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**Program Chair**  
Jeffery Yen  
jyen@uoguelph.ca

**Hospitality Suite Coordinators**  
Charlene Chester  
charlene.chester@morgan.edu

Ian Davidson  
ianj davidson.phd@gmail.com
Welcome!

On behalf of the Executive Committee of the Society for General Psychology, I would like to warmly welcome you to our program of events at APA2019. Our Division aims to bring coherence to psychological research, theory and practice by encouraging multiple and interdisciplinary perspectives on psychological issues.

I hope that you will find our program, presenters, and social events to be inspiring and generative in your own scholarly trajectories. I am particularly excited about our collaborative, inter-divisional symposia and social hours, as well as our award addresses by Janet Helms, Sunil Bhatia, Nancy Hill, and Eli Finkel. There are additional highlights in our parallel Hospitality Suite program, coordinated by Ian Davidson and Charlene Chester, in which there will be opportunities to participate in Early Career, graduate student, and specialist workshops, meet the incoming editors of the *Review of General Psychology*, and get to know other Division 1 members in a more informal setting.

Our programming theme for this year is *Psychology and Prefigurative Change*. My hope as program chair is that our meetings and encounters at AP2019 will play some part in embodying what we would like to see in the intellectual, professional and activist communities of which we are a part.

*Jeffery Yen, Ph.D.*

*Division 1 Program Chair*
PROGRAM HIGHLIGHTS

Presidential Address
Saturday, August 10th, 9:00-9:50: McCormick Place Room W187c

Alexandra Rutherford, PhD, York University
Division 1 President
The Science and Politics of Gender

Ernest R. Hilgard Lifetime Achievement Award Address
Saturday August 10th, 11:00-11:50: McCormick Place Room W187c

Nancy E. Hill, PhD, Harvard University
Parental Involvement During Adolescence: Academic Socialization for a Meaningful Future

APF Arthur W. Staats Lecture for Unifying Psychology
Saturday, August 10th, 16:00-16:50: McCormick Place Room W184a

Janet E. Helms, PhD, Boston College
Race Is a Nuisance But Not a Nuisance Variable: Unifying Psychology by Recognizing People as the Focus of Science and Practice

Collaborative Program Symposium
Friday, August 9th, 15:00-16:50: McCormick Place Room W183a

Michael Pollan, MA; Peter S. Hendricks, PhD; Mary Cosimano, MSW
Psychedelic Therapy - A Guide, a Volunteer, and a Discussion with Author Michael Pollan

Invited Address: Philip Zimbardo
Thursday, August 8th, 10:00-10:50: McCormick Place Room 190ab

Philip Zimbardo, PhD, Stanford University
## PROGRAM AT A GLANCE

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<td>Paper Session: Bilingualism; Military Mental Health</td>
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<td>Paper Session: New Perspectives on</td>
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<td>On the Shoulders of Activist Scholars</td>
<td>Alexandra Rutherford</td>
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<td>9:00-9:50</td>
<td>Paper Session: Community, Society, and Health</td>
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<td>10:00-10:50</td>
<td>Invited Address: Philip Zimbardo</td>
<td>William James Book Award Address Sunil Bhatia</td>
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<td>11:00-11:50</td>
<td>Symposium: The Cost of Caring</td>
<td>Poster Session I</td>
<td>Earnest R. Hilgard Lifetime Achievement</td>
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<td>Award Nancy E. Hill</td>
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<td>13:00-13:50</td>
<td>George A. Miller Award Address Eli Finkel</td>
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<td>14:00-14:50</td>
<td>Conversation Hour: Extending Care via Wearable</td>
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<td>Biosensors and AI</td>
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<td>15:00-15:50</td>
<td>Executive Committee Meeting</td>
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<td>16:00-16:50</td>
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<td>APF Arthur W. Staats Lecture for Unifying</td>
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<td>Psychology Janet E. Helms</td>
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<td>17:00-17:50</td>
<td>Divisions for Social Justice Social Hour</td>
<td>Foundational Divisions Social Hour (Div 1, 24,</td>
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Collaborative Program Sessions in which Division 1 is Participant

Symposium: Psychological AI: Ethics, Empathy, and Outcomes
Friday, August 9th, 11:00-11:50: McCormick Place Room W183a

Co-Chairs: Angie Joerin, Russell Fulmer
Benjamin Van Voorhees - Psychological AI: Research and Clinical Support

Symposium: Psychedelic Therapy - A Guide, a Volunteer, and a Discussion with Author Michael Pollan
Friday, August 9th, 15:00-16:50: McCormick Place Room W183a

Chair: Matthew W. Johnson
Michael Pollan - A Discussion Informed by the Newly Released Book on Psychedelics: "How to Change Your Mind..."
Peter S. Hendricks - Classic Psychedelics as Therapeutics for Mental Health Conditions
Mary Cosimano - 20 Years as a Psychedelic Guide and Live Demonstration of a Psilocybin Session

Co-Sponsored/Listed Sessions in which Division 1 is Participant

Symposium: On the Shoulders of Activist Scholars - Building Healthy Environments for Immigrants and Refugees
Friday August 9th, 8:00-9:50: McCormick Place Room W186a

Cochairs: Mary Beth Morrissey, Alexis Halkovic
Mary Beth Morrissey, Erin Thrift, Usha Tammala-Narra - Ethics as Lived Social Practice
Thomas Teo - Caring for Generalizability: Subhumans and Humans in the Migration Debate
Larry M. Rosenberg - Reflecting on Reunification: A Process and Bi-Directional Perspective
Juan Carlos Garcia Rivera, Alexis Halkovic, Peiwei Li, Anne Galletta - Oral History in Unbearable Times: Developing Ethical Praxis in Support of the Returned and Detained
Discussant: Michelle Fine, PhD, CUNY

Symposium: Women in Psychology
Friday, August 9th, 16:00-16:50: McCormick Place Room W186b

Co-Chairs: Erin Thrift, Suzanne Kirschener
Lisa M. Osbeck - Lost and Found in the Margins: Problems and Possibility for Interdisciplinary Women
Mary Beth Morrissey - Violence Against Women in the Academy: A Critique of Neoliberalism and Sociopolitical Structures
Lisa Cosgrove - A New View of Global Mental Health
Co-Author(s): Zenobia Morrill, Rebecca Troeger, Justin M. Karter, Akansha Vaswani
Discussant: Suzanne Kirschner
DETAILED PROGRAM

Thursday, August 8th

8:00-8:50  Paper Session: Bilingualism; Military Mental Health
McCormick Place Room W180

Cassandra A. Bailey, MA, Sam Houston State University
The Bilingual [dis]advantage
Co-Author(s): Amanda Venta, PhD, Hillary Langley, PhD, Sam Houston State University

Valerie Wood, PhD, Queen's University, Kingston, ON, Canada
Military Personnel, Veterans, and Family We Are #Here4U: Our E-Solution for Military Mental Wellness
Co-Author(s): Linna Tam-Seto, PhD, Brooke Linden, MA, Heather Stuart, PhD, Queen's University, Kingston, ON, Canada

9:00-9:50  Paper Session: Community, Society, and Health---Approaches to Understanding and Intervening in Social Issues
McCormick Place Room W470a

Valerie Wood, PhD, Queen's University, Kingston, ON, Canada
Should Strengthening Bonds Be a Public Health Priority? a Population-Based Analysis
Co-Author: Heather Stuart, PhD, Queen's University, Kingston, ON, Canada

Kieran C. O'Doherty, PhD, University of Guelph, Guelph, ON, Canada
A Pluralistic Vision for Applied Social Psychology
Co-Author: Darrin Hodgetts, PhD, Massey University, Auckland, New Zealand

10:00-10:50 Invited Address: Philip Zimbardo
McCormick Place Room 190ab

Philip Zimbardo, PhD, Stanford University
How Orwell's 1984 Became Jim Jones' Bible for Mind Control and Mass Murder in Jonestown 1978: Implications for Contemporary Social Change

11:00-12:50 Symposium: The Cost of Caring---An Examination of Healthcare Providers' Recovery in Puerto Rico Post-Hurricane Maria
McCormick Place Room W192b

