitte Khoury (American University ~ Beirut ~ Lebanon), Chair
Brigitte Khoury, Participants
Luis Carrizo, Participants
Grégoire Borst, Participants
Dafna Feinholz, Co-Chair

Children and adolescents are the most digitally connected population globally, with 79% of youth aged 15-24 using the Internet, substantially higher than the general population. As digital environments increasingly shape young people's daily lives, they offer significant opportunities for education, social connection, and access to mental health resources, while also introducing risks such as cyberbullying, harmful content exposure, addictive use patterns, and the amplification of self-destructive behaviours. This roundtable convenes global scholars and experts from diverse regions and disciplines to engage with the UNESCO International Bioethics Committee (IBC) Report on Ethical Considerations for Youth Mental Health in the Digital Environment. The report advances current discourse through a human rights and bioethical framework, moving beyond risk-benefit analyses to critically examine the responsibilities of adults, institutions, and systems to act in the best interests of children and adolescents. The session will be structured around key thematic domains of the report, with invited contributors offering brief, focused inputs on areas such as ethical governance, digital safety, autonomy and protection, and the role of technology platforms. These contributions will serve as a foundation for an integrative, moderated discussion among global scholars addressing shared challenges and context-specific considerations. Particular attention will be given to inequities in digital access and the disproportionate impact of technology-facilitated gender-based violence, highlighting the heterogeneous effects of digital environments across socio-demographic contexts. The roundtable aims to generate actionable, globally informed insights on "safety-by-design," digital literacy, and ethical policy frameworks, contributing to the development of inclusive, rights-based digital ecosystems that support youth mental health worldwide.

SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities

Abstract 4790

UNESCO Report: Ethical Considerations for Youth Mental Health in the Digital Environment

Khoury B.*[1], Carrizo L.*[2], Borst G.*[3], Feinholz D.*[4]

[1]IUPsyS President-Elect ~ Beirut ~ Lebanon, [2]IUPsyS Executive Committee, Consultant at the UNESCO Montevideo Regional Bureau for Latin America and the Caribbean; Coordinator of the UNESCO Chair on Social Transformations and Human Condition, [3]IUPsyS Executive Committee, Professor of Developmental Psychology and Cognitive Neuroscience of Education (Université Paris Cité), [4]The Chief of Section for Bioethics and Ethics of Science and Technology Section, at UNESCO, Paris

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21 - Round Tables

THE UNION OF PSYCHOLOGY: INTEGRATING PAST, PRESENT, AND FUTURE TOWARD A GLOBAL DISCIPLINE

Thursday 23 July 2026 from 17:00 to 18:30

(U-Monumentale)

V. Raval Vaishali, Chair
Saba Safdar, Co-Chair
Germán Gutiérrez (Universidad Nacional de Colombia ~ Bogot), Participants
Rainer Silbereisen, Participants
Ole Tunold, Participants
Christine Roland-Lévy, Participants

This roundtable convenes past and current leaders of the International Union of Psychological Science (IUPsyS) to reflect on the evolution of psychology as a truly global discipline. Panelists will examine the historical foundations of the field, current trends and challenges, and emerging opportunities for international collaboration in research, education, and practice.

In a world that increasingly requires a compass to uphold human rights, equity, and dignity, the session will explore psychology's critical role in promoting social justice, ethical conduct, and the well-being of diverse populations. Participants will engage in a forward-looking dialogue on how the global psychology community can foster integration across methodological, theoretical, and cultural perspectives, building a more cohesive, inclusive, and impactful discipline capable of addressing pressing societal and global challenges.

SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities SDG 11: Sustainable cities and communities

Abstract 4793

The Union of Psychology: Integrating Past, Present, and Future Toward a Global Discipline

Tunold O.*[2], Roland--Lévy C.*[3], Gutiérrez G.*[1], Silbereisen R.*[1]

[1]Germany, [2]Norway, [3]France

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21 - Round Tables

FORMER IAAP PRESIDENTS ROUNDTABLE: PERSPECTIVES ON THE FUTURE OF APPLIED PSYCHOLOGY

Friday 24 July 2026 from 08:00 to 09:30

(U-Monumentale)

Lori Foster, Co-Chair
Pedro Neves, Co-Chair
Christine Roland-Lévy, Participants
Janel Gauthier, Participants
José María Peiró, Participants
Michael Knowles, Participants
Michael Frese, Participants

This roundtable brings together former IAAP Presidents to reflect on the evolving role of applied psychology in addressing global challenges. Drawing on their leadership experience, the discussion will consider how the field can respond to emerging social, technological, and environmental pressures, and how international organizations can continue to shape psychology's contribution in the years ahead.

Co-Chairs: Lori Foster (2022–2026), Pedro Neves (2026–2030)

Participants:, Christine Roland-Lévy (2018–2022), Janel Gauthier (2014–2018), Jose Maria Peiró (2011–2014), Michael Knowles (2006–2010), Michael Frese (2002–2006)

Abstract 4794

Former IAAP Presidents Roundtable: Perspectives on the Future of Applied Psychology

Roland--Lévy C.*, Gauthier J.*, Peiró J.M.*, Knowles M.*, Frese M.*

This roundtable brings together former IAAP Presidents to reflect on the evolving role of applied psychology in addressing global challenges. Drawing on their leadership experience, the discussion will consider how the field can respond to emerging social, technological, and environmental pressures, and how international organizations can continue to shape psychology's contribution in the years ahead.

Co-Chairs: Lori Foster (2022–2026), Pedro Neves (2026–2030)

Participants:, Christine Roland-Lévy (2018–2022), Janel Gauthier (2014–2018), Jose Maria Peiró (2011–2014), Michael Knowles (2006–2010), Michael Frese (2002–2006)

21 - Round Tables

SUSTAINABLE DEVELOPMENT AND MANAGERIAL PSYCHOLOGY

Friday 24 July 2026 from 15:30 to 17:00

(U-Monumentale)

Carrie Bulger, Participants
Annamaria Di Fabio, Participants
Adam Vanhove, Participants
Carrie Bulger, Chair
Annamaria Di Fabio (University of Florence ~ Florence ~ Ital), Co-Chair
José María Peiró, Discussant

The aim of this round table discussion is to examine the impacts of research and practice in managerial psychology and the psychology of sustainable development. The field of managerial psychology is well situated to contribute to the base of knowledge for research and practice related to decent work, overall well-being, and inequities. The two co-chairs and two presenters have served on the editorial team at the Journal of Managerial Psychology, which is a part of the Publishers Compact to focus on and accelerate research that progresses the UN Sustainable Development Goals.

Panelists will discuss key areas of research and practice in managerial psychology that are contributing to meeting the UN Sustainable Development Goals. Panelists will further discuss the open questions and needs for avenues of inquiry that would be most impactful in meeting the SDGs.

Dr. Peiro, the discussant, will moderate the round table and may offer synthesis of the topics discussed. He will also invite audience members to participate in the discussion.

Division 1: Work and Organizational Psychology SDG 8: Decent work and economic Growth

Abstract 4788

Sustainable Development and Managerial Psychology

Bulger C.*[1], Di Fabio A.*[2], Vanhove A.*[3], Zhou Q.*[4]

[1]Quinnipiac University ~ Hamden, CT ~ USA, [2]University of Florence ~ Florence ~ Italy, [3]James Madison University ~ Harrisonburg, Virginia ~ USA, [4]Leeds University Business School, University of Leeds ~ Leeds ~ United Kingdom)

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21 - Round Tables

BEARING WITNESS OR REMAINING SILENT? PSYCHOLOGICAL ACCOUNTABILITY IN THE PURSUIT OF PEACE

Friday 24 July 2026 from 17:00 to 18:30

(U-Monumentale)

Polli Hagenaars (Centre for Counseling C5 ~ Amsterdam ~ N), Chair
Susan McDaniel, Discussant
Polli Hagenaars (Centre for Counseling C5 ~ Amsterdam ~ N), Participants
Serdar M Degirmencioglu, Participants
Saths Cooper, Participants

In contexts of conflict, violence, and collective trauma, silence can feel protective—and speaking out can feel dangerous. Yet both carry psychological and ethical consequences. This round table invites reflection on the role of psychological accountability in peacebuilding: What does it mean to bear witness, individually and collectively? When does silence become complicity, and when might it be a form of care or survival? Martin Luther King Jr., Hannah Arendt, and Elie Wiesel have characterised indifference as a moral failure, highlighting the responsibility of everyone, including professionals, to bear witness and take action.
Participants will explore what accountability means for peacebuilding, and whether it is an ethical obligation not to remain silent in the face of injustice.

