



APPLIED PSYCHOLOGY AROUND THE WORLD

Special Issue: Early Career Marathon
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Editorial

Pr. Dr. Christine Roland-Lévy, IAAP Past-President (2022-2026)

Since the first issue of *Applied Psychology Around the World*, the floor is given to the young generation of IAAP, whether Students in Psychology or early career professionals, researchers or practitioners, on a regular basis. **Lori Foster**, our current President, will open this issue with a few words about the importance of the younger generation for IAAP's future.

The issue will then be introduced by papers from the various Presidents of Division 15. They will trace the evolution of the Division, which was created in 2002, and as one of our Past-Presidents Michael C. Knowles (2006-2010) states it in his Chapter on *IAAP's Divisions: The Course of their Development*, in the book *International Association of Applied Psychology, A Centennial History 1929-2020*, edited by Helio Carpintero, Rubén Ardila and Ana M. Jaco-Villela, and published by Willey in 2020:

Division 15 – Students was founded in 2002 as a result of discussions over several years involving Bernhard Wilpert (1994-1998), Michael Frese (2002-2006), and Ray Fowler (2010-2011), and Pedro Neves was appointed as its inaugural president. (p.167).

So, under the presidency of Michael Frese, **Pedro Neves** was the first President of the Division, followed by **Kristina Potocknik**, the second President, then by **Luminita Pătraș** another of the Past-Presidents, and by **Pedro Altung Labrador**, the current Past-President, and finally by **Marija Davcheva**, the current President of Division 15, which recently became broader than just Students, as it is now called: *Students and Early Career Psychologists*. Each of our five presidents trace their views of Division 15 in this issue.

In fact, our first issue of APAW, Volume 1, Issue 1, which was entitled *Young Researchers in Applied Psychology*, mainly focused on the 2018 *Advanced Research Training Seminar* that took place in Montreal, just before and during the 29th ICAP. The ARTS are

capacity-building workshops that take place every four years *in principle* in conjunction with the International Congresses of Applied Psychology (ICAP). ARTS promote excellence in research skills and facilitate exchange and dialogue amongst early career scientists. In the issue, the six research projects carried out by the 25 participants from all over the world, were presented in details, thanks to the leading role of **Richard Griffith** and **Jérémy Lemoine**, our two main organizers of the Program.



ARTS participants at the ICAP in Montréal, Canada, June 2018

Volume 3, Issue 4, was a Special Issue devoted to the first *Early Career Marathon*, which took place in October 2021. This Special Issue of APAW was specifically dedicated to the younger generation of IAAP members, but indeed every IAAP member could attend the online 25-hour event. Besides the Opening

Editorial cont.

and Closing remarks, we also had nine keynotes: **Pedro Neves**, our Secretary General at the time, talked about *Anticipating Change: On the Relevance of Examining Intentions to Resist Future Change*. **José María Peiró**, one of the former Presidents of IAAP (2011-2014), presented on the topic of *Digitalization and Professional Practice: The Challenge of Mastering Digital and Digitalized Competences*. **Judy Kuriansky**, one of our most involved members at the United Nations, provided a stimulating perspective of *IAAP at the UN: Building on the Past, Looking to the Future*. **Janel Gauthier**, our Past President (2014-2018), talked about *Developing and Practicing Ethics: Challenges and Recommendations for Early Career Psychologists*. **Lori Foster**, IAAP's President-Elect at the time (2022-2026), showed how helpful Applied Psychology can be to the real world, with the theme of *Applying Psychology to Public Policy Around the Globe*. **Michael Frese**, one of the former Presidents of IAAP (2002-2006), offered a broad question: *What if Applied Psychology Mattered to the World?* **Fanny Cheung**, a long-term member of IAAP's Board of Directors, who received many awards, and in particular the prestigious *IAAP Distinguished Scientific Contribution Award 2014*, introduced the topic of *Mainstreaming Culture in Psychology*. **Kristina Potočnik**, Chair of the Special Project on *Gender Equality*, questioned, with two other speakers, *How Can International Psychology of Women Advance Gender Equality?*, and **Pedro Altungy Labrador**, President of our Student Division (2018-2022), was the final Keynote speaker of the event, talking about *IAAP and the Young Generation of Applied Psychologists*. This was in 2021...

This fourth issue of Volume 4 of APAW is dedicated to our second edition of the **Early Career Marathon: 24 hours of Applied Psychology from around the world**, which took place on 1st-2nd of October 2022. In this Special Issue of APAW, which is devoted to the young generation of Psychologists, both practitioners and researchers, members of Division 15: Students and Early Career Psychologists, we also wish to congratulate the two recipients of the 2022 IAAP's *Distinguished Scientific Contributions Award*: **Sonia Lip-pke**, Professor of Health Psychology and Behavioral

Medicine at Jacobs University, Bremen, Germany, and **Rolando Diaz-Loving**, from the National Autonomous University of Mexico, who both delivered very rich key notes; Sonia's presentation was entitled: *Health Psychology helps to understand Individuals to Act, Age and Feel Well: Examples from Multiple Health Behavior Research*, and Rolando's presentation was on *Understanding and Predicting Obesity*.

As a way of mixing IAAP's generations, next years' Marathon will include our recipients of the 2022 IAAP's *Distinguished Professional Contributions Award*: **Machiko Fukuhara** from Tokiwa University, Japan and **Rubén Ardila**, an emeritus professor of psychology at the National University of Colombia, Colombia.

This second edition of the **Early Career Marathon**, a one-of-a-kind virtual event dedicated to students and early career psychologists, selected participants submitted a 15–20-minute presentation on their research that were discussed by top psychologists around the world. Presentations and reviews were shared during a 24-hour marathon with time for questions and answers and are available for our IAAP members on our [web site](#). This event was a great success thanks to the dedication of a wonderful team composed of Pedro Neves, President-Elect of IAAP, Luminita Pătraș, Secretary General of IAAP, Pedro Altungy Labrador, the Past President of Division 15, and myself.

We also had Key-Notes from **Lori Foster**, our President, from **Pedro Neves**, our President-Elect, from **Alfred Allan**, on the topic of *Ethics*, and from **Kurt Geisinger**, our Treasurer, on various aspects related to *testing*. We included a one-hour long presentation by **Judy Kuriansky**, one of our main representatives at the United Nations, on how the young generation of IAAP can contribute to the *United Nations*.

Moreover, we had three special presentations, by **Luminita Pătraș**, Secretary General of IAAP, **Pedro Altungy-Labrador**, as the Past-President of Division 15, and **Marija Davcheva**, as the current President of Division 15.

Editorial cont.

Finally, we had 18 excellent presentations covering most Divisions' topics; each of these were commented by very stimulating discussions, thanks to our great Discussants. In this issue, we include the Abstracts of each of the 18 presentations. The top five presentations were awarded with various prizes (More on this, on page 21).

- Nwadiogo Chisom Arinzeab, Hospital Work Safety Behavior and Perceived Effectiveness of Preventive Actions: Role of Fatalistic Beliefs
- Jeremiah Edward Bohol, A Photovoice Study on People's Lives at the start of the COVID-19 Pandemic
- Esther Cuadrado, COVID-19: Differential impact of confinement in the mental health of adults with and without children at home
- Marija Davcheva, Sensemaking in the COVID - 19 pandemic and affective well-being at work: the mediator role of post-traumatic growth
- Gankhishig Ganbold, Depression and Other Risk Factors of LGBTIQ People Underwent Conversion Therapy: A Comparative Study
- Sandra Geiger, More Green Than Gray? Toward a Sustainable Overview of Environmental Spillover Effects: A Bayesian Meta-Analysis'
- Marius Hafstad, The Competing Values Framework – a taxonomy for organizational climates?
- Ai Ito, The Relationship between Romance of Leadership and Self-Efficacy: A Cultural Study of Leader Self-Disclosure as a Charismatic Leadership Tactic on Chinese students
- Nimrod Levin, Career Indecision Types in 16 Countries and Their Prevalence from Adolescence to Adulthood

- Jennifer Namutebi, Organisational Values and Psychological Capital: The mediating role of Employee Engagement
- Mildred Chioma Cythia Ojiaku, Effects of colour, perceived positive reinforcement and gender on adolescents' recall
- Pallavi Ramanathan, Reimagining Tibetan National Identity: Exploring the Contextual Features of Tibetan Refugee Identities in Exile
- Katlyn Rice, Professional Boundary Differences across Medical Professions and Pressure to Support Colleagues during the COVID-19 Pandemic
- Giulia Sesini, The affective dimension of money: a multi-methods perspective
- Eden Terol, Developing a Culture-sensitive Community-based Trauma Care Intervention for Filipino Indigenous People Survivors of Disaster
- Tirza Willner, College Students' Higher Education Orientations: A Follow-Up Study
- Ziqian Xia, Meta-analysis of Climate Change Experience and Climate Change Perception
- Maria V. Zwicker, Positive Consumer Attitudes and Willingness to Pay for Novel Bio-Based Plastic Bottle

This issue also includes a section on the current [ARTS](#) program and its 5 research projects.

With this, let me close this Editorial of the fourth issue of Volume 4; I hope that you enjoy reading about **the work done by IAAP towards our young colleagues and if you have not done it yet, that you will take the time to watch the various presentations, including the Key notes.**



The ECM team, after 24 hours!

Message from the President

Lori Foster, IAAP President (2022 - 2026)

As I sit down to write this message, I am in conversations with United Nations colleagues dealing with issues ranging from the eradication of polio in Pakistan and Afghanistan, to the elimination of malnutrition and stunting in Mozambique, to the abandonment of harmful practices such as female genital mutilation in various parts of the world. What do these problems have in common? For one thing, all of these challenges are complex. There are structural and cultural barriers to positive change, and there are also attitudinal and behavioral factors at play. This is where applied psychology comes into the picture. A psychological understanding of attitudes, decisions, intentions, and behaviors can contribute to real and meaningful solutions to complicated issues facing our world today.

There has never been a more important time for a non-politicized association of applied psychologists to work together to address the world's most pressing challenges and build the future we want. That future can be described in various ways. For many people, the future we want is represented by the 17 United Nations Sustainable Development Goals. It is a future marked by good health and wellbeing, quality education, gender equality, responsible consumption and production, and access to decent work, among other things.

Some would suggest that today's students and early career psychologists are our future. In my opinion, such a sentiment is incomplete. They are not only our future: They are our present. Our student and early career colleagues have a fresh and important perspective to share here and now. I was reminded of this once again during the 2022 Early Career Marathon, where the presenters' thought-provoking contributions collectively covered a broad range of issues and offered viewpoints from many parts of the world.



Fortunately, the chance to learn from and engage with IAAP's up-and-coming generation did not end with the Early Career Marathon. I am delighted that the current issue of *APAW* focuses on students and early career psychologists. I have no doubt this issue will offer important food for thought for applied psychologists at every age and career stage.

In conclusion, IAAP is stronger and the future looks brighter because of our newer colleagues. I want to thank everyone who took the time to share their contributions on the following pages of *APAW*. Your time, talent, and energy are valued and greatly appreciated.

The importance of international exposure for psychology students and early career psychologists

Pedro Neves, President-Elect of IAAP, President of Division 15 (2002-2006)

I am sure we all have thought –at some point of time - that life happens when we are in the right place at the right moment. The big question is figuring out what the right place to be is and how to identify the right moments. I believe this is also the case for those starting their careers in psychology, as students or early career psychologists. Let me give you my own example of how I became involved in IAAP. In early 2002, I was finishing my degree in Psychology and thinking about pursuing a PhD. I was also completing my second term as President of the *European Federation of Psychology Students' Associations* (EFP-SA) when Professor Michael Frese, at the time incoming president of IAAP, asked me if I was interested in helping IAAP develop stronger ties with the psychology students' community.

How could one say no to such a challenge? That marked the beginning of Division 15, a division dedicated to psychology students, and my own journey in IAAP. Division 15 was founded in July 2002, after its approval by the IAAP Board of Directors at the XX-Vth ICAP in Singapore. For the following four years, I was President of Division 15, a task of which I am immensely proud of. My mandate ended with a presidential address at the 2006 ICAP in Athens, Greece. I would like to recover some of the ideas that I shared back then and that I believe are still in order nowadays. The presidential address examined the importance of stimulating students to attend and participate actively in the international community and was entitled *Psychology students' international exposure: where do we come from, where do we want to go*.

The idea that 'students are the future of the profession' seems quite obvious and often feels like a mere catchy phrase. Students are indeed the future of any field; and psychology is no exception. Thus, the sooner we involve them in our communities and ask them to be proactive in creating synergies with other peers



and potential mentors, in improving professional practice, in coming up with new theoretical lenses and demonstrating how they can be applied in practice, or in questioning the 'best practices', the more we are contributing to the development of applied psychology in the long-term. Interestingly, international congresses tend to be the vehicle for such development with students accounting for significant number of attendants.

In my Athens address I compared student attendance in international congresses between 2002 and 2006 for which there was information available. In the 2003 *Interamerican Society of Psychology* (SIP), 30% of attendants were students; in the 2005 *European Congress of Psychology* (ECP) about 24%; and in the two global conferences, the *International Congress of*

The importance of international exposure for psychology students and early career psychologists cont.

Psychology (ICP) of 2000 and our own *International Congresses of Applied Psychology (ICAP)* of 2002 and 2006 about 23%. I realized that there was a big disparity between student participation in congresses, which was quite high, versus their membership in international associations, which is traditionally lower.