Tara Powell, PhD, University of Illinois
Post-Traumatic Stress and Burnout Among Healthcare and Social Service Providers Post-Hurricane Maria
Co-Author(s): Alexia Suarez, PhD, Ivelisse Morales, PhD, Americas Foundation, Stamford, CT, Jen Scott, PhD, Louisiana State University
Ivelisse Morales, PhD, Americares Foundation, Stamford, CT

Long-Term PTSD Symptoms Among Health and Psycho-Social Workers Hurricane Maria Survivors

Co-Author(s): Alexia Suarez, PhD, Americares Foundation, Stamford, CT, Tara Powell, PhD, University of Illinois, Jen Scott, PhD, Louisiana State University

Alexia Suarez, PhD, Americares Foundation, Stamford, CT

Coping Styles and Resilience of Health and Psycho-Social Service Providers Who Are Also Disaster Survivors

Co-Author(s): Ivelisse Morales, PhD, Americares Foundation, Stamford, CT, Tara Powell, PhD, University of Illinois, Jen Scott, PhD, Louisiana State University

Discussant: Liza I. Millán-Pérez, PhD, University of Puerto Rico, San Juan, PR

13:00-13:50 Invited Address: George A. Miller Award
McCormick Place Room W192b

Chair: Deborah F. Johnson, PhD, University of Southern Maine

Eli J. Finkel, PhD, Northwestern University
Reconceptualizing Goal Pursuit as a Transactive Process
Co-Author(s): Grainne Fitzsimons, PhD, Michelle vanDellen, PhD, University of Georgia

14:00-14:50 Conversation Hour: Extending Care via Wearable Biosensors and AI
McCormick Place Room S103bc

Ty Canning, PsyD, Rohan Dixit, BA, Lief Therapeutics, San Francisco, CA

15:00-16:50 Executive Committee Meeting
Marriott Marquis Chicago Hotel History Room

17:00-17:50 Divisions for Social Justice Social Hour
Marriott Marquis Shedd Rooms A & B
Friday, August 9th

8:00-9:50  Co-Sponsored Symposium (Division 24): On the Shoulders of Activist Scholars---Building Healthy Environments for Immigrants and Refugees
McCormick Place Room W186a

Cochair: Mary Beth Morrissey
Cochair: Alexis Halkovic

Mary Beth Morrissey
*Ethics as Lived Social Practice*
Co-Author(s): Erin Thrift, Usha Tammala-Narra

Thomas Teo
*Caring for Generalizability: Subhumans and Humans in the Migration Debate*

Larry M. Rosenberg
*Reflecting on Reunification: A Process and Bi-Directional Perspective*

Juan Carlos Garcia Rivera
*Oral History in Unbearable Times: Developing Ethical Praxis in Support of the Returned and Detained*
Co-Author(s): Alexis Halkovic, Peiwei Li, Anne Galletta

Discussant: Michelle Fine, PhD, CUNY

10:00-10:50  Invited Address: William James Book Award
McCormick Place Room W470a

Chair: Alexandra Rutherford, PhD, York University, Toronto, ON, Canada

Sunil Bhatia, PhD, Connecticut College
*Decolonizing Psychology: Another World Is Possible*

11:00-11:50  Poster Session I
McCormick Place Hall F

Kanako Taku, PhD, Oakland University
*Cross-National Comparisons of Monetary Donations to In-Group and Out-Group Members*
Co-Author: Velinka Marton, Oakland University

Brittney Davis, MA, University of Miami
*Identity Indicators of Optimism for Black College Women*

Allison E. Connell Pensky, PhD, Allegheny College
*The Surprisingly Null Effects of Spatial Attention on Self-Control*
Co-Author(s): Gabrielle Griffin-May, Madeline Archer, Hannah Smith, Allegheny College

Jeffery S. Mio, PhD, California State Polytechnic University, Pomona
*Metaphors During the First Six Months of the Trump Administration*

Nicole Antoniadis, MA, Pacific University
*Comparing the Effect of Coping Style on Anxiety and Depression in People With Diabulimia*

Daniela Alonso, BA, Nova Southeastern University
*The Effect of Political History on the Perceptions of Mental Health in Cuba*
Co-Author: John E. Lewis, PhD, Nova Southeastern University

Theresa A. Wozencraft, PhD, University of Louisiana at Lafayette
*Coping, Distress, and Well-Being in Gulf Coast Natural Disaster Victims*
Co-Author(s): Manyu Li, PhD, Thomas Cain, BS, Marissa Pitt, BS, Alexandra G. Nordman, Caroline Wegener, University of Louisiana at Lafayette

Laetitia Geoffroy-Dallery, PsyD, Antioch University New England
*Ethics in Psychology: Attitudes of Psychologists Towards the Reporting of Nonhuman Animal Abuse*

Patrick J. Vittner, BA, Emmanuel College
*Gender Segregation in Older Adults’ Friendships*
Co-Author: Clare M. Mehta, PhD, Emmanuel College

Elizabeth A. O’Connor, PhD, Kaiser Permanente Research Affiliates Evidence-Based Practice Center, Portland, OR
*How to Conduct and Report Your Study to Maximize Policy Impact*
Co-Author: Carrie D. Patnode, PhD, MPH, Kaiser Permanente Research Affiliates Evidence-Based Practice Center, Portland, OR

Sydney Glenn, Palm Beach Atlantic University
*Substance-Addicted Parents: Effects on Adult Friendships and Romantic Relationships*
Co-Author(s): Dominique Barber, BS, Haley Mueller, Lia Thorton, BS, Palm Beach Atlantic University

Brendan L. Patterson
*Nostalgic Tendencies in Romantic Relationships*
Co-Author(s): Kristen Wagoner, Steve Zombory, PhD, Palm Beach Atlantic University, West Palm Beach, FL

Lai Wong, MS, University of Wisconsin—Madison
*School as a Just and Merciful Community*
Co-Author(s): Linghua Jiang, MS, University of Wisconsin—Madison, Jichan Kim, PhD, Liberty University, Baoyu Zhang, MS, Northeast Normal University, Changchun, China, Robert D. Enright, PhD, University of Wisconsin—Madison

12:00-12:50  Paper Session: Well-Being at University---Ethnicity and Resilience and the Experience of Student Debt
McCormick Place Room W181a
Charla A. Bishop, PhD, Bowie State University
African American Ethnic Identity and Self-Esteem: Pathway of Resilience
Co-Author(s): Duvon Winbourne, PhD, Morgan State University, Christopher L. Bishop, PsyD, MSW, Trinity Washington University

Sarah Feige, BA, University of Guelph, Guelph, ON, Canada
Living With Student Debt: A Phenomenological Investigation
Co-Author: Jeffery Yen, PhD, University of Guelph, Guelph, ON, Canada

17:00-18:50  Foundational Divisions Coalition Social Hour
Marriott Marquis Chicago Hotel Shedd Rooms A and B
Saturday, August 10th

9:00-9:50  Presidential Address
McCormick Place Room W187c

Alexandra Rutherford, PhD, York University, Toronto, ON, Canada
The Science and Politics of Gender

11:00-11:50  Invited Address: Ernest R. Hilgard Lifetime Achievement Award
McCormick Place Room W187c

Chair: Irene Frieze, PhD, University of Pittsburgh

Nancy E. Hill, PhD, Harvard University
Parental Involvement During Adolescence: Academic Socialization for a Meaningful Future

12:00-12:50  Poster Session II
McCormick Place Hall F

Michelle A. Alfaro, PsyD, University of La Verne
Burnout, Compassion, Professional Quality of Life, Resilience, and Self-Care Among Helping Professionals

Kim E. Joseph, PhD, MS, Keiser University
Forsaking the Body to Protect the Mind: Emotional Eating and Race as Factors in Predicting Obesity
Co-Author: Kelly Schmitt, PhD, Keiser University

Yuan Fu, MBA, EIC Group, Shanghai, China
Extending Sociological Social Psychology Research to Critical Dialogues of Diversity
Co-Author: Jun Fu, MBA, MS, Oklahoma State University

Blakely A. Murphy, Adelphi University
The Social Networks and Partners Study (SNAPS)
Co-Authors: Katherine Fiori, PhD, Adelphi University, James Stein, PhD, Arizona State University