Abstract 4593

BEARING WITNESS OR REMAINING SILENT? PSYCHOLOGICAL ACCOUNTABILITY IN THE PURSUIT OF PEACE

Degirmencioglu S.M.*[3], Cooper S.*[2], Hagenaars P.*[1]

[1]C5 - Private Practice ~ Amsterdam ~ Netherlands, [2]University of Pretoria, Johannesburg, South-Africa ~ Pretoria ~ South Africa, [3]President Society for Peace Psychology ~ Lucca ~ Italy

In contexts of conflict, violence, and collective trauma, silence can feel protective—and speaking out can feel dangerous. Yet both carry psychological and ethical consequences. This round table invites reflection on the role of psychological accountability in peacebuilding: What does it mean to bear witness, individually and collectively? When does silence become complicity, and when might it be a form of care or survival? Martin Luther King Jr., Hannah Arendt, and Elie Wiesel have characterised indifference as a moral failure, highlighting the responsibility of everyone, including professionals, to bear witness and take action.
Participants will explore what accountability means for peacebuilding, and whether it is an ethical obligation not to remain silent in the face of injustice.

The Round Table discusses 'Relying on biographical knowledge of speaking out against gross human rights violations, silence is not an option. The cost is not merely for the individual, family, group or other configuration. The cost of silence indelibly impacts our common humanity.' ' The invasion of Iraq in 2003 presents a clear example of how silence and complicity operate in mainstream psychology in the Global North and how fault lines in the mainstream get reproduced in the Global South. Two decades after 2003, little has changed.' 'The psychology of the pursuit of wealth has been the subject of empirical research in psychology. They can exhibit characteristics similar to behavioural addiction. Although such patterns can display addictive characteristics, they are not currently classified as addictive disorders in the DSM-5. This raises the question of whether structured interventions, analogous to established recovery programmes, might be conceptually or clinically justified.'
Related to Div.10, Law and Ethics; Div. 11, Political Psychology

22 - Panel Sessions

ALLIANCE FOR ORGANIZATIONAL PSYCHOLOGY. TITLE: INTEGRATING ISO 45003 INTO I-O PRACTICE: ADVANCING PSYCHOLOGICAL HEALTH AND SAFETY AT WORK

Wednesday 22 July 2026 from 08:00 to 09:00

(A - Spadolini)

Evangelia Demerouti, Participants
Deirdre O'Shea, Participants
Eva Derous, Participants
Pär Löfstrand, Chair
Stig Vinberg, Participants
Daniela Converso (University of Turin, Department of Psych), Participants
M Gloria González Morales, Participants

This panel discussion explores the integration of ISO 45003, the first global standard focused on managing psychosocial risks in the workplace within the field of industrial-organizational (I-O) psychology. With increasing recognition of the impact of job demands, stressors, and organizational climate on employee wellbeing, this session will examine how ISO 45003 can serve as both a framework and a catalyst for advancing psychological health and safety at work.

Panelists will critically assess the standard through an I-O lens, discussing how it intersects with existing theories and practices related to job design, psychosocial work environment, psychological safety, and occupational health and from a diversity perspective. The discussion will highlight areas where I-O psychology offers evidence-based tools and strategies to support implementation, as well as where gaps exist, particularly around operationalizing concepts like psychological safety, addressing chronic job demands, and measuring psychosocial risks.
The session will also draw on insights from interdisciplinary research, including occupational health psychology, organizational behavior, public health, and human resource management, to enrich the dialogue. Real-world case studies and ongoing research projects will be used to illustrate the challenges and opportunities of applying ISO 45003 in diverse organizational contexts.

Abstract 3003

ALLIANCE FOR ORGANIZATIONAL PSYCHOLOGY. TITLE: INTEGRATING ISO 45003 INTO I-O PRACTICE: ADVANCING PSYCHOLOGICAL HEALTH AND SAFETY AT WORK

Löfstrand P.*[1], Demerouti E.*[4], O"Shea D.*[5], Derous E.*[2], Vinberg S.*[1], Converso D.*[3], González Morales M.G.*[6]

[1]Mid-Sweden University ~ Sweden, [2]Ghent University ~ Belgium, [3]University of Turin ~ Italy, [4]Eindhoven University of Technology, Netherlands .President of the European Association of Work and Organizational Psychology, [5]University of Limerick ~ Ireland, [6]Claremont Graduate University, Claremont, CA, USA . President of the Society for Occupational Health Psychology

This panel discussion explores the integration of ISO 45003, the first global standard focused on managing psychosocial risks in the workplace within the field of industrial-organizational (I-O) psychology. With increasing recognition of the impact of job demands, stressors, and organizational climate on employee wellbeing, this session will examine how ISO 45003 can serve as both a framework and a catalyst for advancing psychological health and safety at work.

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This session is contributed by the Alliance for Organizational Psychology, AOP

22 - Panel Sessions

THE INTERPLAY OF AI AND WELL-BEING: BREAKING THE CYCLE OF HARM AND REPAIR

Thursday 23 July 2026 from 08:00 to 09:00

(A - Spadolini)

Julia Haas, Participants
Pär Löfstrand, Participants
Tara Behrend, Participants
Susan Niessen, Participants
Luca Pietrantoni, Participants
Julia Haas, Chair
Pär Löfstrand, Co-Chair
Sharon Glazer (Rutgers University-New Brunswick, USA ~), Participants

Organizations are increasingly deploying artificial intelligence (AI) and related technologies to automate and augment work. While these tools can improve efficiency and decision-making, they can also produce unintended consequences, including reduced autonomy, accountability, and intrinsic motivation. Such effects may lead to disengagement, diminished agency, and elevated psychological strain. In response, organizations often introduce additional technologies aimed at supporting well-being, which can inadvertently create a cycle of harm and repair that perpetuates rather than resolves the underlying challenges.

This panel discussion brings together global experts to critically examine the complex interplay between AI and employee well-being. Panelists will engage in dialogue about the paradoxical effects of technology adoption, exploring how automation and “tech-for-well-being” initiatives can both support and undermine psychological health. The discussion will also address the ethical responsibilities of I-O psychologists and organizational leaders in shaping the design and implementation of AI systems, as well as strategies for creating work environments that foster agency, engagement, and sustainable well-being. Drawing on the panelists’ collective expertise, the session will deepen understanding of how I-O psychology can inform more human-centered approaches to technology in the workplace.