This realization sparked reflection and led me to formulate four questions. What motivates students to go to international conferences? Why aren't students more inclined to become members of international associations? What are the major impediments for students to use international networks? What are the most common difficulties felt by students when starting their careers? And then, as the applied psychologist I am, I proceeded to develop a small survey to ask students what they thought about these issues to provide some preliminary insights over the topics. The main goal of the survey was to understand why students participated in international activities. Since I am from Portugal and my network at the time was mostly composed by European peers, the sample was composed mostly by European students. The survey was distributed to students at their universities and at the ECP to capture students that were already engaged in studying abroad or attending international congresses.

Our sample was composed by 134 students from 14 European countries and 97% of them were between 18 and 30 years old. Most of them were women, which at the time was representative of the population of psychology students (at least in most European countries). Our hypothesis was that teachers have a fundamental role in promoting international participation, regardless of whether that participation meant attending international conferences or studying abroad. We argued that teacher promotion should influence students' motivation to participate in international activities, which in turn should be associated with both student assessment of the importance of participating in international activities and actual participation levels. In sum, we predicted that teacher promotion has an indirect relationship with participation and evaluation of participation importance via an increase in student motivation to engage in one or the other.

We measured how much students felt their professors promoted attending international conferences (e.g., My professors talk to me about the benefits of attending international conferences) and studying abroad (e.g., My professors motivate me to spend some time during my studies in other countries) with 3 items each (Cronbach alphas were .87 and .83 respectively). We measured motivation to attend international conferences (e.g., I find going to international conferences very interesting) and to study abroad (e.g., I find studying for some time in a foreign university very appealing) with 4 items each (Cronbach alphas were .91 and .82 respectively). Finally, we asked students how important they thought it was to attend international conferences and to study abroad and whether they ever studied abroad or attended an international psychology congress.

Using path analysis, our analysis confirmed our hypotheses. When professors promoted attending international conferences, then students become more motivated to do so, which was associated with increases in the assessment of the importance of and in actual attendance of international conferences. Similarly, when professors promoted studying abroad, then students become more motivated to do so, which was associated with increases in the assessment of the importance of and in making the decision of studying abroad.

The message seems simple enough: we – peers, professors, mentors, advisors, both in academia and in professional practice – need to stimulate students to become more international. When we do so, they take advantage of international conferences and opportunities to study abroad, which is fundamental if we want to increase and improve cross-cultural communication, experiences, and learning. This has been one of the goals of IAAP and a specific task of Division 15 since its inception. In 2006 I identified four major challenges for the future of student engagement in IAAP: promote student international exposure among teachers and universities; increase student participation from developing countries; open the range of activities offered to students; and cooperate with other international organizations.

The importance of international exposure for psychology students and early career psychologists cont.

We, the (past) Presidents and Board Members of Division 15 and IAAP, have taken upon that task and worked tremendously for the past twenty years (has it been 20 years already!!!) to improve not only communication, via mailing lists, webpage, newsletters, promotion at congresses, and membership drives, but also the range of activities offered to students and early career psychologists, to create an engaging community where psychologists can thrive. A great example of the latter is the Early Career Marathon, an online event with the goal of showcasing the practices and research being conducted by psychology students and early career psychologists, that has taken place twice (2021 and 2022) with great success. Another great example is the Advanced Research Training Program (ARTS) which has been active since 1992.

Of course, we can always improve and expand the actions already being undertaken! Life-long learning applies to everybody – including organizations. So, what does this mean to IAAP members at this point in time? Let me wrap up with a call for action. It means each and every one of us should:

- tell students and early career psychologists about the benefits of international exposure
- discuss the advantages of being part of the international community from an early stage
- stimulate our students to become members of IAAP
- ask them to be proactive and engage in the activities of Division 15
- promote cooperation with students from other regions of the world
- encourage them to present at the Early Career Marathon
- invite them to also submit their work (even if still under development) to ICAP and other international conferences.

If we do so, the next 100 years of IAAP will be even more fruitful and representative of the richness of psychology across the world! I will end as I finished my presidential address 16 years ago in Athens: “the future **does** belong to us (the students). All we have to do is share a little bit of ourselves, our energy, and of our abilities”.

Chairing the Students' Division from 2006-2010

Kristina Potočnik, President of Division 15 (2006-2010)

Established only in 2002, it was a great pleasure to chair the IAAP Division 15 as a second president in the history of the Division. During my term, our main priority was to increase the membership and become an established international student association. To achieve this, we have promoted the IAAP and our division amongst different student associations that have been around for longer, including the *European Federation of Psychology Students' Associations (EFPSA)* and the *American Psychological Association of Graduate Students (APAGS)*. We attended different conferences and organized symposia and round table discussions where students' concerns at the time were debated, for instance around the topics of managing academic careers, searching for a PhD programme and job hunting.

The period of my presidency of the Division has also seen substantial changes in psychology training around the world. In Europe, a significant reform (EDECOPSY) took place in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education, including in relation to psychology training. In the US, a Doctoral degree and a year of internship were set as minimum level of training for psychologists. In Latin America, there have been reforms in psychology teaching and training with attempts to implement common psychology education across different MERCOSUR countries. With such considerable changes in psychology teaching, our Division set out to explore students' attitudes towards these changes and their training overall. Our international survey showed that student associations had been one of the major source of information to undergraduate and postgraduate students concerning the changes in psychology training, particularly in Europe. Therefore, one of the aims of our Division became to provide a platform where students from different continents could discuss their classroom experience.

Our Division also hosted a number of research symposia and other research events at different



international conferences. Although student prizes have by now become a common feature at major conferences, our Division introduced a programme that would award the best student papers at the 27th ICAP in Melbourne. Together with Melbourne organizers, we introduced the *Emerging Scholars Program* to encourage and acknowledge students and early career scholars who made independent submissions for open papers to the 27th ICAP. Two students who demonstrated particular excellence in the quality of their presentation were awarded with a prize at the conclusion of the conference.

I look back on fondly at my times as a president of Division 15. It was humbling to represent students constituents at the Board of Directors and contribute to the future of our profession and discipline. Equally, it has been incredibly rewarding to see what a great division our Division 15 has become over the years. Long may it continue growing and advocating for students across the globe!

Brief Memories of My Time as President of Division 15

Luminita Patras, President of Division 15 (2014-2018)

Along the history of IAAP, students in psychology played a fundamental role by creating generations of IAAP members who meanwhile became important representatives of their community, brilliant professionals and academics. Since its creation, IAAP welcomed young members, undergraduate students and early career professionals among its members. With the establishment of a specific division created for the youngest members, the association offers more articulate and more specific opportunities addressing students and early careers.

Building on the legacy left by the previous presidents of the Division 15, for the period between 2014 and 2018, the strategy of the Division 15 has focused on four main pillars: building community by linking students, researchers and professionals; serving and supporting the community of future applied psychologists; promoting applied psychology within our professional growing networks and establishing local and regional representation.

With this vision for the four years' mandate, during the 28th ICAP held in Paris 2014, we build a team of volunteers, including students in psychology from South Africa, Brazil, France, Pakistan, Canada, Slovenia and Ethiopia, and we elected a board of the division. Four teams were created: Community Development Team, Liaison Team, Communication Team, and United Nations Support Team.

During these four years, the Community Development Team has created and implemented the "IAAP Student Ambassadors" program, attracting members from Asia, Latin America and Europe, our main focus. The communication team renewed the logo of the division, and created a communication pack for all members willing to give visibility to the association, including flyers, banners, pins. With their help, we created the first social networks for the division and for the association at large, giving visibility to



all the activities organised during this period. In the same direction, Division 15 actively supported the creation of the first website of the association. The liaison team had created an extended a database with student associations around the world and with some of them we have created long lasting collaborations. United Nations Support Team was created as a response to the need expressed by the IAAP UN team. In this sense, Division 15 has offered volunteers to support the activities of the UN team in different occasions.

Moreover, Division 15 has actively participated in a wide range of events organized by the association, or representing the association in regional and local events organised by and for students in psychology. For instance, Division 15 has organised a round table during the *International Congress of Psychology*

Brief Memories of My Time as President of Division 15 cont.

(Japan, 2016) and a debate during the *European Congress of Work and Organizational Table* (Italy, 2017). In the same line, during the *Regional Congress of Psychology* (Vietnam, 2017) Division 15 organized a round table on studying psychology in South East Asia and during the ICAP 2018 (Montreal, Canada) Division 15 was the co-organizer (together with the Canadian Student Association) of the student program during the congress.

Moreover, we built on the relationships created by the previous presidents of the division, and in 2016 a Memorandum of Understanding was signed with *European Association of Students in Psychology* (EFP-SA), and a team of volunteers has participated in several of their congresses (Portugal, 2016; Azerbaijan,

2017; Malta, 2018). We were also represented in the *Latin American Congress of Students in Psychology – COLAEPSI* (Peru, 2017), as well as in various local events where the association was represented by the ambassadors or the volunteers of the Division 15, focusing especially on the national congresses or local gathering of students in psychology (Romania, Spain, Brazil, France, Pakistan, South Africa, etc.).

Independently of all the achievements and the hard work done during this mandate for the Division 15, the most important legacy of a leader is the empowerment of their team to become future leaders. And under their leadership, the future of the Division looks bright!

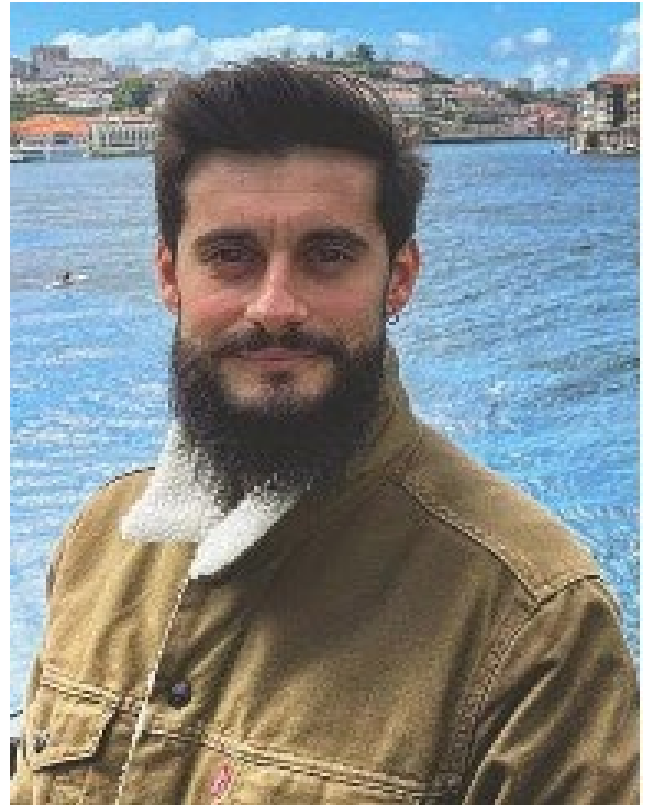
Lessons Learnt Thanks to Psychologists From Around the World

Pedro Altungy, President of Division 15 (2018-2022)

My name is Pedro Altungy. I am the former president of Division 15, and it is an immense pleasure to have been invited to contribute in this current special issue of the APAW, dedicated to students and early career psychologists. My first words are of gratitude to the IAAP BoD, for their constant support and for their dedication to the development of the future generations of psychologists.

Currently, I am about to defend my PhD thesis, and I work in the Universidad Complutense of Madrid, as an associated professor. And something I would like to make clear is that, where I am today, have been partially possible thanks to all the thrilling and inspiring experiences I've been lucky to live during the past four years, as the president of IAAP Division 15, one of the most important (and the oldest) Psychology Associations in the World. I would like to share with you the lessons learnt, how they have changed and expanded my way of understanding our discipline and profession, how much I have learnt thanks to being in contact with psychologists and psychology students from all around the world and, also, I would like to share with you the challenges I consider we may face in the future.

But, before all this, let me tell you how this life-changing trip began, hoping that my experience may show that, being an active part in the construction of the future of applied psychology, is not only possible, but more accessible and feasible than you may be thinking right now. I started my involvement in IAAP in 2016, when I first joined the association. I soon got involved with Division 6, the one focused on Clinical and Community Psychology. As it happens nowadays with all the different IAAP Divisions, Division 6 was looking for psychology students who may be interested in collaborating with their activities. I contacted the president and, as a result, I began to participate in the edition of its newsletter and its website content. I didn't know back then, but this was



one of the decisions that have had a greater impact in my life, both at a professional and at a personal level, and you will discover why very soon. During my time in Division 6, I had the opportunity to meet great psychologists from every corner of the world, and all of them were an incomparable source of inspiration for me, as I was able to directly speak with them and **know first-hand more about their works and researches**. All that, helped me through my last years as Master's student, and a lot of what I learnt within Division 6 was reflected in my thesis at its end.