Stephanie I. Cazeau, MA, University of Massachusetts Lowell
The Effect of Minority Stress on Lesbians, Gays, and Bisexuals' Psychological and Social Well-Being
Co-Author: Lily Bekoe, AA, University of Massachusetts Lowell

Emily Dodge, Slippery Rock University of Pennsylvania
Masculinity and Femininity: Testing Associations With Sex-Segregation and Sexual Orientation
Co-Authors: Celeste Tevis, BA, Kourtney Kotvas, Cassandra Oleksak, Autumn Strausbaugh, BA, Emily Keener, PhD, Slippery Rock University of Pennsylvania
Laarni T. Capinding, MEd, Tarlac State University, Tarlac City, Philippines
*Relationship of Mental Health Stigma and Help-Seeking Behavior of College Students*
Co-Author(s): Daniel T. Dizon, BA, Editha Q. Villavicencio, PhD, Tarlac State University,

Larissa A. McGarrity, PhD, MS, University of Utah
*Sexual Victimization Predicts Unhealthy Weight Management Among First Year College Women*
Co-Author(s): Robyn L. Shepardson, PhD, Syracuse University, Kate B. Carey, PhD, Michael P. Carey, PhD, Brown University

Nighat Gul, MS, Counseling Center, Haripur, Pakistan
*Psycho-Social Factors of Taliban Ideology Development: A Qualitative Approach*

Franchezka Lapitan, MA, Roosevelt University
*Effects of Implementation Intention Intervention and Executive Functioning on Mental Health Stigma*
Co-Author(s): Jessica Paxton, PhD, Bailey Cation, BS, Jessica Byron, BA, Elysia Soria, MA, Michelle Poplawski, John Corona, Roosevelt University

Julie L. Williams, MSE, Argosy University, Tampa
*Sexual Abuse of Individuals With Disabilities: What Treatment Providers Need to Know*
Co-Author(s): Eric Rosen, PhD, Argosy University, Tampa, Melina Scally, PsyD, Independent Practice, Tampa, FL

Michael J. Eason, BS, University of South Carolina
*An Operational Framework for Executive Functions*

16:00-16:50 Invited Address: APF Arthur W. Staats Lecture for Unifying Psychology
McCormick Place Room W184a

Chair: Nancy L. Baker, PhD, Fielding Graduate University

Janet E. Helms, PhD, Boston College
*Race Is a Nuisance But Not a Nuisance Variable: Unifying Psychology by Recognizing People as the Focus of Science and Practice*

17:00-17:50 Business Meeting
McCormick Place Room W474a
Sunday, August 11th

9:00-9:50  Paper Session: New Perspectives on Development
McCormick Place Room W192c

Darcia Narvaez, PhD, University of Notre Dame
*Measuring and Fostering Species-Typical Human Nature*
Co-Author: Angela Kurth, MA, University of Notre Dame

Kenneth Barish, PhD, Weill Cornell Medical College
*The Case for Empathy: A Developmental Perspective*

10:00-10:50  Paper Session
McCormick Place Room W474a

Mary C. Lamia, PhD, The Wright Institute, Berkeley, CA
*Procrastination and the Stigma of Delay: What Motivates Getting Things Done*

Amanda Wuth, BS, University of Regina, Regina, SK, Canada
*A Theory-Based Approach to Promoting Behavior Change in Financial Well-Being*
Co-Author: Magdalena Cismaru, PhD, University of Regina, Regina, SK, Canada

Kevin Bennett, PhD, Pennsylvania State University, Beaver Campus
*Making Decisions About Locations Inside Built Environments: Is Conscientiousness a Front-Row Trait?*
APA 2019

Chicago, IL
August 8 – 11

• APA Division One •
The Society for General Psychology

Book of Abstracts
Typical language development includes the acquisition of the phonological, morphological, syntactic, semantic, and pragmatic aspects of the language, all of which develop at different rates and may be mastered with differing levels of proficiency for different people (Gass & Selinker, 2008). Language acquisition is a product of the synergistic effects of both nature and nurture influences on the child (Crain & Pietroski, 2001). The purpose of this presentation is to examine differences between several types of language learners, focusing on the relation between level of language acquisition; phonological, morphological, syntactic, semantic, and pragmatic language development, and implications for outcomes on tests of intelligence. Specifically, the presentation will focus on (1) language development, (2) neuropsychology, and (3) intelligence assessment. Given that most assessments of intelligence are language bound (e.g., directions presented orally or written), even when not assessing linguistic ability, understanding how differences in language development relate to neurological markers (e.g., neural activity and brain structure) and measures of intelligence has important implications for the meaningfulness of assessment results. Indeed, this presentation will review research supporting the need for norms specific for bilingual speakers (i.e., dual language competency ranging from minimal to maximal command of each language, with most people falling in between; Gass & Selinker, 2008). Bilingualism is more common than monolingualism in the world, and is on the rise in the United States (Gollan et al., 2002; Shin & Kominski, 2010). Thus, the need for appropriate assessment instruments, norms and explanatory theories is increasing. Understanding the intersection of these three literatures will synthesize a coherent argument for the establishment of bilingual intelligence norms. This presentation will provide a critical review of the current state of research on the topic, including theories, [dis]advantages of being bilingual with regard to intelligence assessment, and implications and suggestions for future research and directions. Indeed, the creation of bilingual norms may be the difference between a school-aged child receiving accommodations for their learning disability or an individual qualifying for competency restoration.

Military Personnel, Veterans, and Family We Are #Here4U: Our E-Solution for Military Mental Wellness
Valerie Wood, PhD, Queen's University, Kingston, ON, Canada
Co-Author(s): Linna Tam-Seto, PhD, Brooke Linden, MA, Heather Stuart, PhD, Queen's University, Kingston, ON, Canada

The need for mental health support for military personnel is great. In 2013, for example, Statistics Canada data suggested that almost half of the Regular Force members had experienced depression, generalized anxiety disorder, post-traumatic stress disorder, panic disorder, or alcohol abuse or dependence in the previous 12 months. This is significantly higher than the general Canadian population, and in some cases double. Military personnel and their families are at increased risks for some mental health issues relative to the general Canadian population, likely due to their exposure to trauma, long separations and frequent moves. Stigma,
structural barriers, and negative attitudes towards care have been identified as major barriers to mental health help-seeking. Services available to military families vary by location, and the delivery of mental health care for military personnel on deployment may be far less accessible. Together with IBM Canada, we are developing a mental health e-solution to help rectify inequitable access to mental health care by the military community. Specifically, our research is helping to inform the development of the #Here4U mobile chat-bot application using IBM’s Watson Assistant cognitive computing platform. Once trained, #Here4U will be able to have mental health conversations recognizing unique military vernacular, and ultimately help provide users with various supports. In this presentation, we will discuss, and demonstrate the capabilities of #Here4U but with a focus on our research behind its development. Specifically, we have conducted focus groups and interviews with CAF members, Veterans, military family members, and mental health professionals to identify the unique military mental health vernacular, in addition to their initial perceptions of #Here4U its potential features, and barriers and motivators for its use. In addition, we have conducted analyses on the 2013 (and soon 2018) Canadian Forces Mental Health Survey, a large population-based survey administered by Statistics Canada, to better understand those with mental health problems, but who have not sought help, a key target group of #Here4U users. Some initial findings indicate that the demographic, attitudinal, and behavioural profile of the ‘non-help seekers’ are importantly distinguishable from the ‘help-seekers’ and ‘no-need’ groups of Canadian Military personnel. Some key findings from our analyses indicate that while the help seekers report more negative attitudes towards seeking mental health care for stigma-related reasons, the non-help seekers report more negative attitudes about the effectiveness of the mental health care system and the need to self-manage their concerns. Indeed, our findings indicate that there is a need for innovative, effective, and confidential mental health solutions outside of the traditional military mental health system, that #Here4U may help to satisfy. Improving the mental health of military members has never been more critical, and calls for the powerful partnerships between academic and industry.