Abstract 3001

THE INTERPLAY OF AI AND WELL-BEING: BREAKING THE CYCLE OF HARM AND REPAIR

Haas J.*[1], Löfstrand P.*[2], Behrend T.*[3], Niessen S.*[4], Pietrantoni L.*[5], Glazer S.[6]

[1]University of Georgia ~ Athens, Georgia ~ United States of America, [2]Mid Sweden University ~ Östersund ~ Sweden, [3]Michigan State University ~ East Lansing, Michigan ~ United States of America, [4]University of Groningen ~ Groningen ~ Netherlands, [5]Universita di Bologna ~ Bologna ~ Italy, [6]Rutgers University-New Brunswick ~ USA

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N/A

22 - Panel Sessions

EVOLVING COMPETENCES IN PSYCHOLOGY: THE AMENDMENT TO THE IPCP DECLARATION

Thursday 23 July 2026 from 15:30 to 17:00

(S-Monumentale)

Dragos Iliescu, Chair
Mariann Burnetti-Atwell, Panelist
Miriam Cue, Panelist
Nicola Gale, Panelist
Rachel Phillips, Panelist
Christine Roland-Lévy, Panelist
Alex Siegel, Panelist

Abstract 4906

EVOLVING COMPETENCES IN PSYCHOLOGY: SUPPLEMENTARY COMPETENCES AND A TOOLKIT FOR THE IPCP DECLARATION

Iliescu D.*[1], Burnetti--Atwell M.*[4], Cue M.*[5], Gale N.*[3], Phillips R.*[6], Roland--Lévy C.*[2], Siegel A.*[4]

[1]Romania, [2]France, [3]United Kingdom, [4]United States of America, [5]Philippines, [6]Australia

The International Declaration on Core Competences in Professional Psychology has established a robust foundation for defining essential competences in the field, and thereby also provided a unifying framework for the profession worldwide. Yet, as psychological practice evolves, so do the competences required from psychologists. Emerging trends - such as the increasing digitalization of services, the growing emphasis on the quality of professional practice through developing others by means such as supervision, and the ever-expanding recognition of the importance of underpinning professional practice with continuing cultural competence -
highlight critical areas requiring further attention. This panel focuses on a Supplement that expands the IPCP Declaration with three new competences: (1) Digitally and technologically mediated psychological practice, (2) Supporting the development of others in the working context and (3) Multicultural competence. These competences reflect the profession's response to transformative changes in both the context within which psychologists practice and how psychologists deliver services. It will also discuss a Toolkit that is being created to offer concrete guidelines for applying the Declaration across diverse contexts. The Toolkit is still work in progress, and will contain guidance for educators, practitioners, regulators, policymakers, and the public. Among other goals, the Toolkit is being designed to support curriculum development and accreditation processes; professional development and mobility; licensing and regulation; service provision and quality of care. Panelists will present the Supplement, covering the rationale and development process behind it, and highlight how the Toolkit can transform the Declaration into an actionable resource, helping psychology to advance as a coherent, evidence-based, and globally connected profession.

22 - Panel Sessions

APPLIED PSYCHOLOGY FOR PUBLIC SECTOR WORKERS: LESSONS FROM GLOBAL GOVERNMENT

Friday 24 July 2026 from 08:00 to 09:00

(A - Spadolini)

Zachary Baker-Salmon, Participants
Marshaley Baquiano, Participants
Troy Brightson, Participants
Zachary Baker-Salmon, Chair
Kursten Jackson, Participants
Patricia Rink, Participants
Mendiola Teng-Calleja, Participants
Alexandra Michel, Participants

This panel of experts will present strategic approaches and lessons learned from challenges faced by governments and public administrations around the world using the principles of applied industrial/organizational psychology and social psychology. Working in the government sector poses unique challenges as well as opportunities, which may not be immediately clear to early-career professionals and even established psychologists working in the private sector. Panelists from three continents will share their diverse knowledge from working within government or as a consultant to government in areas such as public servant engagement, workforce development, human capital strategy, disaster response, environmental resource management, conflict resolution, and transformation of local government in the developing world. Representing the USA, Switzerland, the Philippines, and Guam, the panelists will share their experiences navigating challenges they face in improving the lives of public sector workers and the people they serve through scientific measurement, analysis, and real-world application of psychological research.

The session will reveal roadblocks to implementing change in the public sector and present avenues for overcoming them. Examples include:

Attracting and retaining administrative support for evidence-based interventions
1. Navigating the requirements of organized labor
2. Addressing distrust and mistrust of government by the local population
3. Adapting to changing workforce demographics
4. Facilitating cooperation between government and private sector interests
5. Building sustainable interventions and tools that can withstand changes in executive leadership
6. Incorporating new technology in an ethical and beneficial way
7. Communicating openly and descriptively to stakeholders in their own language(s)
8. Implementing long-term, evidence-based programs to support resilience in the face of unpredictable global challenges in politics, climate, or public health

Key Words (up to 5 key words):

Public policy, workforce development, employee engagement, government transformation, strategic partnership

Abstract 3002

APPLIED PSYCHOLOGY FOR PUBLIC SECTOR WORKERS: LESSONS FROM GLOBAL GOVERNMENT

Baker--Salmon Z.*[1], Baquiano M.*[2], Brightson T.*[3], Jackson K.*[4], Rink P.*[5], Teng--Calleja M.*[6], Michel A.*[7]

[1]University of Baltimore ~ Baltimore, Maryland ~ United States of America, [2]University of Guam College of Liberal Arts and Social Sciences ~ Mangilao ~ Guam, [3]United States Census Bureau ~ Washington, DC ~ United States of America, [4]City of Baltimore, Department of Human Resources: Employee Engagement & Strategic Partnership ~ Baltimore, Maryland ~ United States of America, [5]Canton of Bern ~ Bern ~ Switzerland, [6]Ateneo Center for Research and Development at Ateneo de Manila University ~ Quezon City, Metro Manila ~ Philippines, [7]University of Heidelberg ~ Heidelberg ~ Germany

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8. Implementing long-term, evidence-based programs to support resilience in the face of unpredictable global challenges in politics, climate, or public health

Key Words (up to 5 key words):

Public policy, workforce development, employee engagement, government transformation, strategic partnership

A sponsored panel discussion session from the Alliance for Organizational Psychology.

22 - Panel Sessions

INNOVATIVE INTERCULTURAL EXPERIENTIAL LEARNING: INSIGHTS FROM THE WINTER SCHOOL IN WOP-P

Friday 24 July 2026 from 09:30 to 11:00

(U-Monumentale)

Vicente González-Romá, Participants
Carolina Moliner, Chair
Salvatore Zappalà (University of Bologna ~ Bologna ~ Italy), Participants
Leonor Pais (University of Coimbra ~ Coimbra ~ Portug), Participants
Viky Leady Fajardo, Participants
Milena Guimaraes, Participants
José María Peiró, Interview

This panel presents an overview of the pedagogical model offering of the Winter School. By presenting this multi-voiced and experience-based panel, we aim to share how innovative educational design can prepare future psychologists to address complex organizational problems in globalized contexts. Each presenter contributes with a different perspective to the understanding of the Winter School's educational model. The panel will include an interview with Professor Jose Mª Peiró as a central figure in the design and implementation of the Winter School.

Presentation 1: Competency-Based and Experiential Learning Design in the WOP-P Winter School.This presentation focus the pedagogical architecture of the Winter School within the Erasmus Mundus WOP-P Master. Based in experiential learning, problem-based instruction, and competency-based education, the program aims to bridge academic knowledge with professional intervention practice to develop core professional competencies: intervention design, contextual diagnosis, stakeholder analysis, ethical decision-making, and evidence-based reasoning. The in-residence phase acts as a learning laboratory where multicultural student teams engage with organizational problems, using rapid evidence assessment techniques and interdisciplinary frameworks. This presentation explains how the Winter School's design aligns with international standards for applied psychology training and how it supports the development of cross-cutting competencies required in contemporary organizational practice.

Presentation 2: The core values of the Winter School and the Intercultural Collaboration and Virtual Teamwork Competencies in an International Training Environment. This presentation examines the international and intercultural dimensions of the Winter School as an intentional pedagogical strategy grounded in the core values of the WOP-P Master. Students from multiple continents representing diverse academic backgrounds, cultural perspectives, and professional expectations form collaborative teams for designing organizational interventions. The presentation explores challenges and opportunities inherent in multicultural teamwork. The Winter School's design intentionally pushes students beyond their comfort zones, fostering resilience, adaptability, ethical decision-making, and collaborative problem solving. By integrating intercultural collaboration with explicit value-based professional development, the Winter School becomes a unique international training environment that prepares students for the behavioral, ethical, and relational complexities of contemporary global organizational practice.