Thanks to all the experience gained in Division 6, I had the chance to run for the Division 15, 2018 elections. And, you know what? I had the incredible fortune of being elected its President. What a moment it was! I couldn't believe it. There I was, being only 25 at that moment, President of the Division of an International Psychology Association. I was incredibly

happy but, as you can imagine, incredibly afraid at the same time. When the dream came true, my first reaction was: "It can't be possible. How can I be fitted for this position? I can't do it. I don't know where to start!". When I look back at these days with the perspective time gives, I realise how normal it was to feel that way. But it was the first time I had to face that feeling of insecurity. Now, I know it's normal, and I'm sure that many of you here today have felt the same in different occasions. That **feeling that you are not fitted for doing something**, and that you may fail. That's why I'm sharing this with you all, just in case you are feeling the same way now. It's a very human feeling. And a very positive one, I have to say now. It helps you realise the importance of the task you have ahead. It helps you not to underestimate the relevance of your assignments. And, you know what? Soon I discovered that my fears were not true. And that was, mainly, thanks to those who were before me in Division 15 and also thanks to the support of all the marvellous people in Division 6 with whom I had been working since then. Because, as the saying goes: "no man, or woman, is an island", and in these moments, you realise how true it is, and how good is not to be alone in the face of challenges. All the colleagues in IAAP helped me to settle in during the first weeks, and, thanks to them, I very soon started to fully enjoy the incomparable experience that I was living. That is one of the main things I want to highlight today: **the importance of working in a team, of having peer-support**. Hitherto, my only team-work experience was during my degree years, within class working teams for class presentations and similar. However, as I wanted to be a researcher and psychotherapist, I thought that, for these deeds, being part of a team wasn't that important, not that necessary. I was wrong. And that's how the second part of today's story began.

During my four years as President of Division 15, I have to tell you that I couldn't have had imagined I was going to learn so many things, that I was going to live so many life-changing adventures and experiences. Because, above all, what I have had the chance

to learn in these past four years is how relevant is to see beyond what lies immediately in front of you, to see further. And for that, our main tool is our capacity for **listening to what others have to say**. I started to discover that when I began my collaboration with Division 6, and fully apprehended it in the following years within Division 15. Until then, my only knowledge of psychology and applied psychology came from what I have learnt in my university in Madrid. I didn't have the chance to study a year abroad (an experience that, if you can do it, I strongly recommend), so little I knew about how psychology was understood, lived, practised and studied outside my country. And, now, with all the experience gathered during these years, I can definitely tell you how narrow my knowledge and understanding was by then. I thought I knew very well what psychology was but, the more I started to meet students and professionals from all around the world in Division 15 and IAAP, the more I realised I hadn't known that much really.

Through my experience in IAAP in these years, I came to know how much richer psychology was than I thought. Not only regarding my field, which is clinical psychology, but in the many different spheres of our discipline. And, even you may be thinking: "well, but what can I learn from someone in the psychology organisation field, if I'm studying to be a neuropsychologists?". I would answer you: "A great deal". As in any other science comprised by many different branches, we may run the risk of forgetting what we all have in common. Dogmatic and/or scientific isolation, misunderstandings, stubbornness and hardships for translating research into practise, they all have something in common: lack of willingness to listen to what others have to say. At the end of the day, we all are psychologists, and what we have in common is more than what makes us different. But this is a lesson difficult to learn or realise when you don't have the chance of meeting new people, psychologists and psychology students who, most probably, will have different perspectives, ideas, backgrounds but which, precisely, it is what enriches us the most. And that's why belonging to an international association

such as the IAAP provides you with this incomparable chances to do this. Until the last years, it is true that a good deal of this exchange of ideas was not as easy as it is nowadays, as communication channels hadn't been that much developed. However, IAAP has learnt how to take advantage of the new technologies available, being an innovative association in that regard. And students and early career psychologists have collaborated in making this possible. A very good example of this is precisely the Early Career Marathon. Ten years ago, a 24th international congress with participants joining from every corner of the world without having to spend a lot of money in traveling would have been a crazy thought. However, here we are. I don't want to imply with this that in-person events are now less important, rather the opposite. After the pandemic, we all have been through, we know very well the importance of physical presence. But, at the same time, opening new channels for sharing ideas and spreading knowledge has become a priority. Because, let's be honest: not everyone can afford traveling to the other side of the world for assisting to a Congress. Technology, used with good intentions, help us in democratising our organisations, making widely accessible what, before, was almost impossible for those who lacked the economic resources. And lack of money doesn't mean at all lack of good ideas, of awesome knowledge, of fantastic initiatives to learn from.

This is one of the main challenges that, in my opinion, we should address in the years to come. If we carry out a research on Google Scholar, Pubmed or PsycArticles, we will see that the vast majority of papers come from Western Institutions (and, consequently, from Western people). Does it mean that **psychologists from Asia, Latin America, Africa or Oceania** are not as good? That they don't have enough experience? That they go "behind"? Not at all. There's no better way of rejecting these completely biased and mistaken ideas than observing the incredible quality of all the presentations we have watched this year during the ECM, presentations made by students and early career psychologists from the five

continents. Where you live, where you have studied, that says nothing about the quality of the experience and ideas. I would say that it's rather the other way around. If people from low-income countries are able to carry out such amazing researches and initiatives in applied psychology (some of which we have seen during the ECM), just imagine what they could do if they had the same access to research resources as the ones existing in most Western countries. Thus, I think that from the world of psychology, we must keep on working in taking down those barriers that still remain. And one great step to do so is by providing easy access to international events, such as the ECM, to everyone, no matter where they are or their circumstances. As I said before, I think we must keep on improving our skills as listeners but, for that, space for making the voices heard are needed. In this regard, I have to say that, in my experience, Division 15 is an exceptional place for this. I have been very lucky to work beside people from Canada, North Macedonia, India, Pakistan, Brazil, France, Panama or Uganda (just to mention a few) and there's something I have learnt from this: **there are no completely universal truths in the field of psychology**. That statement may astonish some of you, but let me explain what I mean with it. And for that, let's give a little of historical background for getting a better understanding.

In Europe, the XVIIIth century marked the rise of reason above all the creeds and tenets which hitherto had been the cornerstone of social beliefs and mindsets. Reason was conceived as the ultimate goal towards which mankind should aim. The Enlightenment was characterised by this goal, and sciences started to follow that path too. All scientific disciplines started to look for universal truths, using the scientific-method to do so. That continued throughout the XIXth and the XXth century, and it helped humanity to achieve an unmatched level of development and knowledge in fields such as Maths, Physics, Biology or Medicine. You may be wondering right now: "that's great Pedro but, how is this all connected to Psychology, and why this presentation suddenly looks like a History class?". And you are completely right in wondering

Lessons Learnt Thanks to Psychologists From Around the World cont.

it. But this brief historical review was necessary in order to understand where (and when) Psychology, as a discipline on its own, was born. The emergence of Psychology as an independent branch of scientific knowledge may be traced back to the last decade of the XIXth century, and it was firstly developed by medicine professionals. Many of the founders of our discipline had studied medicine: Charcot, Freud, Pavlov or William James for instance. Thus, they couldn't help but conceive that, the same way that Physics had discover universal and objective truths such as Gravity or the speed of light, Chemistry had discovered the composition of matter, or Biology had discovered that our brain was formed by millions of neurons, so Psychology could discover universal and unalterable truths. There was however a bias in this perspective, a bias that still lives among us nowadays: anything related to the study of the human character is, by definition, subjective. It's true that the speed of light is not open to debate. Hundreds of independent scientific experiments have proved its value. It's not a matter of opinion. It is a fact. However, is there anything similar in our discipline, in psychology? I really doubt it. Watch out, I'm not saying, for example, that conditioning isn't real or that emotions are not universal. They absolutely are. Nonetheless, their implications and consequences are not universal nor unalterable. No matter how hard I may try, I cannot alter the speed of light. Can I say the same of the implications of being happy? Or the consequences of conditioning someone? Can I state that social reinforcement works equally in an individualistic society as in a social one? Does sadness have the same implications for everyone? For sure, there are things that we all have in common, but there are others that make us unique. And, in this regard, having a cultural-conscious perspective is essential. That a certain team dynamic in Spain help creating a more supportive environment in a company doesn't mean that it can be directly translated into another organisation in Egypt. Or that the specific manifestations of a psychological disorder, let's say, PTSD, will show the exact same pattern in Canada and in Afghanistan (average speaking, of course).

This reflection brings me directly to another lesson I've learnt these years in Division 15 and IAAP. If we really want to increase our knowledge of how humans work at a psychological level (no matter in which branch of our discipline), **cross-cultural research and applied practise is a must**. I have just been highlighting the importance of taking into account the differences existing between environments and/or cultures, and how they must be addressed and taken into account. Nonetheless, if this is important, it is just because, if we want to really get a better understanding of our *psyche* works, we can't just pay attention to some pieces of the whole puzzle. And there's where the cross-cultural approach enters into action. And, again, listening is the key. It would certainly be quite pretentious to go to another place believing you know better how things work there. Unfortunately, that's precisely what we've seen in the past, and what, in my opinion, we should avoid in the future. I'm not saying with this that a Polish psychologist can't go to Indonesia for carrying out a neurorehabilitation program for people who have suffered a stroke. Of course it would be great indeed. What I want to highlight is that, this Polish psychologist in this example, in order to implement his/her program, first of all, should talk with those Indonesian professionals who work with that population, knowing their particularities, their cultural background, their perspective on psychology or rehabilitation, and then, integrate all these aspects in his/her original program. Because, maybe in Poland, patients are accompanied only by their closest relatives in the rehabilitation process but, in Indonesia, more members of the community are always involved. This is just an example for showing how important is not to think one has all the answers just because something has proven effective or useful in one specific part of the world. And the more we try to cross-culturally replicate our findings, the closer we'll be to finishing the puzzle that our human mind is.

It's true that sometimes the main obstacle for cross-cultural research and practise is how you replicate it in other parts of the world. How you can get access to that. Well, is it really that hard to do? Not

Lessons Learnt Thanks to Psychologists From Around the World cont.

that much if you are able to be in contact with people who also work in your same field and live thousands of kilometres away. And that's what I discovered it was possible in IAAP. As an example, I will say that thanks to it, I'm currently working with a multicultural team with people from seven different countries. The same applies for the IAAP ARTS program (I encourage you to take a look on the information about it on this APAW issue). This exemplifies the importance (and necessity) of international psychology, and international organisations which host all this.

Last, but not least, I wanted to finish my presentation highlighting something I've realised in these years, and that unfortunately, many times got unnoticed: **the importance of students and early career psychologists.** And it may be because I belong to this group, but I think it is fundamental to emphasize their importance in building the future (and present) of psychology. I just discussed the importance of cultural consciousness in order to get a whole picture of how our mind works. Well, I think that the same applies for social changes as a result of technological and cultural advances. For instance, I have to admit that, even though based on my age I can be considered as a native of social media, I feel completely lost with the new tools and apps that keep on appearing, or with how now people in their 18s use online games for socialising (I mean, there are now professional videogames players who make fortunes in international tournaments – none of my friends when we were 18, and I'm 30 now, could have imagined such a thing, not to mention people from my parents generation). My point here is that, if I'm a sport psychologist who wants to work with these gamers, I would directly ask my undergraduate students for guidance, because they will know so much better than me how that world works. Or if I want to develop a drug consumption program for teenagers, most probably the first thing I'd need to know is to find out what platforms they use nowadays for getting information, for communication. Honestly, I'd need help from young psychology students for knowing that. I would need them for understanding how TikTok works and how could we use it for our

prevention program. I know how Twitter or Instagram work, but TikTok? That's too new for me (and, again, I'm only 30). Another example of this. Recently, I was designing a research with the international team I mentioned before. They are all in their early 20s. The survey we had prepared took around 30 min to be completed. Personally, I was very happy, because I thought: "Great, we managed to include all the questions and tasks in a 30 min survey. That's great!". My happiness didn't last very much. The team told me that if we wanted to have a decent sample size, we needed to make it shorter. I was puzzled. 30 min is too long? I remember participating in studies which lasted for more than an hour, and seemed ok. But then, they explained to me that, due to the rise of Twitter and Instagram, attention span of people is reducing. And indeed, there are already many papers that show this effect. So, thanks to their experience (because yes, there are things for which you don't need to be 70 to have the highest experience), we reduced the length of the survey and we are getting plenty of replies. All these are just some examples for stressing how important for psychological research and practise, not only trying **to have cross-cultural teams, but also cross-generational ones**, as everyone has some exclusive experiences that should be taken into account.

I have to say that IAAP has always bet both for a multicultural and for a cross-generational approach. Division 15 has always had a lot of support from all the other IAAP Divisions and its BoD, and I didn't want to finish my words without recognising this fact. Because, even though it's something we may feel couldn't be any other way, the truth is that it's not that common everywhere.

I hope my experiences and the lessons I learnt in these years from IAAP have been of interest to you and may help you in your professional development. I hope to meet you all in the years to come, in any of the many different thrilling activities that IAAP will keep organising. And, until then, remember: you are the future of psychology. Make it happen!

Early career psychologists and psychology students paving the way towards international applied psychology

Marija Davcheva , President of Division 15 (2022-2026)

As of June 2022, IAAP Division 15 includes both early career psychologists and students. This change was brought by the necessity for integration of students and early career psychologists in one division and enabling a smoother communication and collaboration between its members. In fact, IAAP has highlighted the value of early career members and psychology students for advancement of international applied psychology and has been actively providing various opportunities for their involvement.