9:00-9:50  Paper Session: Community, Society, and Health---Approaches to Understanding and Intervening in Social Issues
McCormick Place Room W470a

Should Strengthening Bonds be a Public Health Priority? A Population-Based Analysis
Valerie Wood, PhD, Queen’s University, Kingston, ON, Canada
Co-Author: Heather Stuart, PhD, Queen’s University, Kingston, ON, Canada

Evidence demonstrating the importance of close emotional bonds on our mental and physical health has been long established by psychological researchers, but has been gaining recent momentum in other fields including the health sciences. In fact, the importance of close relationships on our mental and physical well-being has been so well documented that the American Psychological Association recently claimed that strengthening our emotional bonds ‘should be a public health priority.’ However, what is less clear from the current literature is to what extent the quality of our social relationships impacts our physical and mental health, relative to other important health behaviors (e.g., smoking, drinking alcohol, and physical exercise). Using data from the Canadian Community Health Survey (2012) a population-based survey of Canadians aged 15+ living in the 10 provinces (N = 25,113), we assessed the relative importance of indicators of relationship quality, relative to important health behaviors, in relation to mental and physical health outcomes. We focused on physical and mental health outcomes that had been previously identified in the literature, and using the presence of close attachments and negative social interactions as the indicators of relationship quality. We applied appropriate
sampling and variance estimation weights, and primarily used multiple logistic regressions to assess the relationships among predictors (attachments, negative interactions, smoking, drinking, and physical activity) and physical and mental health outcomes. controlling for covariates. Our analyses indicate that, regarding our physical health, the quality of one's relationships might be just as important, or even more important, a predictor of more acute physical illness, relative to chronic conditions. With respect to our mental health, indices of relationship quality appear to be more important predictors for even more serious conditions including diagnoses of depression, anxiety disorders, and PTSD, relative to other important health-related behaviors. Indeed, our findings indicate that there is an important association between the quality of our relationships, including close emotional bonds and negative social interactions, and physical and mental health outcomes. These findings remain significant, even after taking into account the effects of other important health behaviors, and controlling for the potential confounding effects of age, sex, marital status, income, education, and BMI. We discuss potential policy implications of this research, and the road ahead in continuing to make relationships a public health priority.

A pluralistic vision for applied social psychology
Kieran C. O'Doherty, PhD, University of Guelph, Guelph, ON, Canada
Co-Author: Darrin Hodgetts, PhD, Massey University, Auckland, New Zealand

For almost 100 years, applied social psychologists have grappled with the complexities of social issues, seeking to apply and reformulate our disciplinary understandings to inform efforts to address the problems faced by our fellow human beings. During this time, there has been a vibrant proliferation of modes of understanding human phenomena and society, leading to the development of new theoretical frameworks, research and engagement strategies underlying social psychological inquiry. Today, there is significant plurality in theory and ways of working in Applied Social Psychology. What binds these approaches into our sub-discipline is the will to action and a desire by many scholar practitioners to support human flourishing by addressing significant social issues. Nevertheless, one can observe at least three relatively distinct orientations within Applied Social Psychology. Each is characterised by different epistemological foundations, values, and practices. We have categorized these divergent epistemic traditions as (1) social cognition approaches, (2) critical psychological approaches, and (3) community psychological approaches. Interestingly, when we turn to the work of pioneering applied social psychologists who were key figures in the early days of defining the sub-discipline, we do not find stark boundaries between these approaches. Marie Jahoda, Francis Sumner, and Kurt Lewin each exemplify aspects of diverse epistemic traditions in our discipline (social cognitive, critical, community). However, today these three orientations are separated to a large degree through communities of practice that often have little contact with each other. This is evident in conferences, journals, and scholarly societies that cater exclusively to only one type of epistemic tradition in applied social psychology, though there are exceptions. Simultaneously, we observe that in spite of the importance of applied social psychological research and practice, there is surprisingly little scholarly work that provides an overview of the field or that collects prominent research literature under a common banner. Given this, we present a vision for applied social psychology that is inclusive in its recognition of diversity of epistemic traditions and grounded in the everyday lives of individuals and communities. In presenting this vision, we draw on the recently published edited collection of the Handbook for Applied Social Psychology.

Philip Zimbardo, PhD, Stanford University

My presentation details the many ways in which Peoples Temple leader, Jim Jones, put into daily practice in Jonestown, Guyana, ideas featured in Orwell’s novel. Those strategies were part of Orwell’s warning to social-justice-based nations about the impending threats of totalitarian dictatorships. Jones read 1984, admired Orwell; commissioned a song that his flock had to sing regularly, “1984 is coming!” I will outline eight of Jones’s extractions from Orwell, and reveal how he put them into diabolical daily practice to totally dominate his thousand loyal followers—eventuating in their mass suicide/murder, forty years ago. I then discuss lessons to be learned for psychologists concerned with social change in contemporary society.

Post-Traumatic Stress and Burnout Among Healthcare and Social Service Providers Post-Hurricane Maria
Tara Powell, PhD, University of Illinois
Co-Author(s): Alexia Suarez, PhD, Ivelisse Morales, PhD, Americares Foundation, Stamford, CT, Jen Scott, PhD, Louisiana State University

Long-Term PTSD Symptoms Among Health and Psycho-Social Workers Hurricane Maria Survivors
Ivelisse Morales, PhD, Americares Foundation, Stamford, CT
Co-Author(s): Alexia Suarez, PhD, Americares Foundation, Stamford, CT, Tara Powell, PhD, University of Illinois, Jen Scott, PhD, Louisiana State University

Coping Styles and Resilience of Health and Psycho-Social Service Providers Who Are Also Disaster Survivors
Alexia Suarez, PhD, Americares Foundation, Stamford, CT
Co-Author(s): Ivelisse Morales, PhD, Americares Foundation, Stamford, CT, Tara Powell, PhD, University of Illinois, Jen Scott, PhD, Louisiana State University

Discussant: Liza I. Millán-Pérez, PhD, University of Puerto Rico, San Juan, PR

Hurricanes Irma and Maria, which struck Puerto Rico in September 2017, devastated the island and caused a widespread humanitarian crisis for all 3.4 million residents. Six months after the storm, 1.2 million people remained without power; many residents in remote areas of the island did not have access to clean water; 60,000 homes remain roofless; and thousands of people were still displaced. Over a year after the hurricane, many individuals and communities are still in the early phases of the recovery. Healthcare and social service providers play a critical role in the response immediately after disasters such as Maria, and throughout the recovery process. Many of these providers have also directly experienced the disaster and are among the least likely to receive psychological support, which can result in burnout, secondary traumatic stress, vicarious trauma, anxiety, or depression.
This symposium examines healthcare and social service providers responses to hurricane Maria and Irma 10 months after the hurricane devastated the island. The study, which was conducted with over 700 healthcare and social service providers, included measures of coping, post-traumatic stress, anxiety and resilience to understand risk and protective factors among these individuals in the post-disaster recovery context. The authors will also examine disaster exposure such as loss of home and separation of family, gender differences, length of time in their respective field of work, and relationship status to understand individual characteristics which may influence the recovery of these providers.

In the first presentation, Suarez et al. employs hierarchical multiple regression to examine how coping styles relate to healthcare and social service providers level of resilience post disaster. In the second presentation, Morales and colleagues examine the difference in PTSD and anxiety symptoms based on gender, years working in the healthcare field, amount of damage to home, and separation from family. In the third presentation, Powell et al. discusses the relationship between post-traumatic stress burnout and compassion fatigue among healthcare and social service workers. These three papers and moderated discussion offer a timely opportunity for psychologists to engage in a discourse on disasters such as hurricanes Maria and Irma and their impact on healthcare and social service providers. Further, the presentations will offer the opportunity to explore the role of resilience and coping among these individuals.

13:00-13:50 Invited Address: George A. Miller Award
McCormick Place Room W192b

Reconceptualizing Goal Pursuit as a Transactive Process
Eli J. Finkel, PhD, Northwestern University
Co-Author(s): Grainne Fitzsimons, PhD, Michelle vanDellen, PhD, University of Georgia

Most models of goal pursuit conceptualize people as isolated self-regulators. Whether they are pre-school children resisting the temptation to eat a marshmallow or university students performing reaction-time tasks in an fMRI scanner, they perform their feats of self-regulation alone. The thesis of this presentation is that most goal pursuit in everyday life is, in contrast, deeply embedded in social relationships, which means that the social group—not the individual—is the optimal unit of analysis for understanding how people set, pursue, and achieve goals. After presenting evidence demonstrating the importance of relational dynamics in understanding "self-regulation," we consider transactive goal dynamics theory, a deeply social new theory of goal pursuit. According to the theory, relationship partners' goals, pursuits, and outcomes affect one another in a densely interdependent network, ultimately becoming so tightly linked that the partners are best conceptualized as components of a single self-regulating system.