Presentation 3: Design thinking methodology applied to WOP-psychologist. This presentation refers to design thinking methodology applied to WOP-Psychology. A human-centered approach aimed at understanding, designing, and improving processes, experiences, and solutions within organizations. It draws on design principles and psychological knowledge of human behavior at work, integrating creative and structured methods to address complex problems while integrating the real needs of employees, leaders, and teams at the core. The resulting solutions are grounded in psychological evidence and in people lived experiences.

Presentation 4: From Classroom to Practice: Professional Socialization Through "Peer-Led Activities". This presentation focuses on the integration and socialization components of the Winter School, and student initiatives. By offering informal, dialogic spaces, the activity encourages open discussion on employability, ethical dilemmas, organizational challenges, and early-career transitions. The Winter School encourages bottom-up proposals for community-building activities, which promotes well-being, social connection, and work–life balance. This presentation argues that these integration activities are not peripheral but central to the Winter School's developmental value, as they enhance motivation, psychological safety, and readiness for workforce transition.

Presentation 5: Learning by Immersion: Behavioral Expectations and Experiential Challenges in the Winter School. This presentation describes the behavioral expectations of the Winter School's in-residence phase. During two weeks of full-day teamwork, students engage in collaborative tasks, and interact continuously with peers and faculty. This deliberate immersion mirrors real organizational conditions, requiring professionalism, intercultural sensitivity, responsibility, and sustained engagement. Students are encouraged to demonstrate citizenship behaviors, active participation, and resilience. This presentation explains how the immersive context enhances

learning outcomes, providing a unique environment where interpersonal, emotional, and professional competencies develop in parallel with technical skills.

Abstract 3006

INNOVATIVE INTERCULTURAL EXPERIENTIAL LEARNING: INSIGHTS FROM THE WINTER SCHOOL IN WOP-P

Moliner C.*[1], González--Romá V.*[1], Zappalà S.*[3], Pais L.*[2], Fajardo--Castro L.V.*[1], Guimaraes M.*[1]

[1]University of Valencia ~ Valencia ~ Spain, [2]University of Coimbra ~ Coimbra ~ Portugal, [3]University of Bologna ~ Bologna ~ Italy

This panel presents an overview of the pedagogical model offering of the Winter School. By presenting this multi-voiced and experience-based panel, we aim to share how innovative educational design can prepare future psychologists to address complex organizational problems in globalized contexts. Each presenter contributes with a different perspective to the understanding of the Winter School's educational model. The panel will include an interview with Professor Jose Mª Peiró as a central figure in the design and implementation of the Winter School.

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Presentation 3: Design thinking methodology applied to WOP-psychologist. This presentation refers to design thinking methodology applied to WOP-Psychology. A human-centered approach aimed at understanding, designing, and improving processes, experiences, and solutions within organizations. It draws on design principles and psychological knowledge of human behavior at work, integrating creative and structured methods to address complex problems while integrating the real needs of employees, leaders, and teams at the core. The resulting solutions are grounded in psychological evidence and in people lived experiences.

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transitions. The Winter School encourages bottom-up proposals for community-building activities, which promotes well-being, social connection, and work–life balance. This presentation argues that these integration activities are not peripheral but central to the Winter School's developmental value, as they enhance motivation, psychological safety, and readiness for workforce transition.
Presentation 5: Learning by Immersion: Behavioral Expectations and Experiential Challenges in the Winter School. This presentation describes the behavioral expectations of the Winter School's in-residence phase. During two weeks of full-day teamwork, students engage in collaborative tasks, and interact continuously with peers and faculty. This deliberate immersion mirrors real organizational conditions, requiring professionalism, intercultural sensitivity, responsibility, and sustained engagement. Students are encouraged to demonstrate citizenship behaviors, active participation, and resilience. This presentation explains how the immersive context enhances learning outcomes, providing a unique environment where interpersonal, emotional, and professional competencies develop in parallel with technical skills.

The Winter School is designed to be a unique learning experience in the development of professional competences in the design of interventions, along with a networking and socializing experience for personal and professional development. It is structured in three-phases that lasts for five months including a period of two in-residence weeks. It addresses contemporary challenges in applied psychology by integrating multicultural teamwork, virtual collaboration, ethical decision-making, contextual analysis, and rapid evidence assessment. Its distinctive pedagogical strategy combines an immersive international environment, intervention design process, and structured integration activities that foster networking, identity development, and professional socialization. The in-residence phase offers a unique learning ecosystem in which participants live, study, and collaborate under conditions that mirror real-world organizational demands. With a triple aim on (1) developing competences to design WOP-P professional interventions in a GLO-CAL (global-local) environments while considering scientific evidence, contextual and organization factors, (2) create a multicultural experiential-learning atmosphere in an international environment, and (3) promote virtual and face-to-face practice of teamwork competences, the Winter School offers an internationally recognized training model in applied psychology.
By presenting this multi-voiced and experience-based panel, this panel presents a comprehensive overview of the pedagogical model, and its impact on student professionalisation, offering a inside look at an international training experience as we aim to share how innovative educational design can prepare psychologists to address complex organizational problems in globalized contexts.
Chair: Carolina Moliner
Participants: Vicente González-Romá, Salvarote Zappalà, Leonor Pais, Viky Leady Fajardo, Milena Guimaraes.
Relevant SDGs: SDG 4: Quality Education; SDG 8: Decent Work & Economic Growth
Keywords: experiential learning; intercultural education; educational innovation; Erasmus Mundus; work and organizational psychology;
Duration: 60 minutes.
Chair / Moderator: Carolina Moliner. Coordinator of the Winter School.
Five Presenters (each 10 minutes), plus an interview to professor Jose Mª Peiró as part of the panel.

22 - Panel Sessions

"WOP-P PROFESSION: PAST, PRESENT, FUTURE - INSIGHTS FROM ALUMNI ACROSS THE GLOBE”

Friday 24 July 2026 from 11:00 to 12:30

(U-Monumentale)

Marija Davcheva, Participants
Natasha Sutherland, Participants
Alice Maniezki, Participants
Núria Tordera, Chair

Abstract.
The Work, Organizational, and Personnel Psychology (WOP-P) profession has undergone significant transformation in response to rapidly changing workplaces, technological disruptions, and emerging societal challenges. The Erasmus Mundus Master in Work, Organizational, and Personnel Psychology (WOP-P) has played a central role in preparing applied psychologists to navigate these complexities through a rigorous, international, and practice-oriented curriculum. This symposium brings together five WOP-P alumni representing diverse countries, sectors, and years of professional experience to engage in a critical dialogue on the achievements, current challenges, and future directions of the WOP-P profession.
The symposium aims to (1) reflect on the contributions that WOP-P professionals have made in organizational development, employee well-being, research, and policy; (2) examine the evolving professional identity of organizational psychologists working across cultures, industries, and career stages; and (3) explore how WOP-P competencies can address emerging demands such as artificial intelligence integration, sustainable work practices, hybrid and global workforces, and the increasing importance of evidence-based decision-making.
Each panelist will offer a concise presentation drawn from their professional trajectory. Contributions will highlight applied case studies, ethical dilemmas encountered in practice, and reflections on how WOP-P training shaped their ability to design interventions, conduct assessments, and support organizational change. A moderated discussion will integrate themes across talks and encourage audience engagement around the future of WOP-P education and practice.
By presenting diverse and international perspectives, this symposium illustrates the continued relevance and adaptability of the WOP-P profession. It offers valuable insights for practitioners, researchers, educators, and students interested in strengthening the impact of applied psychology in contemporary workplaces and anticipating the competencies required for the next generation of organizational psychologists.