The start of the new mandate 2022-2026, brought the potential for restructuring of Division 15 board and planning its activities and initiatives. First, the Division 15 members elected Marija Davcheva as the new President who is leading the division through the challenge of paving the way towards international applied psychology. Second, additional members of the new Division 15 board were selected: Pedro Altungy as Past President (Spain); Stephanie Racine Maurice as Vice President (Canada), Monique Arantes Guimarães as Secretary of communication (Brazil), Ana Kraljevic as Ambassador for Europe (Croatia); Gabriel Medianero Araúz as Ambassador for Latin America (Panama); Rayna Sadia as Ambassador for Asia (Pakistan) and Jennifer Namutebi as Ambassador for Africa (Uganda). Third, the division members met to discuss the future initiatives of the Division 15. During this meeting the Division board 15 decided to implement a members' survey in order to better understand the needs of its members and thus plan its activities according to those needs. These activities will be aligned with the division's mission to promote and support a network of students and early career psychologists who share a common interest in international development, teaching, trends, applications, and research in applied psychology.



Division 15 continues to base its activities on both internal and external collaboration. Regarding internal collaboration, Division 15 is one of the most numerous divisions in IAAP. Given that its members have an interest in a wide range of psychology areas, Division 15 has a potential for new fruitful collaborations with other divisions in IAAP but also for continuing the ongoing collaboration with various divisions. This is especially important since it allows for psychology students and early career psychologists to explore various psychology areas and disciplines and guide their professional career identity.

Early career psychologists and psychology students paving the way towards international applied psychology cont.

Regarding external collaboration, IAAP Division 15 has been actively working on establishing professional relationships and engaging in international psychology projects. One of the partners and collaborators of the division is the European Federation of Psychology Students Associations (EFPSA) whose aim is active promotion of psychology and students' involvement around Europe. Another partner institution is the Global Psychology Students Committee (GSPC) that encompasses international psychology students for more than 30 countries around the world. Additionally, Division 15 has closely collaborated with the American Psychology Association (APA). For instance, Marija Davcheva and Pedro Altungy co-hosted the online student panel in celebration of the International Day of Peace 2022. This event was co organized by the GSPC, APA Division 48 Society for the study of peace, conflict and violence and included presentations and discussions on peace research, peace education and international student collaborations.

Last but not least, some of the biggest projects of Division 15 include the ARTS Advanced Research Training Seminar and the Early Career Marathon. The ARTS project has been a wonderful opportunity to engage our early career members as team leaders of

the research teams in this project, as well as psychology students PhD or Master degree as team participants who will be gaining research competences in an international environment. Moreover, the second edition of the Early Career Marathon has been a great success with high quality presentations from both students and early career researchers. This 24 hour online marathon continues to be one of the biggest and most important projects of the division and the board is eagerly working on the preparations for next years' edition.

I am confident that with the engagement of its members, Division 15 will continue to grow as a community that brings together students, early career researchers and practitioners. As a president of the division and together with the board members, I will work towards raising awareness of applied psychology around the globe and encourage cross cultural research. By providing networking and professional development opportunities for the psychologists who are at the beginning of our careers IAAP Division 15 is paving the way for the creative and bright psychology minds in a world of international applied psychology.

Early Career Marathon Awards & Voting

First and Second Place Awards

The IAAP Executive Committee had reviewed all presentations before the event and selected two winners.

The First Place winner is **Nimrod Levin** - [*Career Indecision Types in 16 Countries and Their Prevalence from Adolescence to Adulthood*](#), from the Hebrew University of Jerusalem, Israel. He is awarded Travel and registration costs for ECP 2023 and a Young Board Observer's seat for 2023 Board Meeting.

The Second Place winner is **Giulia Sesini** - [*The affective dimension of money: a multi-methods perspective*](#), from the Università Cattolica del Sacro Cuore, Milan, Italy. She is awarded registration costs for ECP 2023 and a Young Board Observer's seat for 2023 Board Meeting.

Runner Up Awards

All IAAP members were invited to vote for the top five presentations. The three presentations with the most votes were selected and awarded two years free membership in IAAP and a Young Board Observers seat for the Board of Directors Meeting that will take place in Brighton, England, the first days of July 2023.

The 3 winners who were selected by IAAP's members are:

Pallavi Ramanathan, in recognition of an excellent presentation on the topic of: [*Reimagining Tibetan National Identity: Exploring the Contextual Features of Tibetan Refugee Identities in Exile*](#).

Ziqian Xia, in recognition of an excellent presentation on the topic of: [*Meta-analysis of Climate Change Experience and Climate Change Perception*](#).

Maria V. Zwicker, in recognition of an excellent presentation on the topic of: [*Positive Consumer Attitude and Willingness to Pay for Novel Bio-Based Plastic Bottles*](#).

CONGRATULATIONS to ALL the participants and to the five winners of the Early Career Marathon 2022!



Hospital work safety behaviour and perceived effectiveness of preventive actions: role of fatalistic beliefs

Nwadiogo Chisom Arinze, Nigeria, Dongo Rémi Kouabenana, France

Background: Hospital work situations concerning risks and accidents are very much complicated and creates a situation of uncertainty. This condition makes it difficult for workplace risk and accidents analysis and prevention. Studies revealed that individual representations such as beliefs are alternative to circumvent for lack of explanation about the causes of the events which helps to provide a feasible understanding of work accidents for an improved management and prevention.

Aim: This study investigates the role of fatalistic beliefs on the adoption of safety behaviour and on perceived effectiveness of preventive actions.

Method: Six hundred and eleven healthcare workers from both public and private hospitals in three south-eastern states in Nigeria, responded to a

questionnaire with scales measuring fatalistic beliefs, perceived effectiveness of preventive actions and safety behaviour.

Results: Our results showed that fatalistic beliefs are negatively related to adoption of safety behaviour. Also, fatalistic individuals have low perception of the effectiveness of preventive measures. An interaction analysis with age showed that the negative effect of fatalistic beliefs on perceived effectiveness of preventive actions is stronger when healthcare workers age increases. Recommendations for effective preventive actions were discussed.

Keywords: Fatalistic beliefs, perceived effectiveness of preventive actions, safety behaviour, age, accident experience

A Photovoice Study on People's Lives at the start of the COVID-19 Pandemic

Jeremiah Edward Bohol, Philippines

The invention of photography is an important point in humanity's history. It allowed us to document many of our daily experiences either precious or not. My interest in conducting this study stem from my curiosity about how people were doing at the start of the COVID-19 pandemic in early 2020. Particularly, amid the threat, danger, and uncertainty brought by COVID-19, I wanted to know what gives them the reason to continue living. To capture this goal, I deemed the photovoice method, an approach for health promotion through photography (Wang and Burris, 1997), to be the most appropriate given that many people own a smartphone. I was able to invite a total of 66 respondents in the Philippines with a mean age of 23 (SD = 4.5). 1.5% are high school graduates, 92.4% are college graduates, and 6.1% completed post-graduate education. I asked them to take a photo or find one in the photo gallery of their mobile phones that sufficiently shows their reason to live. Moreover, I also asked them to compose a 1-2 sentence caption on the photo they uploaded. The respondents uploaded their photos in the google form and submitted a short caption. The uploaded files and individual information were kept in strict confidentiality in compliance with the Data Privacy

Act (DPA) of 2012 (A law in the Philippines regulating the exchange of content via the internet). Using Nvivo 12, a software to analyze qualitative material, themes were collected from each photo as well as the captions provided. The thematic analysis found that the highest reason for living among the respondents is (1) family followed by a (2) special person and finally (3) nature. Photos and captions of the family contained several people such as parents and siblings in different locations like the house and church. This is expected given that respondents are Filipinos and that interdependence in a family unit is central to Asians. For the second dominant theme, a special person, respondents reported that this could be a partner, sibling, and child. Finally, for nature, it consists of wonderful photos and captions of natural sceneries like a beach, mountains, and sunsets. Overall, the results of the study outline key motivations of people to continue living despite the difficulty brought by the COVID-19 pandemic. The study recommends the importance of facilitating one's reason for living to improve well-being amid the raging pandemic. As Viktor Frankl (1946) asserted in his book "Man's Search for Meaning", knowing one's purpose can immensely help us to thrive.

COVID-19: Differential impact of confinement in the mental health of adults with and without children at home

Esther Cuadrado, Alicia Arenas, Manuel Moyano, & Carmen Tabernero, Spain

Background and aims. The COVID-19 pandemic and associated containment and mitigation measures, like the forced confinement of the population, have threatened people mental health. During the confinement resulting from the COVID-19 pandemic most parents adopted the role of prime driver of the learning process of their children. Nevertheless, as far as we know, no investigation has studied the potentially different impact of social isolation measures in individuals without children at home and individuals with children at home. This study examined the impact of homeschooling in a Spanish context due to a stay-at-home order on the mental health outcomes of people, and particularly of parents with school-age children. Specifically, the main objectives were (1) to compare the differential impact of COVID-19 confinement on mental outcomes (loneliness, anxiety, and stress) in individuals without children at home and in parents who spent little versus more time on homeschooling; and (2) to explore the role played by loneliness and appraisal of discomfort due to homeschooling (perceived lack of social support due to homeschooling and homeschooling stress) in the rates of stress and anxiety of parents during confinement.

Methods. A retrospective cross-sectional and correlational design was applied through distributing anonymous online questionnaires. Due to the specific conditions at the time of the study, sampling was non-probabilistic, via snowball sampling. About 4–6 weeks after the starting point of the confinement situation the researchers shared a link to an online questionnaire among their social networks and with different associations of parents of students throughout Spain. Informed consent was obtained, and the study was conducted in accordance with the Declaration of Helsinki. The sample consisted of 400 participants residing in Spain during the study period. Depending on whether they had children living

with them and whether they were involved with homeschooling during this time, the sample was divided into three groups: Group 1 (G1) comprised 165 individuals without children at home during this time; Group 2 (G2) comprised 104 individuals with children at home and who spent little or no time on homeschooling (1 hour or less per day); and Group 3 (G3) comprised 131 individuals with children at home and who spent more time with homeschooling (2 hours or more). The assessed measures were (1) the appraisal of discomfort due to the homeschooling experience, with two factors: lack of social support due to homeschooling and homeschooling stress; (2) loneliness; (3) stress; and (4) anxiety. The loneliness, stress and anxiety validated scales were completed twice by participants in the same questionnaire: they responded by expressing the extent to which they felt lonely, stressed, and anxious both before confinement (i.e., first) and at present during confinement (i.e., second).

Results. The results of the Repeated Measures Analyses have shown that mental health of all individuals was threatened by confinement (for the general sample significant changes were found between before and during confinement for each of the studied variables). Moreover, individuals with children at home and who spent more time with homeschooling showed the highest levels of loneliness, anxiety, and stress increases. In the same way, the ANOVA performed showed that the perception of lack of social support due to homeschooling and the homeschooling stress were higher in people who dedicated more time to homeschooling (G3) than in people who spend little or no time on homeschooling (G2). Finally, both the Linear Regression Analyses and the Multigroup Structural Equation Modelling provided evidence for the explanatory role of the studied variables on anxiety and stress. Competing explanatory models for G2 and G3 were examined by performing

COVID-19: Differential impact of confinement in the mental health cont.

and comparing different nested and non-nested multigroup path analyses. The results confirmed that loneliness, the perception of discomfort due to homeschooling, and anxiety increased the stress levels suffered during confinement. Moreover, the perception of discomfort due to homeschooling was particularly relevant in explaining the levels of anxiety and stress of G3 participants.

Conclusions. The results provide evidence for the impact of confinement on mental health, with the rates of all the studied variables found to be significantly more elevated during than before confinement. Moreover, the results have shown that mental health of parents who spent more time dedicated to homeschooling was particularly threatened. However, regarding anxiety and stress, no differences were found between people without children at home and those with children at home who spent little time dedicated to homeschooling. Moreover, the results suggest that parents who dedicate more time to homeschooling feel more unprotected and stressed due to homeschooling compared to Group 2. Thus, the results were congruent with the argument that

forced homeschooling dedication could act as an additional stressor for parents.

Additionally, loneliness, perception of discomfort due to homeschooling, and anxiety exacerbated the stress experienced during confinement. Also, discomfort due to the homeschooling situation was especially relevant in explaining anxiety and stress for G3 individuals. These results highlighted the potential relation between forced homeschooling and the negative consequences that confinement has on mental health.

In practical terms, healthcare professionals, Government and schools must pay attention to parents who dedicate more time to homeschooling during confinement, and emphasize social support given to families.

Keywords: loneliness, anxiety, stress, perceived social support provided by school staff, homeschooling stress, COVID-19

Sensemaking in the COVID - 19 pandemic and affective well-being at work: the mediator role of post-traumatic growth

Marija Davcheva, Vicente González-Romá, Ana Hernández, Inés Tomas, Spain

The Covid 19 pandemic has been considered a traumatic event that has taken a toll on employees' well-being. However, some scholars have suggested that COVID-19 can have positive effects on employees' well-being via post-traumatic growth (the transformative positive change that occurs as a result of a struggle with great adversity) (Bowling & Schumm, 2021). Since the COVID-19 pandemic is particularly different than other previously studied traumatic events, there is a need to study the antecedents of COVID-19 post-traumatic growth and its potential beneficial outcomes, such as employee's wellbeing.

The objective of this study is to test the mediation role of post-traumatic growth in the relationship between sensemaking of the pandemic and affective well-being at work, specifically positive (i.e. happiness) and negative affect (i.e. tension). Particularly, we hypothesize: 1) a positive indirect effect of sensemaking on positive affect and 2) a negative indirect effect of sensemaking on negative affect.