14:00-14:50 Conversation Hour: Extending Care via Wearable Biosensors and AI
McCormick Place Room S103bc

Extending care via wearable biosensors and AI
Ty Canning, PsyD; Rohan Dixit, BA, Lief Therapeutics, San Francisco, CA

We discuss the application of a novel telehealth platform to ongoing care for patients with mild to moderate anxiety symptoms. The platform, Lief Therapeutics, consists of a wearable sensor, mobile app, clinician web dashboard, and artificial intelligence (AI) driven remote monitoring
system. The Lief smart patch is an electrocardiogram (ECG) sensor designed to measure heart rate variability (HRV), a robust biomarker of anxiety that has also been proposed as a transdiagnostic measure of mental health dysfunction. The patch includes built-in heart rate variability biofeedback (HRVB) exercises which modulate the autonomic nervous system (ANS) through slowed breathing. HRVB has demonstrated significant positive effect in managing symptoms of anxiety. The smart patch is connected to a user app with psycho-educational material describing biofeedback, as well as an interface for clinicians to send audio, video or text message to the client, if desired. Biosignal and psychometric assessment self-report data is sent from the app to a HIPAA-compliant clinician web dashboard where client progress can be viewed. An artificial intelligence system monitors this data in the background, providing clinician support in surfacing potentially significant changes in patient status that may warrant clinician attention. The purpose of this integrated platform is to extend the care of a single mental health professional by utilizing technology in a complementary fashion to traditional mental health services. While this hour will focus on a discussion of a pilot program examining clients with mild to moderate anxiety, the system could be expanded to depression, substance abuse, post-traumatic stress disorder and other diagnoses with a significant anxiety component.

Friday, August 9th

8:00-9:50 Co-Sponsored Symposium (Division 24): On the Shoulders of Activist Scholars—Building Healthy Environments for Immigrants and Refugees
McCormick Place Room W186a

The conditions of immigrant detention constitute a space where persons, including refugees, asylum seekers, and people who have been identified as overstaying their visas, lose access to due process of the law, live in inhumane conditions, may be separated from their children, and lack access to necessary health services. These conditions have been the grounds for research and advocacy by psychologists and allied professionals. The conditions of immigrant detention also present serious ethical issues that need to be addressed at a policy level; but we also identify, as researchers and practitioners, that conducting research in detention facilities and with communities affected by detention and deportation present a set of ethical challenges that are unique to this context and require additional care and reflection. Noting that ‘do not harm’ is an inadequate standard to apply in a context where physical and psychological harm have already been done, this panel draws on heterogeneous perspectives to interrogate the significance of ethical practice when working with communities who have experienced collective trauma and may continue to live in fear. The experience of Community Psychology and Participatory Action Research researchers suggests that communities and community members themselves must be involved in the development of the research process, including identification and co-constitution of ethical (and unethical) research practices. Adopting a person-centered ethic of care approach, on the other hand, requires responsiveness to the needs and voices of diverse persons and social groups, and raises issues of intersubjectivity, reflexivity and self-care. This panel will discuss ethical perspectives to help navigate the challenges of conducting research in spaces of dehumanization and moral exclusion.
**Ethics as Lived Social Practice**  
Mary Beth Morrissey  
Co-Author(s): Erin Thrift, Usha Tammala-Narra

The goal of this paper is to advance the framing of an ethical orientation that arises out of lived moral experience or social practice. The existential structure of this orientation is grounded in a view of ethics as foregrounding and making visible lived moral experience that is socially constituted in social and cultural contexts of community and environment. This framing runs counter to a view of ethics as imposed through external and possibly appropriating and coercive forces through appeal to elite forms of knowledge including methodologies, expertise or authority. In this proposed reframing of ethics, methodology is viewed as a tool that helps to give deeper access to lived moral experience and social practices, but in itself is not a source of authority. This view is also grounded in the notion that ethics is accessible to all persons who participate in the social world, and is not a property of the advantaged. The focus under a lived moral experience and social practice orientation is on the life-world, intentionalities, and narrative of the person who is suffering ± the person detained after crossing the border, the mother (or father) separated from a child, and the mother (or father) and child traumatized by such separation ± and evaluation of the person’s lived experience of pain and suffering. Such a reframing calls for democratized and participatory processes of community engagement with suffering persons that involve an ethical stance of non-neutrality and surrendering of authority in order to respond responsibly to the call of the person as the suffering other. This paper will offer an illustration of a collaborative approach to ethical dilemmas where the person and/or community experiencing pain and suffering are at the core of decision-making. Further, the paper explores the interface between the personal and professional worldviews of the psychologist and that of the parent, child, and community, and its implications for the psychologist’s ethical orientation.

**Caring for Generalizability: Subhumans and Humans in the Migration Debate**  
Thomas Teo

A critical analysis demonstrates that the contempt for immigrants, refugees, or asylum seekers around the world is explicitly or implicitly fuelled by a concept of the subhuman, a term that was used in early 20th century American race and eugenic theory, as well as in fascist Germany to describe and justify the mistreatment of minorities or perceived enemies and outsiders. Migrants are not afforded the same rights and respect as humans, because they are not conceived or perceived as human, and their subhuman status enables majority populations to see them as criminals, rapists, insects, parasites, animals who are infesting the orderly body of the nation. Subhuman ‘theory’ works with emotions rather than with intellectual analyses, more with visualizations than intellectual concepts, and with manufactured common sense rather than with critical thinking. It is argued that at the core of the subhuman concept lies an idea of chaos, unhealthy appearance, disorderly behavior, and a suffering from which humanity can be removed. Discussing the dialectics between the general and particular, an ethics of generalizability that understands that we are all humans is proposed. Treating migrants according to principles that at the same time could be a general law is suggested. A general concept of what it means to be human that rejects any notions of a subhuman is developed. It is suggested that psychologists can take a leadership role in advancing a concept of the human that moves beyond the subhuman as well as beyond posthuman studies.

**Reflecting on Reunification: A Process and Bi-Directional Perspective**  
Larry M. Rosenberg
In response to the forced separation of children and parents at the Mexican border, members of Section II of Division 39 and PsiAN created a pamphlet meant to assist parents who would soon be reunited with their children. The cautions and suggestions within that pamphlet were derived largely from developmental, attachment and trauma theory. But they were also derived from clinical experience with children separated from their parents for reasons other than the reprehensible actions at our border. Children in foster care, residential treatment, and parents returning from incarceration serve as examples. Unlike moments captured on nightly news, reunification does not always come with celebration. It is often fraught with challenges which parents, children and, at times, helping professionals are not mindful of, or adequately prepared for. With supporting case material, the dynamics that underlie those challenges, what needs to be understood, and what might be done to counteract them will be discussed.

**Oral History in Unbearable Times: Developing Ethical Praxis in Support of the Returned and Detained**
Juan Carlos Garcia Rivera
Co-Author(s): Alexis Halkovic, Peiwei Li, Anne Galletta

Working in various capacities, to document oral histories of people involved with immigrant detention, we wrestle with our roles as researchers, activists, and practitioners. Drawing on a history of psychologists engaged in social justice and feminist and critical race theories; we reveal structural conditions within social relations of persons and policies in detention centers. Using methods of oral historians in crisis environments (Cave & Sloan, 2014), we aim to nurture empathy and inspire action. We address the lives of parents and children, those returned to conditions they fear and might flee again, those who work in detention facilities, those who advocate for the detained, and those who resist through protest and subversive efforts. We are engaged in a process of documentation, representation, and dissemination of stories that are generally hidden from the public eye. In this role, we identify unbearable heartache, raising the questions: what does it mean to disclose stories when the people who shared their lives with us may never benefit? Can those who have survived, and will never see their family members again, recover or heal? Is recovery our aim as scholar-activists? What does it mean to attempt to study/serve people who may never be whole again? How much can we actually change? Inspired by Paulo Freire’s (1970) conceptualization of praxis as: ‘reflection and action directed at the structures to be transformed,’ these questions exemplify critical reflective exercises we engage in in our projects. In this session, we explore the ethical conundrum of ocular ethics; balancing the need to share perspectives and bear witness, with a deep recognition of the individual lives we encounter/record. From standpoints of providing support to ‘retornados’ (‘returned’ instead of ‘deported’ - preferred language in El Salvador), documenting those working to end immigrant detention, and developing demonstrable ethics is a timely and necessary endeavor.