Symposium Description / Rationale
The WOP-P (Work, Organizational, and Personnel Psychology) profession plays a critical role in shaping healthy, productive, and sustainable workplaces. The Erasmus Mundus Joint Master's in WOP-P (EMJMD WOP-P) has trained a generation of applied psychologists with strong theoretical foundations and practical, cross-cultural competence.
This panel brings together five WOP-P alumni from diverse backgrounds (geographic, sectoral, career stage) to reflect on:
1. Achievements – How has the WOP-P profession evolved in recent years, and what contributions have WOP-P professionals made in organizations, research, and policy?
2. Present challenges and practice – What are the current demands, ethical dilemmas, and professional identities of WOP-P psychologists in different contexts?
3. Future directions – Where is the field going? How can WOP-P professionals help address emerging challenges (e.g., sustainability, remote work, diversity, technological disruption)?
By sharing their trajectories and perspectives, the panel will highlight the value of WOP-P training (especially international and applied), and offer reflections relevant for educators, practitioners, doctoral students, and organizational stakeholders.
This symposium aligns with ICAP's themes of emerging fields, transdisciplinary approaches, and societal applications.

Abstract 3005

"WOP-P PROFESSION: PAST, PRESENT, FUTURE – INSIGHTS FROM ALUMNI ACROSS THE GLOBE"

Davcheva M.*[1], Sutherland N.*[2], Maniezki A.*[3]

[1]Project Manager Absenteeism Management UMIVALE ~ Valencia ~ Spain, [2]Rotterdam School of Management, Erasmus University Rotterdam ~ Rotterdam ~ Netherlands, [3]Senior HR Consultant at ATRAIN ~ London ~ United Kingdom

Abstract.
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This symposium aligns with ICAP's themes of emerging fields, transdisciplinary approaches, and societal applications.

Duration: 90 minutes. The panel will be followed by a Social Hour (60 minutes).
Chair / Moderator: Núria Tordera. Local coordinator of EM WOP-P at the University of Valencia.
Five Presenters (each 10–12 minutes), plus aprox 30 minutes for discussion/Q&A. Each presenter will contribute a short talk framing their perspective on the profession, followed by a moderated discussion to weave together themes, and audience interaction.

- Panelist 1 Marija Davcheva. Research Project Manager Absenteeism Management UMIVALE davchevamarija@gmail.com Graduated 2019 at EM WOP-P
- Panelist 2 Natasha Sutherland. Rotterdam School of Management, Erasmus University Rotterdam sutherland@rsm.nl Graduated 2022 at EM WOP-P
- Panelist 3 Lea Zangerl . WOP-P Alumni (University of Barcelona) & Clinical Psychology Master (Psychotherapy, University of Hamburg) Lea.zangerl@web.de Graduated 2025 at EM WOP-P
- Panelist 4 Agustín Molina, PhD. Pontificia Universidad Católica de Chile. agustin.molina@tuba.cl Graduated 2010 at EM WOP-P
- Panelist 5 Alice Maniezki. Senior HR Consultant at ATRAIN alicemaniezki@gmail.com Graduated 2017 at EM WOP-P

23 - Workshop

Communicating with Impact and Embracing the Early Career Potential in IAAP

Thursday 23 July 2026 from 08:00 to 10:00

(I-Spadolini)

Gabriel Medianero Araúz, Co-Chair
Marija Davcheva, Chair
Kerry Aman Kaur Fisher, Co-Chair
Jaime Martín Fernández, Discussant

Objective 1: Develop professional communication competencies
This objective will be tackled by engaging in workshop exercises of applied psychology research communication for different stakeholders. The activity will allow workshop participants to explore different communication tools and styles to communicate applied psychology research, transfer results and make impactful policy and practical implications for different agents, national institutions and organizations.
Expected outcome of this workshop will serve as a starting point of a template guidebook on communication in applied psychology research that will be a published resource on IAAP Division 15 website.
Objective 2. Increase engagement of early career members in IAAP
This aim will be achieved by networking and relationship building between division 15 members by elaborating a concrete action plan to foster the IAAP Strategic Goal 2. Increase the number and diversity of engaged members by improving the value and accessibility of IAAP. Division 15 Board will guide the workshop to ensure Division 15 members participation in the creation of the action plan. Some of the topics that will be tackled are members needs identification and improvement aspects of the onboarding process, interdivisional collaboration and mentoring initiatives in IAAP.
Expected outcome: an action plan to improve membership engagement and knowledge on how to become active in different ongoing IAAP projects.

Abstract 4576

COMMUNICATING WITH IMPACT AND EMBRACING THE EARLY CAREER POTENTIAL IN IAAP

Objective 1: Develop professional communication competencies
This objective will be tackled by engaging in workshop exercises of applied psychology research communication for different stakeholders. The activity will allow workshop participants to explore different communication tools and styles to communicate applied psychology research, transfer results and make impactful policy and practical implications for different agents, national institutions and organizations.
Expected outcome of this workshop will serve as a starting point of a template guidebook on communication in applied psychology research that will be a published resource on IAAP Division 15 website.
Objective 2. Increase engagement of early career members in IAAP
This aim will be achieved by networking and relationship building between division 15 members by elaborating a concrete action plan to foster the IAAP Strategic Goal 2. Increase the number and diversity of engaged members by improving the value and accessibility of IAAP. Division 15 Board will guide the workshop to ensure Division 15 members participation in the creation of the action plan. Some of the topics that will be tackled are members needs identification and improvement aspects of the onboarding process, interdivisional collaboration and mentoring initiatives in IAAP.
Expected outcome: an action plan to improve membership engagement and knowledge on how to become active in different ongoing IAAP projects.

Workshop for division 15 members.
Title of the Workshop:
Communicating with impact and Embracing the early career potential in IAAP
Duration: 2 hours
Number of participants: 30

24 - CASA ITALIA MINDLAB

Casa del Made in Italy di Firenze (MIMIT)

Wednesday 22 July 2026 from 09:00 to 13:15

(U-Monumentale)

24 - CASA ITALIA MINDLAB

Responsible gambling and Young people Under 25: Motivations, Contexts and Intervention Strategies
Fondazione Fair

Wednesday 22 July 2026 from 11:30 to 13:00

(V-CASA ITALIA MINDLAB)

Cinzia Castiglioni
Stefano De Vita
Veronica Velasco
Sabrina Molinaro
Giada Giorgi

- Cinzia Castiglioni, Universita' Cattolica Sacro Cuore
- Veronica Velasco, Università degli Studi di Milano-Bicocca
- Stefano De Vita (Presidente Fondazione FAIR)
- Molinaro Sabrina (CNR)
- Giorgi Giada (giornalista)

24 - CASA ITALIA MINDLAB

Tra mente e denaro: psicologia delle decisioni economiche

ENPAP «Ente Nazionale di Previdenza ed Assistenza per gli psicologi» and Campi «Cassa Mutua Psicologi Italiani» Conduce: Fortunata Pizzoferro, Vicepresidente ENPAP Ore 9.00

Thursday 23 July 2026 from 09:00 to 11:30

(V-CASA ITALIA MINDLAB)

Francesco Pagnini
Massimo Bustreo
A. Claudio Bosio
Giulia Sesini

ENPAP – Evento scientifico
<h5> Tra mente e denaro: psicologia delle decisioni economiche</h5>Conduce: Fortunata Pizzoferro, Vicepresidente ENPAP