First, based on the post-traumatic growth literature (Maitlis, 2020), we argue that engaging in sensemaking, specifically, deliberate rumination (perceiving multilateral sides of the stressful experience including value, meaning, and significance) can foster post-traumatic growth.

Second, drawing on the Conservation of Resources theory (Hobfoll, 1989), we suggest: 1) a positive relationship between post-traumatic growth and positive affect at work and 2) a negative relationship between post-traumatic growth and negative affect. Employees who have experienced post-traumatic growth obtain personal strength resources. Thus, employees can use their personal strength to deal with stressful situations at work, which in turn will lead to experiencing higher positive affect and lower negative affect at work.

To test our hypotheses, we used a sample of 158 employees (53% men, mean age = 37 years, $SD = 10$). A time - lagged design was implemented in which data was collected at three time points separated by 3 months (April, July and October 2021). All employees maintained the same job throughout the study. All variables were measured by previously validated scales and showed good reliability. A latent structural equation modelling was conducted in Mplus 8 and the indirect effects were tested using bootstrap.

The results showed a good model fit (RMSEA = 0.065; CFI = 0.973; SRMR = 0.045). As expected, sensemaking was positively related to post-traumatic growth (.50, $p < .01$). Post-traumatic growth was positively related to positive affect at work (.29, $p < .01$) and negatively related to negative affect at work (-.23, $p < .05$). The indirect effect of sensemaking on positive affect at work via post-traumatic growth was positive and statistically significant (IE = .14; CI 95% = [0.025; 0.363]). The indirect effect of sensemaking on negative affect at work was negative and statistically significant (IE = -.11; CI 95% = [-.0389; -0.002]).

Our results show the importance of sensemaking as an effective strategy for employees to undertake during traumatic happenings such as the pandemic, since it can foster affective well-being at work via post-traumatic growth.

Keywords: sensemaking, COVID-19 pandemic, post-traumatic growth, affective well-being, employees

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Depression and Other Risk Factors of LGBTIQ People Underwent Conversion Therapy: A Comparative Study

Gankhishig Ganbold B.S, Mongolia

Background

Until 1992, topics such as gender identity and sexual orientation were closed topics and there was a lack of knowledge and information in Mongolia. In recent years, the world has focused on protecting human rights around the world, especially in the area of international human rights.

Recognizing human sexual orientation as innate and multifaceted, the American Psychological Association officially removed gay sexual orientation from the mental illness category in 1973, followed by the American Psychological Association in 1974 and the World Health Organization (WHO) in 1990. It also declared that homosexuality is not a mental illness, as it is an innate and inseparable part of human nature. It is also scientifically recognized that sexual orientation is not something that can be chosen voluntarily (B. Alungoo, 2019).

The UN Human Rights Committee, which oversees the implementation of the International Covenant on Civil and Political Rights, first stated in 1994 that the term "gender" includes the concept of sexual orientation, which is an expression of human love and sexuality. In the 1990s, discrimination and violence based on the gender identified as major human rights violations and should be stopped stated in the pact by The United Nations.

There are a lot of laws, regulations, and documents protect the rights of LGBTIQ people. However, there are still concerns that LGBTIQ people are considered "mentally ill", subject to discrimination and violence. Due to these issues, there is a need to study the psychological state of LGBTIQ people.

conversion therapy (reparative therapy); Conversion therapy is all professional and non-professional attempts to change a person's sexual orientation, gender identity, and gender expression. conversion therapy is the process of changing a person's sexual orientation to heterosexual. For example, it could be an attempt to change someone's sexual orientation from lesbian, gay, or bisexual to heterosexual. This may include changing the person's gender expression (for example, requiring the person to behave more masculine or feminine) or attempting to reduce or eliminate the person's romantic interests and feelings. Proponents of conversion therapy believe that sexual orientation, gender identity, and gender expression can be "cured". In 2007, the American Psychological Association conducted a detailed study of the effects of conversion therapy. The conclusion was that trying to change one's sexual orientation was unscientific. In short, conversion therapy is considered ineffective and is said to be psychologically and physically harmful to LGBTIQ people. Feelings of guilt, shame, despair, hopelessness, low self-esteem, social isolation, self-loathing, and feelings of worthlessness increase with depression, suicidal ideation, and sexual risk behaviors (Association, 2009). A 2018 study by the Canadian Family Acceptance Project found that people hide their sexual orientation and avoid talking about their gender after undergoing conversion therapy (Argue, 2018). In addition, the code of ethics of the American Psychological Association prohibits this treatment because it is not scientifically proven.

There is a lot of research on LGBTIQ people internationally, but very few studies in Mongolia. Therefore,

the aim was to study the level of depression and other risk factors of LGBTIQ people undergoing conversion therapy. Other risk factors include, according to APA, the most common in LGBTIQ people undergoing conversion therapy; intentional self-harm, attempted suicide, substance abuse, and sexual risk behavior. For substance use, tobacco use, alcohol and alcohol are considered.

Recently, in 2020, a study was conducted on the anxiety of LGBTIQ people. However, no research has been conducted on LGBTIQ people involved in conversion therapy, which is a novelty of the study. This research can also be used to further study the psychological state of LGBTIQ people, and is of practical importance in providing information to psychologists who work with LGBTIQ people.

The current situation of LGBTIQ people in Mongolia

The Constitution of Mongolia and the international treaties to which Mongolia is a party protect all human rights and freedoms residing in the territory of Mongolia. The rule of law should be a fundamental principle of state activity. The Constitution guarantees everyone the right to equality before the law and the right to freedom of expression. With the establishment of the LGBT Center in 2007 and a focus on human rights-based approaches, LGBTIQ rights have expanded. According to a 2014 study by UNDP and IDA in Mongolia as part of the 'LGBT in Asia' initiative in Mongolia, more than 80 percent of LGBTIQ respondents hide their sexual orientation from their colleagues (N. Anaraa, 2013). He also noted that Mongolia was the first country in Asia to include the issue of LGBT in the school curriculum in 1998, but that teachers rarely taught the subject, and the quality of teaching was poor. The majority of LGBTIQ students surveyed felt that schools were not a safe place to disclose their sexual orientation (UNDP, 2014). A quarter reported that they had experienced discrimination and stigma. Eighty-seven percent of LGBTIQ respondents said they hide their sexual orientation, gender identity and gender identity from family

and close relatives. Research has shown that some LGBTIQ people are reluctant to marry people of the opposite sex due to social pressures (UNDP, 2014). In 2016, the Mongolian LGBT Center conducted an assessment of the situation of LGBTIQ people. The survey was conducted through a series of one-on-one interviews and a series of focus group discussions with children and adolescents in Mongolia. 79% of LGBTIQ respondents experienced discrimination and stigma in some way, and 45.16% experienced discrimination, violence and stigma at home. According to the 2019 report of the Mongolian LGBTQ Center, the experience of a woman undergoing conversion therapy was shared. It describes how human rights were violated and the psychological state was unstable (Center, 2019).

Methods

The survey process lasted a total of 5 weeks and involved a total of 51 participants. A total of 15 participants were interviewed in person at the LGBT Center through a depression assessment questionnaire and one-on-one interviews. Due to the lockdown, the survey was conducted online and covered the remaining 36 participants through programs such as google form and google meeting. Anonymity and video were used to disclose participants' personal information.

The survey was first conducted and 24 questions were asked. In the middle of the interview, questions were asked differently about those who received conversion therapy and those who did not receive conversion therapy, depending on whether they had received conversion therapy and were included in the appendix. Interview questions were asked about whether they had come out whether they had received conversion therapy, and depression and other risk factors. Other risk factors include intentional self-harm, suicidal ideation, substance abuse, and sexual risk behaviors. Tobacco use and alcohol are considered. Participants who answered that they had received conversion therapy were also asked about the duration and frequency of conversion therapy. The

Depression and Other Risk Factors of LGBTIQ People Underwent Conversion Therapy cont.

face-to-face interviews usually lasted 40-50 minutes, while the online interviews lasted 20-30 minutes.

After the interview, Aaron Beck's depression questionnaire explained and filled it out. Aaron Beck's Depression Questionnaire was first written in 1961, and revised versions were published in 1978 and 1996. The questionnaire also asks about feelings and symptoms in the last 2 weeks. The questionnaire consists of a total of 21 questions, two of which have two double questions. It usually takes 5-10 minutes to complete the questionnaire.

Cronbach's Alpha	N of Items
.945	23

Table 1. Reliability of the depression survey questionnaire

This depression questionnaire was taken from a total of 51 people, and the coefficient was .945 to determine the reliability using SPSS 26.0. Therefore, it is concluded that the reliability is high.

Findings

A total of 15 positive and negative feelings were shown to the participants in the conversion therapy and they were asked to share how they felt when they went through conversion therapy. The most chosen have chosen a sense of despair after conversion therapy

Forty-six percent of those who received conversion therapy reported an increase in depression as a result of conversion therapy.

Sixty-two percent of the participants in the conversion therapy reported an increase in substance use as a result of the conversion therapy.

Thirty-one percent of the participants in the conversion therapy reported that the conversion therapy increased their thoughts of intentional self-harm.

Results of a qualitative study of LGBTIQ people went through conversion therapy

Outcomes of conversion therapy supervised by psychologist

Of the 13 participants in the conversion therapy, 6 participants received conversion therapy under the supervision of a psychologist. The experience of these six participants with psychologists suggests that these psychologists did not have sufficient knowledge of sexual orientation, gender identity, and expression.

Participant A, 23 years old (lesbian): «Psychologist told me that I tuned out to be like this because I was hurt by my ex-boyfriend, so it'll be okay when I have a good boyfriend in the future. Psychologist told me that when I get older and marry someone, you will have a baby.» Many psychological associations and organizations around the world have a code of ethics against this conversion therapy and do not accept it (Ariel Shidlo, Micheal Schroeder, & Jack Drescher, 2001). It still continues to cause physical harm. Among the psychological counseling given to the participants were:

Participant Y, 23 years old (lesbian): «Try dating a man, because you've never been in a relationship before.»

Participant E, 29 years old (gay): «The psychologist told me that before the age of 20, sexual orientation changes and we talked for almost 3 days and 2-3 hours.»

This suggests that some psychologists believe that it is possible to change sexual orientation, and that there are still attempts at treatment and counseling to change it. Therefore, Mongolian psychologists need to expand their knowledge of sexual orientation, gender identity, and expression in accordance with their professional ethics, and gain experience working with LGBTIQ clients.

Outcomes of conversion therapy supervised by religion leaders

Religion is a human right, but in some cases parents have been pressured to change their sexual orientation, gender identity, and expression through religious or missionary work. During the interview, his beliefs were weakened by pressure to criticize and change his sexual orientation, even though they had a religion of his own. According to participants:

Participant B, 20 years old: «I think my sexual orientation is a sin when I'm in a church.»

Participant D, 24 years old: «My clothes and belongings were burned after the the shaman told my parents to do it. The shaman said this ritual will help me to get better.” he said.

Outcomes of conversion therapy supervised by parents.

When parents are told about children's sexual orientation, gender identity, and expression, most are negative and try to change. Sometimes they don't realize that that effort puts pressure on the child.

Participant B, 22 years old: “The face cream I applied for a while smelled very different. So I thought it has expired, and I threw it all in the trash ... and then my mom told me that she secretly put a solution that supports the hormone that makes the human body physiologically feminine into what I use.”

Participant L, 19 years old: “When my parents found out that I had a girlfriend and was interested in a woman even though I am a woman, they forcibly tried to make me date a son of my father's friend.”

Participant M, 23, said: “When my mother found out I was bisexual, she took my phone and didn't let me go out. Then he collected my tomboy clothes and burned them. ”

During the interviews, LGBTQ people often told their parents that they were afraid to come out and were afraid of being ignored if they come out. This can lead

to feelings of shame and despair, hiding one's sexual orientation. This further leads to the use of LGBTIQ substances, suicidal ideation, attempts, and sexual risk behaviors. That's why it's important for parents to be aware of their sexual orientation, gender identity, and expression.

Conversion therapy and depression

Participating in conversion therapy increases the likelihood of depression due to high self-esteem and internal conflicts. During the interview, many participants said that they are depressed because they have a lot of feelings of rejection, disapproval, and rejection because others think that they must change.

Participant B, 22 years old: “My relationship with my parents deteriorated and I didn't want to go home. At the same time, my depression increased. ”

Participant J, 21 years old: “After therapy, I became more vulnerable. When I really need to change, when I think it's possible, I get angry and cry all night, and I cry for no reason because of the past.”

Participant B, 22, said: “When I thought couples were supposed to be a man and a woman, I saw myself as a pervert. Even in my prayers, I prayed that a child like me would never be born again. ” shows how much conversion therapy can affect depression.

Conversion therapy and substance use

Substance use includes tobacco and alcohol use. During the interview, the common response of the participants was that the use of the substance increased due to anger, lack of self-awareness and stress. Participant G, 27 years old, «Then, after meeting with a psychologist, he realized that he would never fit into the life his family imagined, and he started smoking.» Participant E, 21, said, “When my sister didn't support me coming out, she smoked a lot. Even though she was a minor, she started drinking alcohol and beer. ”This suggests that attempts to of conversion therapy may increase substance use.