Discussant: Michelle Fine, PhD, CUNY

**10:00-10:50 Invited Address: William James Book Award**
McCormick Place Room W470a

**Decolonizing Psychology: Another World Is Possible**
Sunil Bhatia, PhD, Connecticut College

In this talk, I will clarify the concept of decolonization and explain why we need to “decolonize" the discipline of psychology. I will offer a vision of an alternative psychology that give us a
possible counter-narrative to the imperialism of Euro-American psychological science. My call for a renewed psychology invites us to be accountable and answerable to those people whose lives it has minimized and overlooked. It is a call for creating a critical transnational psychology that focuses on cultural humility and a self-reflexive awareness about its own moral vision, power and privilege.

12:00-12:50  Paper Session: Well-Being at University---Ethnicity and Resilience and the Experience of Student Debt
McCormick Place Room W181a

African American Ethnic Identity and Self-Esteem: Pathway of Resilience
Charla A. Bishop, PhD, Bowie State University
Co-Author(s): Duvon Winbourne, PhD, Morgan State University, Christopher L. Bishop, PsyD, MSW, Trinity Washington University

Positive ethnic identity has been shown to help shield against society’s negative view of one’s culture (Spencer, 1987). African American college students tend to have higher levels of ethnic identity compared to other groups (Chae, 2000; Schwartz, Zamboanga, Weisskirch, & Rodriguez, 2009; Utsey, Chae, Brown & Kelly, 2002). One common explanation for this consistent finding is that ethnic identity acts as a buffer against perceived discrimination, and racism (Phinney, Dupont, Espinosa, Revil, & Sanders, 1994; Operario & Fiske, 2001). This can be a salient issue for Black students on predominantly White college campuses. African Americans are at greater risk of college dropout or lengthier degree completion time in comparison to their White counterparts (Harper, 2006; Journal of Blacks in Higher Education, 2005/2006; NCES, 2005). Fordham and Ogbu (1986) state that the racial academic achievement gap may be explained by fewer occupational opportunities available to African Americans, which cause a devaluing of educational attainment for many African American youth. This devaluation is interpreted as a need to maintain ‘Black collectiveness’ for some, such that those who strive to achieve academically are considered less connected to their African American roots. Other research suggests that academic achievement is linked to greater ethnic identity for African Americans. Such research is commonly performed with African American college students who come from lower income homes and attend predominantly White institutions (Allen, 1992; Freeman, Hrabowski, & Schmitt, 2000). Given this body of research, this study explores the relationship between academic achievement and ethnic identity for African Americans at a predominantly Black university located in a city, and county that is primarily African American and affluent. The current study is part of a in a larger study on college adjustment at a Historically Black University in the Mid-Atlantic Region of the United States. The sample size of 369 African American participants were surveyed during class time after arrangements were made with the professors of randomly selected classes. The current study is 71.5% female with an average age of 22, which is representative of the student body. The average GPA was 2.97 (SD = 0.52). Results suggest that ethnic identity and self-esteem variables related for African American students attending a historically Black university. Furthermore, structural equation modeling suggests that the relationship between ethnic identity and positive and negative psychosocial factors is mediated by self esteem (R2 = 0.87). More specifically, commitment to a sense of ethnic identity for African American students leads to high global, academic and social self-esteem, ultimately leading to higher resiliency. However, ethnic identity exploration is associated with low, self-esteem, high stress, deviance, need for approval and low resiliency. The results from the current study suggest that greater exploration of the role of ethnic identity is needed in homogeneous environments in order to understand its role and function in the academic achievement African American college students. Ethnic
identity appears to be a protective factor regarding academic self esteem and resilience for African American youth regardless of the ethnic composition of the environment in which they attend college.

**Living with student debt: A phenomenological investigation**
Sarah Feige, BA, University of Guelph, Guelph, ON, Canada
Co-Author: Jeffery Yen, PhD, University of Guelph, Guelph, ON, Canada

Public concerns about postsecondary student debt in Canada have taken on an increasingly strident tone in recent years, heralding the arrival of the "student debt crisis". Extant psychological research about postsecondary student debt tends to position indebted students in one of two ways: as pathological consumers, or suffering victims. The present study aimed to explore, in-depth, the ways in which indebted students themselves understand the meanings and implications of student debt in their own lives. Nine currently indebted upper-year undergraduate and graduate students at the University of Guelph completed semi-structured interviews, and interview transcripts were analyzed using a hermeneutic phenomenological approach. The structural analysis yielded six units of meaning: indebtedness as a matter of necessity; pervasive and distressing thoughts and feelings about debts; variable pressures to repay the debts; constraints in one’s living; disconnection from others; and uncertainty about the meaning of university education. The comprehensive understanding suggested that student debt is characterized by the experience of not having "one’s own money", and looking towards a fragile future after university. The findings provide insight into the experiential processes underlying abstract constructs that define much of the current psychological literature about student debt, and raise questions as to the ethical use of these constructs in research about indebted students. It is hoped that this study will inform ethical and compassionate practice on the part of service providers and policy-makers in their response to the struggles faced by indebted students.

**Saturday, August 10th**

**9:00-9:50 Presidential Address**
McCormick Place Room W187c

**The science and politics of gender**
Alexandra Rutherford, PhD, York University, Toronto, ON, Canada

Psychology has, since its inception as a scientific discipline in the late 1800s, constructed theories about gender that have drawn from, contributed to, and (less frequently) challenged the gender ideologies that circulate in the society of which it forms a part. Challenges to traditional gender ideologies have often come from psychologists who have implicitly or explicitly engaged in science and activism informed by feminist values. In this talk, I present several case studies from a larger project on the use of feminist psychology to influence policy over the course of the late 20th and early 21st centuries in the United States. Using these cases, I aim to illuminate the processes through which feminist science is taken up or resisted by its broader publics. I will do so by tracing the scientific, political, ideological, and contextual factors that come into play when mobilizing feminist science for social change.
11:00-11:50 Invited Address: Ernest R. Hilgard Lifetime Achievement Award
McCormick Place Room W187c

Parental involvement during Adolescence: Academic Socialization for a Meaningful Future
Nancy E. Hill, PhD, Harvard University

As parent-adolescent relationships undergo renegotiations during adolescence, so too should parents’ involvement in their teen’s education. However, much of the research on family school relationships and parental involvement in education is based on elementary school aged children and families. Professor Hill will describe a series of research studies that culminate in a developmentally appropriate, culturally inclusive framework for parental involvement in education and its associations with academic outcomes, school engagement, and postsecondary transitions.