Ore 9.00
Saluti istituzionali
Federico Conte, Presidente ENPAP
Giuseppe Scaratti, Presidente Congresso ICAP2026
Sergio Salvatore, Presidente AIP
ore 9.15
ENPAP e il sostegno alla professione: assistenza, welfare e opportunità
Angelo Barretta, Consigliere di amministrazione e Coordinatore Commissione Servizi agli Iscritti dell'ENPAP
ore 9.30
Introduzione agli stili monetari
Edoardo Lozza, Vicepresidente Congresso ICAP2026
ore 9.45
 Consapevolezza, bias cognitivi e scelte finanziarie
Pagnini Francesco, Università Cattolica del Sacro Cuore di Milano
ore 10.15
 Psicologia del comportamento assicurativo: oltre il paradigma economico
Giulia Sesini, Università Cattolica del Sacro Cuore di Milano
ore 10.45
 Denaro, psicologia, professione: fra constraint e opportunità per la costruzione dell'offerta psicologica in Italia
Claudio Bosio, Università Cattolica del Sacro Cuore di Milano
ore 11.15
 Quante facce ha una moneta? Denaro e fiducia nella nostra storia economica
Massimo Bustreo, Università IULM di Milano
ore 11.45
Conclusioni

24 - CASA ITALIA MINDLAB

Cognitive and developmental assessment in child neuropsychiatry services: clinical experiences and operational reflections with IDS-2 Hogrefe

Thursday 23 July 2026 from 11:30 to 13:00

(V-CASA ITALIA MINDLAB)

24 - CASA ITALIA MINDLAB

Oltre il “gioca responsabilmente”: quali nuove strade per la tutela del consumatore nel mercato del gioco?
Financial literacy, consumer health e salute pubblica tra prevenzione, responsabilità d’impresa e policy

Thursday 23 July 2026 from 13:30 to 15:00

(Z-CASA ITALIA MINDLAB 2)

Il gioco d'azzardo sta attraversando una trasformazione profonda. La digitalizzazione, la crescente accessibilità dei prodotti, l'integrazione con piattaforme mobili, sport, media e sistemi di pagamento hanno modificato le condizioni entro cui il consumatore prende decisioni, gestisce il denaro e tenta di autoregolarsi. Nel panorama internazionale, il dibattito scientifico e istituzionale si sta progressivamente spostando da una lettura centrata sul solo "giocatore problematico" verso una prospettiva più ampia di salute pubblica e consumer health, in cui il danno da gioco viene compreso come esito dell'interazione sistemica tra vulnerabilità individuali, competenze, design dei prodotti, contesti commerciali, strumenti di tutela e responsabilità regolatoria.
In questa prospettiva, le aziende del gioco occupano una posizione centrale e ambivalente. Da un lato, rappresentano uno dei principali nodi critici del sistema, poiché progettano, distribuiscono e promuovono prodotti che possono intensificare accessibilità, continuità di gioco, coinvolgimento emotivo e rischio di perdita di controllo. Dall'altro lato, proprio perché detengono dati, infrastrutture tecnologiche, punti di contatto con i consumatori e capacità operative, possono diventare una risorsa strategica per la prevenzione, a condizione che il loro ruolo venga inserito entro partnership trasparenti, regolamentate ed evidence-based con istituzioni, servizi sanitari, enti di ricerca e policy maker. Questa ambivalenza si estende anche al livello istituzionale, poiché il mercato del gioco è un settore regolato da cui derivano rilevanti entrate pubbliche. Ne consegue una tensione strutturale tra interessi erariali, sostenibilità economica del comparto, responsabilità d'impresa e obiettivi di salute pubblica.
In questo scenario, il paradigma tradizionale del Responsible Gambling appare necessario ma non più sufficiente. Molti strumenti di tutela si fondano infatti sull'idea che il giocatore sia in grado di riconoscere tempestivamente il rischio, definire limiti, monitorare la spesa e interrompere il comportamento quando necessario. Tuttavia, proprio nei contesti di maggiore coinvolgimento, perdita o pressione emotiva, l'autocontrollo può diventare la risorsa più fragile. La domanda diventa quindi cruciale: possiamo continuare a immaginare il gioco responsabile prevalentemente come richiesta di autocontrollo individuale, o dobbiamo costruire condizioni, competenze e strumenti che rendano tale controllo realisticamente possibile?
La tavola rotonda intende affrontare questa domanda ponendo al centro il concetto di consumer health applicato al mercato del gioco. In particolare, verrà discusso il ruolo della financial literacy come competenza preventiva e protettiva: come una capacità integrata di comprendere rischio, probabilità, perdita, budget, aspettative di vincita e conseguenze finanziarie delle proprie decisioni. A partire da evidenze cross-culturali sul rapporto tra financial literacy, percezioni del rischio, autocontrollo e comportamenti di gioco, l'intervento proporrà una doppia logica di azione: da un lato, la prevenzione attraverso lo sviluppo di competenze finanziarie e decisionali; dall'altro, il ripensamento degli strumenti di gioco responsabile affinché non dipendano esclusivamente dalla capacità del singolo di autoregolarsi nel momento critico.

Il confronto coinvolgerà prospettive accademiche, aziendali, istituzionali e sanitarie, con l'obiettivo di discutere come aziende attive nel mercato del gioco, policy maker e sistemi di cura possano contribuire a un modello di tutela più maturo, evidence-based e orientato al benessere.
Presenters:
Chiara Barone, Università cattolica Sacro Cuore, Milano
Gianluca Brambilla, Open
Serena de Vita, SISAL
Guendalina Graffigna, Università Cattolica Sacro Cuore, Milano

Abstract 4951

OLTRE IL "GIOCA RESPONSABILMENTE": QUALI NUOVE STRADE PER LA TUTELA DEL CONSUMATORE NEL MERCATO DEL GIOCO?
FINANCIAL LITERACY, CONSUMER HEALTH E SALUTE PUBBLICA TRA PREVENZIONE, RESPONSABILITÀ D'IMPRESA E POLICY

Barone C.*[1], Brambilla G.*[2], De Vita S.*[3], Graffigna G.*[1]

[1]Università Cattolica Sacro Cuore, Milano, [2]Open, [3]SISAL

Il gioco d'azzardo sta attraversando una trasformazione profonda. La digitalizzazione, la crescente accessibilità dei prodotti, l'integrazione con piattaforme mobili, sport, media e sistemi di pagamento hanno modificato le condizioni entro cui il consumatore prende decisioni, gestisce il denaro e tenta di autoregolarsi. Nel panorama internazionale, il dibattito scientifico e istituzionale si sta progressivamente spostando da una lettura centrata sul solo "giocatore problematico" verso una prospettiva più ampia di salute pubblica e consumer health, in cui il danno da gioco viene compreso come esito dell'interazione sistemica tra vulnerabilità individuali, competenze, design dei prodotti, contesti commerciali, strumenti di tutela e responsabilità regolatoria.
In questa prospettiva, le aziende del gioco occupano una posizione centrale e ambivalente. Da un lato, rappresentano uno dei principali nodi critici del sistema, poiché progettano, distribuiscono e promuovono prodotti che possono intensificare accessibilità, continuità di gioco, coinvolgimento emotivo e rischio di perdita di controllo. Dall'altro lato, proprio perché detengono dati, infrastrutture tecnologiche, punti di contatto con i consumatori e capacità operative, possono diventare una risorsa strategica per la prevenzione, a condizione che il loro ruolo venga inserito entro partnership trasparenti, regolamentate ed evidence-based con istituzioni, servizi sanitari, enti di ricerca e policy maker. Questa ambivalenza si estende anche al livello istituzionale, poiché il mercato del gioco è un settore regolato da cui derivano rilevanti entrate pubbliche. Ne consegue una tensione strutturale tra interessi erariali, sostenibilità economica del comparto, responsabilità d'impresa e obiettivi di salute pubblica.
In questo scenario, il paradigma tradizionale del Responsible Gambling appare necessario ma non più sufficiente. Molti strumenti di tutela si fondano infatti sull'idea che il giocatore sia in grado di riconoscere tempestivamente il rischio, definire limiti, monitorare la spesa e interrompere il comportamento quando necessario. Tuttavia, proprio nei contesti di maggiore coinvolgimento, perdita o pressione emotiva, l'autocontrollo può diventare la risorsa più fragile. La domanda diventa quindi cruciale: possiamo continuare a immaginare il gioco responsabile prevalentemente come richiesta di autocontrollo individuale, o dobbiamo costruire condizioni, competenze e strumenti che rendano tale controllo realisticamente possibile?
La tavola rotonda intende affrontare questa domanda ponendo al centro il concetto di consumer health applicato al mercato del gioco. In particolare, verrà discusso il ruolo della financial literacy come competenza preventiva e protettiva: come una capacità integrata di comprendere rischio, probabilità, perdita, budget, aspettative di vincita e conseguenze finanziarie delle proprie decisioni. A partire da evidenze cross-culturali sul rapporto tra financial literacy, percezioni del rischio, autocontrollo e comportamenti di gioco, l'intervento proporrà una doppia logica di azione: da un lato, la prevenzione attraverso lo sviluppo di competenze finanziarie e decisionali; dall'altro, il ripensamento degli strumenti di gioco responsabile affinché non dipendano esclusivamente dalla capacità del singolo di autoregolarsi nel momento critico.