Conversion therapy and sexual risk behaviors

Participant B, 22 years old: «Even though i knew my sexual orientation, i had unprotected sex with someone other than my sexual orientation.» he said. In one case, a gay man allegedly engaged in risky sexual behavior because he was being persuaded by a psychologist and his parents to stay away from other men while undergoing «conversion therapy.» Participant J, 20, said: “It was the first time I had had unprotected intercourse with a woman after receiving therapy. I think it’s because the psychologist said he should do it when he wasn’t attracted to a woman in any way.” he said. This suggests that attempting conversion therapy can affect sexual risk behaviors.

Conversion therapy and substance use

Substance use includes tobacco and alcohol use. During the interview, the common response of the participants was that the use of the substance increased due to anger, lack of self-awareness and stress. Participant G, 27 years old, «Then, after meeting with a psychologist, he realized that he would never fit into the life his family imagined, and he started smoking.» Participant E, 21, said, “When my sister didn’t agree, she smoked a lot. Even though he was a minor, he started drinking alcohol and beer.” This suggests that attempts to transform LGBTIQ people into «treatment modifiers» may increase substance use.

Conversion therapy and sexual risk behaviors

Participant B, 22 years old: «Even though he knew his sexual orientation, he had unprotected sex with someone other than his sexual orientation.» he said. In one case, a gay man allegedly engaged in risky sexual behavior because he was being persuaded by a psychologist and his parents to stay away from him while undergoing «conversion therapy.» Participant J, 20, said: “It was the first time I had had unprotected intercourse with a man after receiving treatment. I think it’s because he said he should do it when he wasn’t attracted to a woman in any way.” he said. This

suggests that attempting to transform an LGBTIQ person into a conversion therapy can affect sexual risk behaviors.

Conversion therapy and the thought of intentional self-harm

The most common response during the interview was, «I hated myself for not being able to change, and I thought I was punishing myself for not accepting myself.» Participant D, 24 years old: “It used to hit the wall a lot, and i still do. I was so angry that I couldn’t change myself.” Participant E, 21 years old: «When I met a psychologist and had a hard time accepting myself, I cut my arm.» Another disadvantage of conversion therapy is that it can lead to intentional self-harm by increasing feelings of self-hatred and worthlessness.

Conversion therapy and suicide attempts

Participant Yo, 23, said: «The psychologist made me feel like a rabbit with horn, and even though I knew I wasn’t alone, I felt very guilty for my family.» It is not uncommon for people to feel that their sexual orientation is unhealthy as a result of conversion therapy. This further increases the likelihood of more harmful consequences.

CONCLUSION

A total of 51 people between the ages of 18 and 44 were surveyed on the level of depression and other risk factors for LGBTIQ people who received conversion therapy. All participants were interviewed and surveyed by Aaron Beck on depression. Conversion therapy is any professional or non-professional attempt to change a person’s sexual orientation, gender identity, or gender expression. The following conclusions were drawn from a study of the level of depression and other risk factors in LGBTIQ people involved in conversion therapy.

The hypothesis that LGBTIQ participants in conversion therapy had higher levels of depression was rejected, as well as the fact that Aaron Beck’s

Depression and Other Risk Factors of LGBTIQ People Underwent Conversion Therapy cont.

“depression rate” survey assessed the situation over the past two weeks. The argument that there is also assumed to be influenced.

The average depression score of LGBTIQ people was higher, regardless of whether they received conversion therapy or not. We assumed it could be due to a number of factors, including discrimination, intolerance, sexual orientation, and social pressure.

Participants who received conversion therapy were under pressure and persuasion from family and others, not of their own volition.

46 percent of people who received conversion therapy, their depression rate increased, 62 percent of people who received conversion therapy had increased substance use, 33 percent of people who received conversion therapy had increased sexual risk behaviors, and 31 percent of people who received conversion therapy had increased thoughts of intentional self-harm.

LGBTIQ recipients of conversion therapy are more likely to experience feelings of despair, which can be psychologically detrimental. In addition, psychologists who did conversion therapy believed that sexual orientation could be changed. This suggests that psychologists need to know how to communicate with LGBTIQ clients and about sexual orientation, gender identity, and expression.

This study shows that conversion therapy is still practiced in Mongolia, both overtly and covertly, and that it is psychologically and physically harmful to LGBTIQ people, based on interviews with 13 participants. In conclusion, conversion therapy do not lead to any results in the treatment of LGBT people, but rather to psychological and physical harm. Attempts to change the sexual orientation, gender identity, and orientation of LGBTIQ people are unscientific and violate human rights. In the future, we need to have accurate information and knowledge about sexual orientation, gender identity and gender expression.

More Green Than Gray? Toward a Sustainable Overview of Environmental Spillover Effects: A Bayesian Meta-Analysis

Sandra J. Geiger, Cameron Brick, Ladislav Nalborczyk, Anna Bosshard, & Nils B. Jostmann, Austria

In response to climate change, interventions have been implemented to encourage sustainable behavior. Such interventions may not only promote the target behavior but also increase (positive spillover) or reduce (negative spillover) non-targeted outcomes. This pre-registered meta-analysis integrated the experimental research on environmental spillover to update a previous meta-analysis (Maki et al., 2019). Database searches in several languages supplemented by searches to retrieve unpublished literature yielded 63 aggregated effect sizes from 38 studies and 29 articles ($N = 26,613$ unique participants). A three-level Bayesian meta-analysis provided weak support for no spillover on intentions and strong support for no spillover on behaviors. If spillover was present, it would likely be small and positive for intentions, $\delta = 0.15$, 95% CrI [-0.01, 0.31], but negligible for behaviors, $\delta = 0.01$, 95% CrI [-0.13, 0.16]. Positive spillover was most likely when interventions were autonomy-supportive (very strong evidence),

provided a rationale (moderate to strong evidence), did not use financial (dis)incentives (weak to strong evidence), and addressed normative (extreme evidence) or a combination of normative and personal gain goals (strong evidence). Spillover was similar across research settings (moderate evidence) and partly across samples (weak to moderate evidence), which may suggest generalizability. To set standards for robust spillover research, we developed the Power-Reporting-Open science (PRO) guidelines. The Bayesian approach allows for robust conclusions and continuous updating with new evidence. We hope that this supports future revisions toward a sustainable overview of robust and high-powered spillover studies that independent researchers can easily update.

Keywords: spillover, pro-environmental behaviour, conservation, Bayesian, meta-analysis, open science

The Competing Values Framework: a taxonomy for organizational climates?

Marius Hafstad¹, Cato Bjørkli¹, Trond Myklebust², & Knut Inge Fostervold¹, Norway

The competing values framework by Quinn and Rohrbaugh (1983) has been applied within a variety of settings such as organizational culture (Hartnell et al., 2011), leadership (Denison, Hojiberg, & Quinn, 1995), organizational change (Hoojiberg & Petrock, 1993) and lately in organizational climate (Beus et al., 2020; Schneider et al., 2013). Beus et al. (2020) suggests the framework can be used as a taxonomy for organizational climate research in a similar manner as the Five Factor Model for research on personality.

The need for a taxonomy has been explicated after research on organizational climate have become fragmented. The fragmentation of the field has largely been driven by the escalation in proposals of “climates for something” (Beus et al., 2020; Kuenzi & Schminke, 2009), suffice is to mention climate for service, climate for safety, and climate for sexual harassment.

Climates for something were originally introduced as an attempt to solve the problem of molar climates being a climate for “everything but the kitchen sink” (Erhart, Schneider, & Macey, p. 79), however, climates for something seem to transgress into the same difficulties as molar climates did.

We might be at a crossroad if the competing values framework is a useful taxonomy for organizational climate research. However, few have scrutinized the theoretical suppositions of the framework (Hartnell et al., 2011). Thus, the aim of the present study was to examine the potential use of the framework as a taxonomy and its nomological validity. We examined the relationship between four value quadrants (defined by the competing values framework), a facet-specific learning climate and organizational commitment.

The framework propose that clan values is associated with organizational commitment and share a stronger relationship with learning climate controlling for the other defined value-quadrants.

Methodology

This study is part of a larger collaboration project between the Department of Psychology at the University of Oslo and the Norwegian Police College. The data (N=619) was gathered by a cross-sectional design survey and analyzed with structural equation modeling. We used a two-step approach, where we first created a CFA measurement model and inspect fit using chi-square, degrees of freedom, Root Mean Square Error of Approximation (RMSEA),

Comparative Fit Index (CFI) and Standardized Root Square Residual (SRMR). After we reach acceptable fit, we proceeded to create a structural model and examine the direct and indirect effects.

Results

Our results show that clan and market values, understood as ontological opposites within the framework, both share a relationship with a learning climate. Both clan climate and market values similarly share a relationship with organizational commitment. Lastly, it is quite surprising that there is no relationship between an adhocracy climate and a learning climate.

Our findings provide mixed support for the frameworks theoretical underpinning and contributes to important implications for research and practice.

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Limitations

We have three limitations we find necessary to highlight. First, the study examine climate at the individual level, i.e. the locus of climate. This should not create widely different results as climates are shared individual perceptions (Beus et al., 2020) and meaning is constructed

between members due to common experiences and social interactions (Ashfort, 1985; Schneider & Reichers, 1983). The second limitation is that we use cross-sectional design which makes it difficult to draw inferences about the direction of relationships in this study.

Lastly, we use a sample from one Norwegian police organization which may affect the generalizability of the study.

Originality/Value

The competing values framework has been used in a variety of settings, however only one former study has examined the nomological validity of the framework (Hartnell et al., 2011).

We contribute with an important understanding of the framework that confirms previous research on the lack of theoretical clarity (see Hartnell et al., 2011), but we extend this research by examining the suggested relationships to a mediating mechanism.

Keywords: The Competing Values Framework; Organizational Climates; Learning Climate

The Relationship between Romance of Leadership and Self-Efficacy: A Cultural Study of Leader Self-Disclosure as a Charismatic Leadership Tactic on Chinese students

Ai Ito¹, China

Drawing upon the self-concept theory of charismatic leadership (Shamir, House, & Arthur, 1993), the presentation will examine the relationship between Romance of Leadership (ROL) and follower self-efficacy as well as the mediation effect of charisma, when a leader self-discloses a traumatic experience in public in a Chinese cultural context. ROL is the degree to which followers overattribute responsibility for performance to leaders. Although research has investigated the relationships between these variables, little is known about the mediation of charisma on the relationship between ROL and self-efficacy.

Building on research in clinical psychology (Tsai, Plummer, Kanter, Newring, & Kohlenberg, 2010), previous research has demonstrated that a speech sharing a poignant story of a traumatic experience in public is a powerful charismatic leadership tactic which produces stronger followers' perceptions of charisma and related outcomes indicative of leadership, in comparison with a speech which does not contain any self-disclosure (Ito, 2020). However, such research has not been extended over a non-Western context.

Building on research in social psychology in the workplace, previous research has demonstrated that ROL is negatively related to follower general self-efficacy (Felfe, 2005), and that ROL is positively related to charisma (Meindl & Ehrlich, 1988). Research in the leadership field has also demonstrated the relationship between charisma and follower self-efficacy.

This study explores whether similar results will be found or not, when Chinese participants are exposed to the condition of reading a speech sharing a traumatic experience of a leader and when not.

As a non-Western culture, China is considered to have higher level of collectivism (Forbes, Zhang, Doroszewicz, & Haas, 2009). Thus, it can be inferred that a leader talking about personal matters in the workplace is not usual and maybe not welcome. Yet, more than 2500 years ago Lao Tzu stated that individuals in a higher power status should communicate only to help others (Stenudd, 2011). The ancient Chinese literature underlies that if leaders speak up authentically to share lessons learned with followers, this message could be received positively by followers. Therefore, Chinese followers might have a tendency to glorify leaders and still to boost positively follower self-efficacy, contrarily to results found on Western samples.

We used the vignette experimental method to test the effect of leader self-disclosure on follower's ROL, perceptions of charisma, and follower general self-efficacy. Participants were all students from an international program of a Chinese Business School. Participants read a vignette describing a leader who publicly self-discloses a traumatic experience, or a vignette with no disclosure. After participants read one of the two vignettes, they were asked to assess their perceptions of ROL, charisma towards this leader, and their general self-efficacy.

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The Relationship between Romance of Leadership and Self-Efficacy cont.

The manipulation was effective, and thus provides evidence that the mediation effect of charisma on the relationship between ROL and self-efficacy is stronger for participants exposed to a speech with self-disclosure than those exposed to a speech with no disclosure. Overall this presentation will argue the cultural implication of leader self-disclosure of traumatic experience in a Chinese context, as a persuasive charismatic leadership tactic.

Keywords: charisma, leadership, self-disclosure, romance of leadership, self-efficacy.

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Career Indecision Types in 16 Countries and Their Prevalence from Adolescence to Adulthood

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Aims

Classifying clients into career indecision types can facilitate tailoring counseling to clients' specific needs. However, most attempts to identify career indecision types were conducted in Western contexts, predominantly in the USA. Furthermore, the results of previous clustering research on career indecision were neither consistent nor yielded any clear and validated procedure for the diagnosis of indecision types in research and practice.

Methods

To address these limitations, this study tested a typology of career indecision on 50 data sets (N = 31,527) representing diverse populations from 16 countries on five continents.

Ten causes of career indecision as measured by the Career Decision-Making Difficulties Questionnaire (CDDQ) were submitted to multigroup latent profile analyses.