16:00-16:50 Invited Address: APF Arthur W. Staats Lecture for Unifying Psychology
McCormick Place Room W184a

Race Is a Nuisance but Not a Nuisance Variable: Unifying Psychology by Recognizing People as the Focus of Science and Practice
Janet E. Helms, PhD, Boston College

Virtually missing from debates about the unification of psychology is explicit consideration of the importance of race as an underlying influence in both the science and practice of psychology. From its inception as primarily a discipline of White, ostensibly heterosexual men of privilege (WHMP), race has been a hidden aspect of (a) who enters the field, (b) what theories and subject matter are considered legitimate, (c) as well as what is defined as practice or not science. Given that race is such a salient issue in contemporary society, it is noteworthy that psychology is unified in its consideration of race as a nuisance variable, if it is considered at all. By attempting to model psychology after the natural sciences, a schism arose in psychology wherein legitimated psychologists or scientists study concepts in which race is not included as a psychological construct and marginalized psychologists address race as an offshoot of social issues generally. Yet social issues psychologists—whether ascribed scientists or practitioners—are required to know and use theories and tools in which the role of people is invisible or objectified, but legitimated psychologists are required to know nothing about social issues psychology. Absence of race as a psychological concept is merely an explicit example of how psychology—which should be the people’s science—ignores people and, thereby, hinders the unification of psychology.
Objectives:
1. To consider the implications of the WHMP perspective on the conceptualization of psychology
2. To illustrate ways in which race is invisible in psychology
3. To propose a strategy for unifying psychology by acknowledging the social issues schism in psychological practice and science
Measuring and Fostering Species-Typical Human Nature
Darcia Narvaez, PhD, University of Notre Dame
Co-Author: Angela Kurth, MA, University of Notre Dame

The planet is in dire straits due to the divorce of society from nature by the dominant culture of recent centuries (Moore, 2010). In contrast, most societies through most of human genus history lived as partners with nature, an orientation still visible in indigenous societies around the globe (e.g., Descola, 2013--Nature and Culture). Studies of small-band hunter-gatherer societies (SBHG)⁴ the type of society that represents 99% of human genus history⁴ indicate that they live with psychological and physical health. (NOTE: There is a high mortality rate before age 15, much like industrialized societies before 1850 and the development of medical treatment.) Yet the field of psychology has been slow to take up an examination of indigenous psychology (Redfield, 1956): how do they live sustainably, healthily and happily? Two characteristics appear particularly important for these species-typical outcomes. The first is the evolved nest (evolved developmental niche; EDN; Narvaez, 2014--Neurobiology and the Development of Human Morality). Like all animals, humans have a developmental system that corresponds largely with that of social mammals, who emerged over 30 million years ago. Humans are like fetuses till 18 months of age and so need an intensive nest (Trevathan, 2011--Human Birth). The EDN includes soothing perinatal experiences; responsiveness to needs; affectionate touch; infant initiated breastfeeding for several years; several responsive adult caregivers; positive social climate for mother and child; self-directed free play in the natural world with multi-aged playmates (Hewlett & Lamb, 2005--HunterGatherer Childhoods). SBHG adults are cooperative, calm and generous (Ingold, 2005). Neurobiological science indicates EDN’s importance for psychosocioneurobiological development (Narvaez, Panksepp et al., 2013a--Evolution, Early Experience and Human Development) and the EDN correlates with wellbeing and sociomorality in children and adults (e.g., Narvaez, Wang et al., 2013; Narvaez et al., 2016). When communities do not provide the nest, the continuum of normal-optimal development is broken and we should not be surprised that psychopathology results and becomes widespread, as in the USA (Nguyen et al., 2018--The State of Mental Health in America). Second, SBHG partner with nature, treating it with respect and care. They understand themselves as belonging to the earth, as pupils of nature and its laws, where human development is about fitting into the biocommunity and learning to foster its flourishing (Deloria, 2006; Descola, 2013; Schuster et al., 2018). Psychology has not attended to baselines for species-typical development and human nature (Narvaez & Witherington, in press, Archives of Scientific Psychology) but exhibits shifting baselines for normality. Evolved nest provision has deteriorated in industrialized nations (Narvaez, Panksepp et al., 2013b) and deep nature connection is often missing (Louv, 2005). Whereas modern societies have brought about great advancement in technologies, industrialized humans have shaped human nature to be opposed to fitting into planetary biocommunities. Suggestions will be made regarding how psychology can restore supports for humanity’s species-typical nature, a dire need in an era of planetary destruction.
The Case for Empathy: A Developmental Perspective
Kenneth Barish, PhD, Weill Cornell Medical College

This paper will consider the nature of empathy and the importance of empathy in many forms of human interaction. The impetus for this discussion is a recent book by Paul Bloom, Against Empathy (2016). Bloom presents a provocative and controversial thesis. Although he acknowledges many benefits of empathy, Bloom challenges the conventional wisdom that ‘the problems we face as a society are due to a lack of empathy.’ He argues, instead, that ‘they are often due to too much of it,’ and he concludes that, ‘from a moral standpoint, we’re better off without it.’ As an alternative guide to moral conduct, Bloom recommends ‘reasoned compassion.’ I will offer a critique of Bloom’s arguments and a different understanding of the role of empathy in human motivation and decision-making. My discussion draws on emotion theory (Fischer, Shaver, Carnochan, 1990; Frijda, 2007) as well as observations from my own fields of specialization - child therapy and parent guidance. Bloom’s case against empathy is based on several explicit premises: (1) that ‘emotional empathy’ (feeling what someone else is feeling) is different from ‘cognitive empathy’ (knowing, but not feeling, how someone else feels) (2) that empathy is distinct from compassion and (3) that empathy impedes utilitarian, cost-benefit analysis. I will demonstrate that these distinctions do not hold up to phenomenological or empirical scrutiny. Bloom’s arguments against empathy fail to answer a basic question: What is the origin, in evolution and individual development, of caring and human kindness?

Contemporary emotion theory provides a solution to this problem. Like all emotions, empathy is a complex amalgam of thought, feeling, and action tendencies, evoked by a characteristic appraisal of events and expressed in a variety of subjective experiences and overt behaviors. Bloom’s understanding of empathy is deficient in one additional respect. Bloom entirely neglects the importance of empathy in healthy child development. This is a critical omission. For the developing child (and for all of us, throughout life) empathy is more than an emotional response to the feelings of others. Empathy is also a basic emotional need, as essential to healthy child development as a child’s need for touch. These considerations lead to fundamentally different conclusions about the role of empathy in moral decisions and human relationships. Empathy is an emotion; like other emotions, empathy is experienced and expressed in different ways. At times, our experience of empathy is intuitive and immediate; at other times, empathy requires conscious, effortful perspective taking (Watt, 2007). Empathy influences, but does not determine, our behavior; in almost every instance, empathic concerns are modified by competing concerns (Dix, 1992). Empathy does not preclude cost-benefit analysis. Perhaps most importantly, empathy is an essential nutrient of healthy emotional development and of successful interpersonal relationships throughout life. Empathy humanizes others and therefore enriches all of us, immeasurably.

10:00-10:50  Paper Session
McCormick Place Room W474a

Procrastination and the Stigma of Delay: What Motivates Getting Things Done
Mary C. Lamia, PhD, The Wright Institute, Berkeley, CA

Contrary to popular belief and previous research, procrastination is a valid motivational style. Using qualitative methodology and affect psychology as a research paradigm, the investigator sought to uncover how emotions motivate divergent task completion styles and the ways in which they are effectively employed. Successful individuals effectively utilize, yet often misperceive, the emotions that motivate them. The different timing of procrastinators and non-procrastinators to complete tasks involves when emotions are activated and what activates
them. The distinct deadline driven style of procrastinators is motivated by emotion. In contrast, uncompleted tasks are a stimulus that activate emotion in high achieving non-procrastinators. Non-procrastinators are often compelled to take immediate action based on a desire to avoid or rid themselves of negative emotion; hence, they are task driven. Shame anxiety, experienced cognitively as a ‘fear of failure,’ is a driving forces in the pursuit of excellence for people with either task completion style. However, the nature of deliberation and distraction differs for procrastinators and non-procrastinators, as does the imagery resulting from emotion activated by tasks or deadlines. There are important distinctions between people who procrastinate and succeed and those who delay task completion and fail. Those who fail to complete tasks may erroneously attribute their failure to procrastinating when, instead, they are impeded by scripted emotional responses.

A Theory-Based Approach to Promoting Behavior Change in Financial Well-Being
Amanda Wuth, BS, University of Regina, Regina, SK, Canada
Co-Author: Magdalena Cismaru, PhD, University of Regina, Regina, SK, Canada

Financial well-being and financial distress are timely issues because of their importance to individuals and society as a whole. Given the incidence of and negative consequences associated with financial distress, campaigns promoting financial well-being have been developed by government, charity, and non-profit agencies; however, little is known about the effectiveness of these campaigns, or their use of theory. This study investigates how initiatives promoting financial well-being are consistent with the Audience, Channel, Message, and Evaluation framework (ACME; Noar, 2013) and further how their specific ‘Messages’ follow the tenets of the Transtheoretical Model of Change (TTM; Prochaska et al., 1992: 1994) to stimulate behavior change. Our findings indicate financial well-being initiatives differ in their audience, channel, message, and use of evaluation; however, a tendency to utilize theoretical basis when attempting to promote financial behavior change was observed. It is recommended that: theory, research, and evaluation is used to guide behavior change initiatives; behavior change should be promoted using multiple channels; and messages should be crafted based on the audience’s readiness and willingness to change. The study concludes with recommendations to improve financial behavior change.