Il confronto coinvolgerà prospettive accademiche, aziendali, istituzionali e sanitarie, con l'obiettivo

di discutere come aziende attive nel mercato del gioco, policy maker e sistemi di cura possano contribuire a un modello di tutela più maturo, evidence-based e orientato al benessere.
Presenters:
Chiara Barone, Università cattolica Sacro Cuore, Milano
Gianluca Brambilla, Open
Serena de Vita, SISAL
Guendalina Graffigna, Università Cattolica Sacro Cuore, Milano

24 - CASA ITALIA MINDLAB

RELAX, IT'S JUST MONEY
Financial anxiety: causes and strategies to keep it under control - Museum of Saving

Thursday 23 July 2026 from 14:00 to 15:30

(V-CASA ITALIA MINDLAB)

Giovanna Paladino
Maria Donata Orfei
Nadia Linciano
Francesco Pagnini
Edoardo Lozza

14.00 – 14.15
Giovanna Paladino (Director and curator, Museum of Saving)
An introduction to financial anxiety

14.15 – 14.40
Maria Donata Orfei (PhD, Research Collaborator, MoMiLab Research Unit, IMT School for Advanced Studies Lucca)
Developing an app for managing financial stress

14.40 – 14.55
Nadia Linciano, Secretary General, CONSOB
Financial Anxiety: an obstacle to proper money management

14.55 – 15.05
Edoardo Lozza, Full Professor of Psychology, Catholic University of Milan
Financial stress: a psychological perspective

15.05 – 15.15
Francesco Pagnini, Full Professor of Clinical Psychology, Catholic University of Milan
An experimental project between clinical psychology and financial choicesv

15.15 – 15.30
Q&A session

24 - CASA ITALIA MINDLAB

AI & Social Robotics. Psychology and design (Unicatt)

Thursday 23 July 2026 from 15:00 to 16:30

(Z-CASA ITALIA MINDLAB 2)

Presenters:
Angelo Cangelosi, Universita' di Manchester (UK)
Cinzia di Dio, Università Cattolica Sacro Cuore, Milano
Antonella Marchetti, Università Cattolica Sacro Cuore, Milano
Santo Di Nuovo, Università di Catania

Abstract 4971

AI & Social Robotics.
Psychology and design (Unicatt)

Cangelosi A.*[1], Di Dio C.*[2], Marchetti A.*[2], Di Nuovo S.*[3]

[1]Universita' di Manchester (UK), [2]Università Cattolica Sacro Cuore, Milano, [3]Università di Catania

Presenters:
Angelo Cangelosi, Universita' di Manchester (UK)
Cinzia di Dio, Università Cattolica Sacro Cuore, Milano
Antonella Marchetti, Università Cattolica Sacro Cuore, Milano
Santo Di Nuovo, Università di Catania

24 - CASA ITALIA MINDLAB

Il concetto di spreco: implicazioni psicologiche, organizzative e strategiche per la sostenibilità ambientale
Servizi Comunali

Thursday 23 July 2026 from 15:30 to 17:00

(V-CASA ITALIA MINDLAB)

ENRICO DE TAVONATTI
FRANCESCO REMOTTI
Giovanni Stanghellini
Giuseppe Scaratti (University of Bergamo, Department of Hum)

DOTT. ENRICO DE TAVONATTI: direttore generale e fondatore di Servizi Comunali S.p.A., autore di libri e saggi internazionali e professore a contratto dell'Università degli Studi di Bergamo.
DOTT. FRANCESCO REMOTTI: Antropologo e direttore del Dipartimento di Scienze Antropologiche, Archeologiche e Storico-Territoriali dell'Università di Torino.
DOTT. GIOVANNI STANGHELLINI: Psichiatra e psicoterapeuta, insegna Psicologia dinamica all'Università di Firenze al Dipartimento di Scienze della Salute e dirige la Scuola di Psicoterapia fenomenologico-dinamica di Firenze.
Introduce Giuseppe Scaratti

24 - CASA ITALIA MINDLAB

Saluti istituzionali
Alessandra Petrucci, Università di Firenze
Sara Funaro, Comune di Firenze
Lorenzo Di Cesare Mannelli, NEUROFARBA
Maria Antonietta Godino, CNOP/Ordine degli Psicologi della Toscana

Tommaso Ciulli, ENPAP
Francesco Pagnini, CAMPI

Friday 24 July 2026 from 08:30 to 09:15

(V-CASA ITALIA MINDLAB)

Alessandra Petrucci
Sara Funaro
Lorenzo Di Cesare Mannelli
Maria Antonietta Godino
Tommaso Ciulli
Francesco Pagnini

Abstract 4882

Saluti istituzionali

Petrucci A.[1], Funaro S.[2], Di Cesare Mannelli L.[3], Godino M.A.[4], Ciulli T.[5], Pagnini F.[6]

[1]Università di Firenze ~ Firenze ~ Italy, [2]Comune di Firenze ~ Firenze ~ Italy, [3]NEUROFARBA, [4]CNOP/Ordine degli Psicologi della Toscana, [5]ENPAP, [6]CAMPI

24 - CASA ITALIA MINDLAB

La sfida morale della democrazia
Gian Vittorio Caprara

Friday 24 July 2026 from 09:15 to 10:00

(V-CASA ITALIA MINDLAB)

Gian Vittorio Caprara

Abstract 4883

La sfida morale della democrazia

Caprara G.V.

24 - CASA ITALIA MINDLAB

Giovani e democrazia: costruire partecipazione e identità

Elena Marta
Ersilia Menesini

Presidenti delle Consulte provinciali degli Studenti

dell'USR per la Toscana
Annalaura Nocentini

Friday 24 July 2026 from 10:00 to 11:30

(V-CASA ITALIA MINDLAB)

Elena Marta
Ersilia Menesini
Annalaura Nocentini

Abstract 4884

Giovani e democrazia: costruire partecipazione e identità

Marta E., Menesini E., Nocentini A.

Presidente delle Consulte provinciali degli Studenti dell'USR per la Toscana

24 - CASA ITALIA MINDLAB

Welfare e democrazia. Lo psicologo di base: esperienze a confronto

Maria Antonietta Gulino
Caterina Primi
Tommaso Neri
Giancarlo Marenco
Benedetta Basagni
Tamara Cappelli
Francesca Petrini

Friday 24 July 2026 from 10:00 to 11:30

(Z-CASA ITALIA MINDLAB 2)

Maria Antonietta Gulino
Caterina Primi
Tommaso Neri
Giancarlo Marenco
Benedetta Basagni
Tamara Cappelli
Francesca Petrini

Abstract 4888

Welfare e democrazia. Lo psicologo di base: esperienze a confronto

Gulino M.A., Primi C., Neri T., Marenco G., Basagni B., Cappelli T., Petrini F.