Results

Analyses revealed seven cross-culturally replicable career indecision types: *unmotivated*, *unrealistic*, *generally uninformed*, *occupations-uninformed*, *conflicted uninformed*, *externally conflicted*, and *internally conflicted*. In the four included Asian countries, the prevalence of types characterized by external conflicts was higher (*conflicted uninformed* and *externally conflicted*), and the prevalence of the *internally conflicted* type was lower than in other countries; in the

five included European countries, the prevalence of the *conflicted-uninformed* type was lower, and the prevalence of the *unmotivated* and *unrealistic* types was higher than in other countries. For age, the *unrealistic* type was more prevalent among younger than older individuals, whereas the prevalence of the *unmotivated*, *generally uninformed*, and *internally conflicted* types increased with age. A gender difference emerged only in the *unmotivated* type, with men twice more likely to be classified as *unmotivated* than women. The seven types were differentiated on career decision status, decision certainty, and decision self-efficacy.

Conclusion

These results support the applicability of a differential diagnosis of the causes of career indecision using the CDDQ across countries, life stages, and genders. Classifying individuals' needs based on their salient causes of indecision contributes to intervention planning as well as to prescreening clients for individual counseling or group interventions.

Keywords: career counseling, career indecision, career decision-making difficulties, personcentered research, latent profile analysis

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Organisational Values and Psychological Capital: The Mediating role of Employee Engagement

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This study sought to examine psychological capital in SMEs after promotion of organisational values and employee engagement. The psychological capital model was developed basing on

Luthans et al (2007) and Fredrickson (1998) literature where psychological capital is conceptually influenced by the values espoused by organisations and the immersion, dedication and enthusiasm with which employees use the knowledge and skills acquired through training and experience at the workplace. The study used a sample of 229 staff at various Uganda SMEs that was scientifically selected using the convenience sampling method to provide majorly quantitative data. Data was collected using a semi-structured questionnaire, which was self-administered. The data collected was statistically analyzed using SPSS Version 20. In line with the study objectives, the findings indicate a significant positive relationship between organisational values and psychological capital, a significant positive relationship between organizational values and

employee engagement, a significant positive relationship between employee engagement and psychological capital and that employee engagement is a partial mediator for psychological capital. The multiple regression analysis result shows that both organisational values and employee engagement significantly explained psychological capital in SMEs. Basing on the findings in this study, promoting organizational values and aligning them with individual values, having supportive leadership in SMEs, promoting engagement of employees through training and empowerment programmes are recommended for building the spirit of self-efficacy, hope, optimism and resilience among individuals. The limitations encountered in this study guides future research to examine the other factors that enhance psychological capital at the workplace, preferably taking a longitudinal focus in both SMEs and large organisations.

Keywords: psychological capital, employee engagement, organisational values

Effects of colour, perceived positive reinforcement and gender on adolescents' recall

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This study investigated the effects of colour, perceived positive reinforcement, and gender on adolescents' recall. One hundred and ninety-two (96 males and 96 females) none colour-blinded students randomly drawn via stratified sampling technique, from Ajouna Secondary School, Obukpa and Model Secondary School, both in Nsukka Local Government Area, participated in the study. The students were in JSS1 class with age range of 10-14 ($M=12.59$, $SD=1.22$) years old. The stimuli materials utilized were: first prose passage extracted from the 40th page of the Arrow of God and second prose passage (Self-developed). First Prose Assessment Test (Pretest) (Self-developed) was employed in matching the participants into the different experimental conditions. Second Prose Assessment Test (Self-developed) was used to measure recall. Other materials include: yellow, blue and simple white coloured A4 papers; a simple mathematics task; two stop watches; pens; and packets of sweets and biscuits. A 3-way

analysis of variance (ANOVA) statistics was adopted to test the hypotheses. The result showed that colour has no significant effect on recall [$F(2, 180) = .154$, $p > .05$]. Also, the findings revealed significant main effects of perceived positive reinforcement [$F(1, 180) = 20.220$, $p < .001$] and gender [$F(1, 180) = 12.350$, $p < .001$] on adolescents' recall. There was an interaction effect of colour, perceived positive reinforcement and gender on adolescents' recall [$F(1, 180) = 3.296$, $p < .05$]. The practical implication of the result of this study is that, the perception of reward by adolescents could likely increase their ability to recall information from any learning material they are asked to study. The result of the study further implies that females are more likely to recall verbal information than their counterparts, so this knowledge could be taken advantage of in schools, the place of work, and personal learning techniques to further learning among both genders.

Reimagining Tibetan National Identity: Exploring the Contextual Features of Tibetan Refugee Identities in Exile

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According¹ to the United Nations High Commissioner for Refugees (UNHCR) database, approximately 26.6 million people were refugees as of mid-2021, and since then this number has only increased. Given these stark numbers, it is important to unravel some of the processes that are specific to refugee populations, to enable the creation of well-informed policy and praxis for refugees. Past research on refugees has tended to focus on issues of trauma, adjustment, etc., leaving the examination of social psychological processes such as social identity and intergroup relations rather untouched. The composition of refugee national identities and their construction and negotiation are important concerns with significant impact. This paper addresses issues of identity and intergroup relations in the context of Tibetan refugees residing in India. Tibetan refugees have lived outside Tibet for more than seventy years now; it is important to understand how this has impacted their identity as well as their interactions with other social groups. The role of the social, political, historical, and geographical context is also critical for this examination. A mixed-method approach with a focus on the context was undertaken, where a series of studies through three different methods were conducted. Each study explored a different aspect of the Tibetan population while addressing the broad question of the social identity of Tibetan refugees living in India. Study 1 addressed this through an examination of speeches and interviews given by the Dalai Lama using the Discourse Historical Approach (Reisigl & Wodak, 2009). This method emphasizes the historical and political context in the exploration of discourses, and six major themes were identified. This study, through an archival examination, demonstrated

that Tibetan identity seems underpinned by the idea of not forgetting Tibet. The 2nd study explored these themes in the narratives of Tibetan refugee youth while emphasizing the geographical context through an examination of the differences and similarities in the identity construction of Tibetan youth born in India and those born in Tibet. Reflexive Thematic Analysis (Braun & Clarke, 2019) revealed a high level of identity congruence between the themes of the first and the second study, as well as an overall inclination towards collective action for the Tibetan cause. Study 3 was more specific in its examination of the context and the population, exploring the local context as well as the influence of intergroup relations on identity construction, while also examining intergroup contact and intergroup emotions. Further, given the emphasis on national identity in the previous study, this study examined whether a day of national significance as compared to a day of no significance would make a difference in the levels of national identity. Thus, a quantitative longitudinal study was conducted on Tibetans living in Bylakuppe, one of the largest Tibetan settlements in India. Data were collected at three-time points (one week before Losar, the Tibetan new year, on the day of Losar, and one week after) on national identity, intergroup contact, and intergroup emotions. A linear mixed-model analysis did not reveal a significant difference in levels of Tibetan national identity between each of the three-time points, indicating perhaps the overall salience of national identity in the lives of Tibetan refugees. Pre-existing literature on national identity indicates that national identity is more salient when members are exposed to “semi-ritual practices” such as flag hoisting or holidays and commemorations

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(e.g., Hobsbawm & Ranger, 1983); however, this does not seem to be the case for Tibetan refugees which need to be explained in the backdrop of various contextual factors historical, geographical, political and social. An interesting point about the salience and importance of national identities in refugee populations is raised which needs further examination. Overall, these multi-method studies address

important gaps in the literature on refugee identities and their contextual nature. It is critical to explore such social psychological processes in refugee populations not just for policies but also for the creation and sustenance of more inclusive and sensitive societies that are well-oriented toward the betterment of groups on the periphery.

The affective dimension of money: a multi-methods perspective

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For a long time, money has been an almost exclusive domain of economists, who overlooked the role of subjectivity in money-related matters. The psychological perspective on money paved the way to study meanings, motives and beliefs that influence financial behaviors and decisions, moving beyond the concept of money in purely instrumental terms. The present research aims to enrich the psychological literature on money by shedding light on its affective components. Specifically, the purpose is twofold: (1) to gain a deeper understanding of how individuals feel about money, taking into consideration the impact of the current crisis and how affect could influence money management practices, and (2) to study divergences in individuals living different life phases, with a focus on emerging adults. The research includes four studies and adopts a multi-methods perspective. The first study is a scoping review aiming to map existing knowledge around the topic of money attitude both from a methodological perspective and to delimit its connections with key indicators, such as socio-demographical correlates. Next, the second study is meant to recreate the social representations of two key constructs: the economic

crisis and money. This phase allows to comprehend the background in which the overall research is conducted, grasping the specificities of a peculiar historic moment. A third qualitative study aims to complement the representational study deepening the emotional and affective meanings attributed to money and the economic crisis. Last, a quantitative phase will verify the connection between the affective dimension of money and financial related variables, such as money management practices, financial well-being and strain, and financial self-efficacy. In conclusion, the present research ought to contribute to the existing literature on the meanings of money by putting money affect at the spotlight, and by shedding light on its influence over behaviors and perceptions. In addition, it represents an opportunity to obtain relevant information concerning the mindset of young working people about financial issues in this particular historic time period. From a practical perspective, investigating money affect and its influence on behaviors will provide insights for individuals, policymakers, and businesses, for instance on how to better design products, services, and programs to address money-related issues.

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Developing a Culture-sensitive Community-based Trauma Care Intervention for Filipino Indigenous People Survivors of Disaster

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Seeking to develop a community-based trauma care intervention for indigenous Filipino survivors of disaster, focus group discussions with groups of Ayta survivors of the 6.1 Magnitude earthquake were conducted (N=15). Their feelings, the challenges they were experiencing, and their strengths were explored. Cultural resources may be tapped for trauma care.

This study is a part of a bigger participatory planning and research initiative that aimed to develop a resettlement plan for a Filipino indigenous community displaced by the 6.1 magnitude earthquake that struck a part of Central Luzon on April 22, 2019. Among those severely affected by the calamity were indigenous communities in far-flung areas that were not easily reached by rescue operations and social services. Geoscience experts declared a particular indigenous community hazardous for settlement, thus, the need for a resettlement plan. This particular action research aimed to develop a culture-sensitive community-based trauma care intervention for the survivors of disaster. A culture-sensitive community-based trauma care intervention will allow the participation of community members in the care of their fellows who were traumatized by the disaster, particularly in the hard-to-reach communities. Focus group discussions with two groups of Aytas, who survived the 6.1 Magnitude earthquake, were conducted 7 months and 10 months after the disaster (N=15). Initial report revealed that trauma-related symptoms were exhibited by both children and adults. To develop a community-based intervention initiative, the following were explored: (a) the feelings of the residents about their stay in their temporary relocation

site; (b) the challenges they were experiencing; (c) their strengths that could be the basis for the creation of psychosocial intervention for community members. Thematic analysis of the focus group discussions unveiled feelings of fears, discomfort/uneasiness, anxiety, regrets, ambivalence, and difficulty with practicing cultural traditions. The feeling of discomfort/uneasiness was related to the feeling of not being at home in one's own place. Also shown were feelings of fears and anxiety in relation to the earthquake and its possible recurrence. Regrets with regards to leaving behind their community, their crops, and their homes and feeling of ambivalence as regards returning, were pervasive. Children were reported of still harboring some fears with regards to the

earthquake. Fear with regards to land grabbing of their ancestral domain was common. Moreover, they also reported of having difficulty in carrying out their traditions. Deaths and illnesses among the community members were attributed to their lack of access to food and medicinal plants as well as the fluctuating temperature in the relocation area. The high standard of living in the relocation area was also cited as the reason for school dropouts. Community and cultural resources may be tapped to design a trauma care intervention program that is tailor-fit to the members of the indigenous community, to include the use of relational resources for compassionate caring for community members, tapping from their tradition of dance, play, spirituality, and nature tripping to manage mental health among adults and children, securing their ancestral domain to reduce the anxiety caused by the possibility of land grabbing,

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addressing food security, securing source of medicinal plants, and tapping the help of elderly women as source of psychosocial support by training them to facilitate the community-based trauma care intervention for fellows suffering from trauma-related symptoms. The development of a culture-sensitive community-based trauma care intervention for Filipino indigenous people survivors of disaster may be in line with the “bottom-up” intervention approach for trauma psychotherapy while addressing important

psychosocial and cultural elements. This initiative opens doors to further exploration of indigenous resources for wellness and wellbeing to complement the tools and approaches used in the practice of Clinical Psychology as applied to the indigenous population.

Keywords: Filipino, Indigenous People, Trauma Care, Disaster, Clinical Psychology

College Students' Higher Education Orientations: A Follow-Up Study

Tirza Willner, Yuliya Lipshits-Braziler, and Itamar Gati, Israel

Aim

The Higher Education Orientations questionnaire (HEO; Willner et al., 2022) is a new validated measure of five distinct purposes for studying in college: *profession* (acquiring an occupation), *knowledge* (gaining knowledge and expanding horizons), *external* (satisfying important others), *prestige* (acquiring prestige and social status), and *social embeddedness* (expanding social network). The HEO questionnaire has good psychometric properties and structural validity. The five orientations were found to differentiate between facilitative and inhibitive career decision-making paths: The *profession* and *knowledge* orientations were associated with a productive coping style and a more advanced career decision status, whereas *external*, *prestige*, and *social* orientations were associated with support-seeking and nonproductive coping styles, more career decision-making difficulties, and a less advanced career decision status. **The present study** aimed to test the stability and predictive validity of the purpose of higher education among first-year college students using the HEO questionnaire. Specifically, in this one-year follow-up study, we tested the effect of the HEOs on three academic outcomes: (a) students' satisfaction with their major, (b) retention, and (c) first-year GPA.

Method

The participants were 615 first-year college students (57% women; $M_{age} = 23$) who completed the HEO at the beginning of their first year (T1), and 213 of these to whom the questionnaire was readministered one year later (T2). Data regarding participants' first-year college GPA and their retention was obtained from the university's student administration. At T2, the students also reported their satisfaction with their major(s).

Results

Pearson correlations for testing the stability of HEO dimensions between T1 and T2 revealed that the five scale scores remained moderately stable (median $r = .54$, range .49–.63). Four orientations decreased significantly between the first and second year of college: *profession* ($d = 0.31$), *knowledge* ($d = 0.83$), *social* ($d = 0.33$) and *prestige* ($d = 0.43$).

The HEO dimensions predicted three academic outcomes one year later in diverse ways. Regarding retention, logistic regression revealed that students with a *profession* orientation were more likely to stay in college ($B = 0.43$, $p = .006$, $Odds\ Ratio = 1.54$). A multiple linear regression, with GPA as the dependent variable, revealed that an *external* orientation ($\beta = -.14$) significantly predicted a reduction of two points (on a 100-point scale) in the students' first-year GPA, $F(5,448) = 2.77$, $p = .018$, $\Delta R^2 = .019$. Finally, a linear regression revealed that the HEO's *knowledge* orientation predicted 12% of the variance of satisfaction with college major(s) at T2, $F(5,256) = 7.75$, $p < .001$, $\beta = .32$.

The HEO can be used by counselors to help individuals before they enter college to self-reflect regarding the purpose of their college studies, discuss what they hope to gain from attending college, and help them find appropriate colleges and programs or majors aligning with their orientations.

Keywords: higher education orientations, college students, predictive validity, longitudinal design

Meta-analysis of Climate Change Experience and Climate Change Perception

Ziqian Xia, Jinquan Ye, Yongan Zhou, Xi Tian, Chao Zhang, Peter D Howe, Xianchun Tan, China

Will climate change experience shape peoples' climate change perception? To examine the evidence, we performed a pre-registered meta-analysis using data from 302 studies, covering 351,378 observations. Our results find that climate change experience only has a weak positive correlation with climate change awareness in general ($r = 0.092$, 95% CI 0.0577, 0.1258), and the effect sizes vary considerably across different climate events. General hazard and temperature anomalies experience have a significant correlation, but other events exhibit no or

neglectable effect. The moderated analysis showed that self-reported studies would result in higher correlations, whereas studies that based on the actual experience of victims would report lower effect sizes. Our study suggests that peoples' climate change experiences may not be effective in raising their awareness of climate change. Such conclusion may be explained by peoples' attribution style and adaptability, to confirm that, more preceding studies are required.

Positive Consumer Attitudes and Willingness to Pay for Novel Bio-Based Plastic Bottles

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Fossil-based plastic contributes to climate change by emitting carbon dioxide during its production and lifecycle. Bio-based plastic from renewable biomass retains functionality but reduces environmental impact. For largescale market uptake of bio-based plastics, the industry needs to know that consumers are willing to purchase these products and how best to market them. This online vignette study ($N = 529$) investigated psychological factors influencing preferences for three types of bottles: a conventional fossil-based bottle (PEF plastic), a visually identical bio-based bottle (PEF plastic), and a visually

distinct bio-based bottle with a paper outer layer (paper PEF). The key outcomes were attitudes and willingness to pay. We also tested whether consumers' choices being visible to (valued) others affected these judgments. Participants reported positive attitudes towards bio-based plastic, were willing to pay more for it, and irrespective of being observed overwhelmingly preferred the bio-based bottles (96.8%). We apply these findings to the marketing and uptake of sustainable alternatives such as bio-based plastics.

Building bridges among early career researchers across the world: The Advanced Research Training Seminars 2022-2023

Jérémy E. Lemoine^{1,2}, Elena Burkey³, Zachary B. Hesson³, Erica Medrano³, Valerie Robbins-Roth³, Anderson Wilder³, and Richard Griffith³



ARTS committee members and authors, left to right: Jérémy E. Lemoine, Elena Burkey, Zachary B. Hesson, Valerie Robbins-Roth, Anderson Wilder and Richard Griffith

The Advanced Research Training Seminars (ARTS) are capacity-building workshops that take place every four years in conjunction with the International Congresses of Applied Psychology (ICAP). The ARTS program promotes excellence in research skills and facilitates exchange and dialogue among early career scientists. The ARTS program is organized by the International Association of Applied Psychology (IAAP).

Teams of three to five ARTS participants work together remotely on a project with their peers for about nine months. Each team designs and conducts a research project defined and led by a team leader who was selected based on their research proposal. At the end of the program, the teams meet for the 4-day on-site workshops. During these workshops, they finalize their research projects and present their findings to other ARTS members and renowned experts from IAAP at the ARTS conference.

ARTS has three components:

- 1. Research:** ARTS participants work on a project with their peers in groups of three to five people. Team projects are defined and led by the team leaders and consist of the creation and completion of a research project on a specific topic.
- 2. Presentation:** Teams will present their team project at the ARTS conference and will have the opportunity to hear comments and suggestions from renowned experts.
- 3. Feedback:** During ARTS, participants have the opportunity to present their own research through a poster session and receive feedback from their peers and team leaders.

The ARTS 2022-2023 committee was created in Spring 2021. It is comprised of Professor Richard Griffith, Dr. Jérémy E. Lemoine, Elena Burkey, Zachary B. Hesson, Erica Medrano, Valerie Robbins-Roth and Anderson Wilder. The ARTS committee is responsible for selecting the ARTS team leaders and team members, organising the workshops and supporting the ARTS

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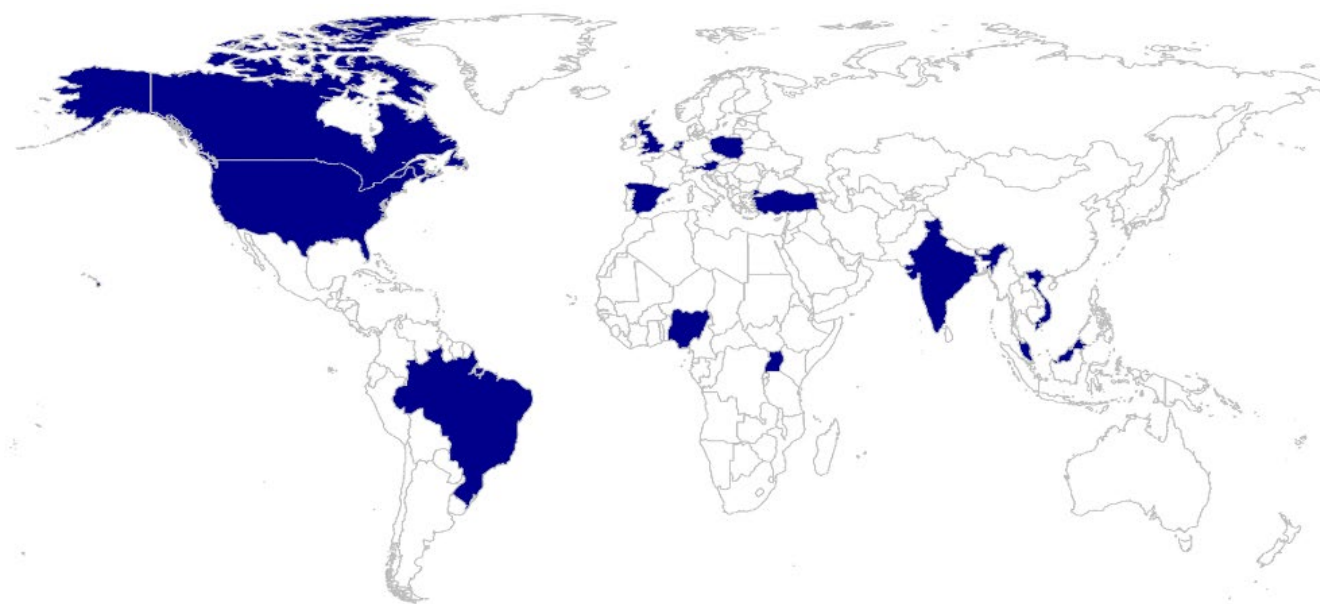


Figure 1. Geographical representation of the location of the ARTS 2022-2023 participants

participants.

Six ARTS team leaders were selected on the basis of their experience and the feasibility of their projects. The topic areas and anticipated student interest were also considered with the aim of having projects that were diverse and representative of different aspects of applied psychology.

Twenty-four students were selected on the basis of their experience and motivation. Their country of residency was also considered with the objective of having students from various continents and countries. Most selected students received their first project choice and a few received their second choice. Figure 1 displays the geographical representation of the location of the ARTS participants.

In November 2022, the six teams started to work on their projects via distance communication. The ARTS face-to-face meeting will be held from June 29th to July 2nd, 2023, in London. The four-day workshops will allow teams to finalise their projects. Below is a

brief description of the six project proposals.

The first project is conducted by Astha Arora (India), Delia Bingea (USA), Divya Bansal (India) and Jennifer Namutebi (Uganda), under the supervision of Dr. Bukola Victoria Bada (Nigeria). It looks at the meaning of the concept of flourishing – “The cross-cultural conceptualization of human flourishing among emerging adults in selected countries: A qualitative study.” Anchored in positive psychology, the novelty of this project rests in providing a picture of what human flourishing is among young adults from different parts of the world. This study will help to further our understanding of the concept of human flourishing across different countries. It will create a common platform of reflection on the conceptualization and pathways of human flourishing among young adults. This project supports the United Nations’ (UN) third Sustainable Development Goal on good health and wellbeing.

The second project, “#Drinking: Can taking photographs change your thoughts about alcohol?”, is led by Maya Pilin (Canada) and conducted by Greeshma Rajgopal (India), Sara Felber (Austria), Shams Farhad (Turkey) and Thomas Adams (USA). It investigates

how taking photographs while drinking influences young adults' alcohol use experiences, as well as their predictions and memories of such experiences. The results of this project should help young adults engage in healthier (i.e., reduced) drinking behaviors (i.e., binge-drinking). This procedure could also be developed into an intervention to be implemented in therapy or developed into a mobile application that helps young adults reflect on their previous experiences before deciding to binge-drink. This project supports the UN's third Sustainable Development Goal on good health and well-being.

Led by Dr. İbrahim Öztürk (UK) and carried out by Bilgesu Kaçan Bibican (Turkey), Jerin V Philipose (India), Natasha Sutherland (Spain) and Şerife Yılmaz (Turkey), the third project is entitled "Motivational factors of driver distraction!". This project seeks to understand drivers' perception of distractions in terms of controllability and comfort as well as the roles of driving skills, locus of control and traffic climate. It is expected that the findings of the proposed research will shed light upon the factors behind drivers' engagement in distracting activities. It is believed that answering these research questions will have significant benefits for road safety research and policy and intervention development. This project supports the UN's eleventh Sustainable Development Goal on sustainable cities and communities.

The fourth project, carried out by Arianna Addis (USA), Cristina Goilean (Spain), Martina Marie Aquilina (Malta) and Sadia Zaman (Poland) under the supervision of Dr. Quynh-Anh Ngoc Nguyen (Vietnam), investigates the measurement of mindfulness. Named "The role of emotional intelligence, resilience, and social support in mental health among high school teachers and students," this project examines the prevalence of mental health-related states (i.e., depression, anxiety, stress, burnout and satisfaction with life) and their associations with certain factors of positive psychology in a high school setting. The results will provide important insights into the mental health of teachers and students in schools and the role of specific factors of positive psychology

that can inform future programs aiming to improve mental health in schools. This project supports the UN's fourth Sustainable Development Goal on quality education.

Led by Dr. Angelo Brandelli Costa (Brazil) and carried out by Chioma Cynthia Mildred Ojiaku (Nigeria), Harleen Kaur (India), Miriam Panning (Netherlands) and Sara López Corlett (Spain), the fifth project is entitled "LGBTQ+ prejudice in universities." This project aims to investigate how prejudice against sexual and gender diversity is expressed in universities cross-culturally and how prejudice varies by sociodemographic characteristics and within field of study. This study will use a recently developed questionnaire that assesses prejudice against sexual and gender diversity. The findings of this project should inform recommendations on preventing prejudice against sexual and gender diversity and promote gender equality in universities. This project supports the UN's fifth Sustainable Development Goal on gender equality.

The sixth and final project is supervised by Dr. Andrian Liem (Malaysia) and conducted by Akash Dubey (India), Ecem Erkol (Turkey), Marija Davcheva (Spain) and Tôn Thắt Minh Thông (Vietnam). This project, entitled "Mental health assessment of migrant domestic workers (MEADOW Project): A mixed-methods study," seeks to explore the psychosocial status of migrant domestic workers as well as their employers (i.e., older adults). The originality of this research is to examine the perspectives of both the migrant domestic workers and their employers. The findings from this study will provide comprehensive data on migrant domestic workers' mental health status as well as recommendations to enhance global health equity for migrant domestic workers. This project supports the UN's third Sustainable Development Goal on good health and wellbeing.

These six projects are in progress and aim to be completed in the summer of 2023. The next ARTS program will start in Autumn, 2025 in conjunction with the ICAP 2026 in Florence, Italy. The call for team leaders and for participants will start in the summer of 2025.

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