24 - CASA ITALIA MINDLAB

Cittadinanza e affetti.
Il fondamento soggettivo della democrazia

Vittorio Lingiardi
Chiara Volpato
Raffaele De Luca Picione
Stefano Tomelleri
Sergio Salvatore

Friday 24 July 2026 from 12:00 to 13:30

(V-CASA ITALIA MINDLAB)

Vittorio Lingiardi
Chiara Volpato
Raffaele De Luca Picione
Stefano Tomelleri
Sergio Salvatore

Abstract 4885

Cittadinanza e affetti.
Il fondamento soggettivo della democrazia

Lingiardi V., Volpato C., De Luca Picione R., Tomelleri S., Salvatore S.

24 - CASA ITALIA MINDLAB

Dalla cura della democrazia alla democrazia della cura

Maria Anna Donati
Lorenzo Di Cesare Mannelli
Rosanna Martin
Maria Cristina Ginevra
Stefano Taddei
Rosapia Lauro-Grotto

Friday 24 July 2026 from 12:00 to 13:30

(Z-CASA ITALIA MINDLAB 2)

Maria Anna Donati
Lorenzo Di Cesare Mannelli
Rosanna Martin
Maria Cristina Ginevra
Stefano Taddei
Rosapia Lauro-Grotto

Abstract 4889

Dalla cura della democrazia alla democrazia della cura

Donati M.A., Di Cesare Mannelli L., Martin R., Ginevra M.C., Taddei S., Lauro--Grotto R.

24 - CASA ITALIA MINDLAB

Soggettività contemporanea e tecnologie digitali
Andrea Gaggioli
Matteo Galletti
Fabio Giovannelli Giulia Fioravanti

Friday 24 July 2026 from 15:30 to 17:00

(V-CASA ITALIA MINDLAB)

Andrea Gaggioli
Matteo Galletti
Fabio Giovannelli
Giulia Fioravanti

Abstract 4886

Soggettività contemporanea e tecnologie digitali

Gaggioli A., Galletti M., Giovannelli F., Fioravanti G.

24 - CASA ITALIA MINDLAB

Identità fluide e bias cognitivi: le dinamiche democratiche nell'era delle interazioni ibride

Mario Paulucci
Urbano Reviglio
Daniele Bianchini Andrea Mancini
Maria Giuseppina Pacilli

Friday 24 July 2026 from 15:30 to 17:00

(Z-CASA ITALIA MINDLAB 2)

Mario Paulucci
Urbano Reviglio
Daniele Bianchini Andrea Mancini
Maria Giuseppina Pacilli

Abstract 4890

Identità fluide e bias cognitivi: le dinamiche democratiche nell'era delle interazioni ibride

Paulucci M., Reviglio U., Bianchini Andrea Mancini D., Pacilli M.G.

24 - CASA ITALIA MINDLAB

Tavola rotonda

Soggettività e democrazia. Proposte per un dibattito

Barbara Barbieri

Presentazione del documento AIP sul tema

Ne discutono

Gabriella Agrusti, Gian Vittorio Caprara, Margherita Cassano, Carmen Di Lauro, Vittoria Ferdinandi, Raffaele Fi

Friday 24 July 2026 from 17:30 to 19:30

(V-CASA ITALIA MINDLAB)

Barbara Barbieri
Gabriella Agrusti
Gian Vittorio Caprara
Margherita Cassano
Carmen Di Lauro
Vittoria Ferdinandi
Raffaele Fitto
Sara Funaro
Antonio Nicita
Grazia Monaci

Abstract 4887

Soggettività e democrazia. Proposte per un dibattito. Presentazione del documento AIP sul tema.

Barbieri B., Agrusti G., Caprara G.V., Cassano M., Di Lauro C., Ferdinandi V., Fitto R., Funaro S., Nicita A., Monaci G.

24 - CASA ITALIA MINDLAB

Accoglienza, educazione e benessere nei servizi per bambini e famiglie. Pratiche e prospettive per lo sviluppo professionale nell’esperienza dell’Istituto degli Innocenti - Fondazione Museo Innocenti

Saturday 25 July 2026 from 11:30 to 13:00

(V-CASA ITALIA MINDLAB)

25 - Advanced Research Training Seminar

Advanced Research Training Seminar (ARTS) Symposium A

Thursday 23 July 2026 from 09:30 to 11:00

(U-Monumentale)

The Advanced Research Training Seminar (ARTS) is a flagship research program organized by the International Association of Applied Psychology, distinguished by its year-long format. Conceived as a capacity-building initiative held every four years in conjunction with the International Congress of Applied Psychology, ARTS has promoted excellence in research training and fostered international collaboration among early career researchers since its first edition in 1992.

The current edition brings together six outstanding international teams composed of early career psychologists and researchers from diverse cultural and academic backgrounds. In this symposium, three teams will present their research projects and key findings. The first presentation, led by Dr. Bada's team, examines the psychosocial barriers to well-being among emerging adults, with a particular focus on coping with depression and uncertainty in a rapidly changing world. The second presentation, by Dr. Iglesias's team, explores how faculty–student interactions influence university students' academic emotions and engagement in learning processes. Finally, Dr. Levin's team will present findings from a cross-cultural study investigating employee turnover, focusing on turnover motivations, leadership styles, and workplace retention.

Together, these presentations illustrate the diversity, international scope, and applied relevance of ARTS research, highlighting contemporary psychological challenges across educational, organizational, and well-being contexts.

25 - Advanced Research Training Seminar

Advanced Research Training Seminar (ARTS) Symposium B

Thursday 23 July 2026 from 11:00 to 12:30

(U-Monumentale)

The Advanced Research Training Seminar (ARTS) is a flagship research program organized by the International Association of Applied Psychology, distinguished by its year-long format. Conceived as a capacity-building initiative held every four years in conjunction with the International Congress of Applied Psychology, ARTS has promoted excellence in research training and fostered international collaboration among early career researchers since its first edition in 1992.

The current edition brings together six outstanding international teams composed of early career psychologists and researchers from diverse cultural and academic backgrounds. In this symposium, three teams will present their research projects and key findings. The first presentation, led by Dr. Ramanathan's team, examines the relationships among social identity, pro-environmental action, culture, and social contexts from a cross-national perspective. The second presentation, by Dr. Sadia's team, presents initial findings on risk and protective factors associated with child trauma and behavioural problems using a cross-cultural sample. Finally, Dr. Yilmaz's team explores the relationship between daily travel satisfaction, health, and well-being, drawing on findings from an international comparative study.
Together, these presentations highlight the diversity and global scope of ARTS research, emphasizing the importance of cross-cultural perspectives in addressing contemporary psychological and societal challenges.

26 - IUPsyS Assembly

The International Union of Psychological Science (IUPsyS) Assembly

Wednesday 22 July 2026 from 13:00 to 18:00

(V-CASA ITALIA MINDLAB)

26 - IUPsyS Assembly

The International Union of Psychological Science (IUPsyS) Assembly

Friday 24 July 2026 from 13:00 to 18:00

(F-Spadolini)

30 - Closing Cerimony

Closing Ceremony

Saturday 25 July 2026 from 14:00 to 16:00

(O-Arsenale)

Closing Keynote
The Psychology of Precarity: A Bridge between Personal Suffering and Social Reality
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Farewell Cocktail

Abstract 4978

The Psychology of Precarity: A Bridge between Personal Suffering and Social Reality

Blustein D.*

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