Making Decisions About Locations Inside Built Environments: Is Conscientiousness a Front-Row Trait?
Kevin Bennett, PhD, Pennsylvania State University, Beaver Campus

Personality psychology seeks both to understand individual differences in behavior, emotion, and decision making and to identify the underlying causes of traits. Although the consequences of personality differences have been studied in numerous areas, few studies have focused on the link between personality traits and location decision making (LDM) in the context of built designs. This study presents findings that relate the psychological functioning of personality traits to LDM inside built environments by explicitly mapping out individual personality data. This approach provides a bird’s eye view of the distribution of personality traits, thus adding layers of information to overall LDM patterns. Across multiple semesters, seat locations were freely chosen by college students (N=209) in an interior auditorium (11 total rows and a seating capacity of 20 seats per row). The 60-item NEO-Five Factor Inventory (NEO-FFI) ±developed as a short form of the NEO PI-R (Costa & McCrae, 1989) ±was administered as a measure of five domains of personality: Neuroticism, Extraversion, Openness, Agreeableness, and
Conscientiousness. Presented as detailed psychological maps of interior spaces, results reveal important associations between dimensions of personality and LDM.
APA 2019

DIVISION 1 SUITE
AT THE MARIOTT MARQUIS
SCHEDULE AND PROGRAM

Suite Coordinators

CHARLENE CHESTER (MORGAN U.)
& IAN J. DAVIDSON (YORK U.)
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<th>Time</th>
<th>Thursday, August 8</th>
<th>Friday, August 9</th>
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<td>George A. Miller Award Address: Eli Finkel</td>
<td>Publishing Articles 101 Workshop</td>
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<td>Open House: Welcome to Chicago from the Suite Team</td>
<td>An Ability Dialogue: Improving Disability Competencies Workshop</td>
<td>Teaching and Research in Applied Social Psychology Workshop</td>
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<td>2:00</td>
<td>EXECUTIVE COMMITTEE MEETING (CLOSED) (Marriott Calculus Room)</td>
<td>Social Justice Advocacy in Emerging Psychologists: The Power to Influence Change (Topical Social Hour)</td>
<td>Graduate &amp; Undergraduate Student Meetup</td>
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<td>Divisions for Social Justice Social Hour (Marriott Shedd Rooms A &amp; B)</td>
<td>Foundational Divisions Social (Divisions 1, 24, 26, 39) (Marriott Shedd Rooms A &amp; B)</td>
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Thursday (August 8)

As attendees, presenters, and organizers get oriented on the first day of the APA 2019 convention, the Division 1 Suite volunteers will be preparing the space for the weekend’s planned events.

In addition to a casual “Open House” to welcome those arriving for the convention running from 2pm to 3pm in the suite, there will be several Division 1-related events occurring outside the suite (see Schedule)

Friday (August 9)

11am – 11:50am Coffee & Conversation

[An informal morning greeting open to any conference-goers.]

Noon - 12:50pm Methodology Discussion: "Addressing Current Issues Impacting Psychological Research & Suggestions for Improvements"

(George S. Howard, U. of Notre Dame)

[“This discussion will address several interrelated issues currently impacting the bulk of our psychological research, including: 1.) the continuing "replication crisis" wherein our high replication failure rate raises doubt about the reliability of our psychological research findings; 2.) difficulties resolving the "file drawer" problem; 3.) the preponderance of our use of meta-analyses and null hypothesis statistical tests; and 4.) the recent (March, 2019) call by many statisticians to stop judging studies by "statistical significance". The advantages and disadvantages of specific suggestions for changes in psychological research design, use of various statistical methods, and publication strategies will be presented and reviewed. As the philosopher Stephen Toulmin observes, "A man (sic) demonstrates his rationality not by a commitment to fixed ideas, stereotyped procedures, and immutable concepts, but by the manner in which and the occasions on which he changes those ideas, procedures, and concepts" (1961). Psychology is not exempt from this edict to continually review, test, and improve its procedures and methodologies.”]
1pm – 1:50pm **Workshop: Publishing Articles 101**

[In this informal discussion, former editors Irene Hanson Frieze and Emily Keener discuss options for publishing research in various psychology journals and answer any questions you have about the publishing process. Workshop is open to all, but especially recommended for early career psychologists and researchers.]

2pm – 2:50pm **An Ability Dialogue: Improving Disability Competencies Workshop** *(Madeline Brodt, University of Massachusetts Boston)*

[“As psychologists, we have been trained to be agents of change. Our ability to be agents of change lies in our ability to acknowledge that we are limited by lack of exposure to certain experiences. In order to support psychologists in becoming change agents in regards to a variety of issues, this workshop will focus on providing knowledge about a lived experience that is less focused on in psychology: (dis)ability. This interactive workshop aims to initiate a discussion about power and ability that ultimately will assist psychologists in becoming more competent in working with both clients and students with disabilities, and be able to create environments where people with disabilities can feel accepted. This workshop will focus on understanding the range of disabilities that people can have and how they may impact their lives via “spoon theory”. Following this we will also engage in a discussion on disability etiquette and discrediting myths surrounding what people with disabilities can or cannot do. We also engage in a discussion of how intersecting identities impact perceptions of those with disabilities such as how women with disabilities have experienced a lingering impact of hysteria. Finally, in this workshop we will discuss the negative impact of the ‘inspiration porn’, or the idea that individuals with disabilities are "inspiring". Participants will be encouraged to think about their positionalities and apply these to another experience to identify possible areas where growth surrounding disability issues can occur in all spheres of their lives. Participants will also have an opportunity to learn about how to bring this learning experience to other individuals in their lives.”]
3pm – 4:50pm Social Justice Advocacy in Emerging Psychologists: The Power to Influence Change (Samantha Torres, Alliant International U.)

[The organizer of this Topical Social Hour notes that regarding movements like #MeToo and BlackLivesMatter, “psychologists and psychological professionals have a unique opportunity to serve in these social justice movements … Psychologists have the ability to impact social change in a direct, one-to-one method, by providing direct services to their clients through psychotherapy, by providing connections with resources, and through the implementation of person-focused interventions which promote the individual’s personal well-being and individuality. In a broader scope, psychologists have the opportunity to direct research in a social justice-focused and person-centered direction … In this social hour, these budding professionals plan to spark conversations surrounding social justice movements and how these have shaped ongoing clinical training and practice. Furthermore, this social hour is intended to elicit conversation about how psychologists can play an active role in current and future directions of social justice movements as they draw attention to mental health implications. Consideration will be given for ethical dilemmas and the examination of countertransference in the therapeutic process.”]

Saturday (August 10)

10am – 10:50am Coffee & Conversation

[An informal morning greeting open to any conference-goers.]

Noon – 1:50pm Journal Launch -- Awry: Journal of Critical Psychology

(Michael Arfken, U. of Prince Edward Island)

[“This social hour will serve as an informal gathering to launch a new open-access, peer reviewed academic journal - Awry: Journal of Critical Psychology (AWRY). Our aim with this gathering is to introduce the interdisciplinary field of critical psychology to a new generation of scholars/activists and to create a space for a lively discussion around the open-access model of academic publishing. All are welcome!”]
2pm - 2:50pm **Teaching and Research in Applied Social Psychology**

(Kieran O’Doherty, U. of Guelph)

[“Social psychology covers a large number of topics that call for social change. Indeed, many social psychologists were drawn to the discipline by a desire to enact positive change in the world. However, attempting to undertake a systematic study of applied social psychology for the purpose of engaging in such change is challenging. While there is a proliferation of approaches that see themselves as social psychological and as change oriented, these approaches often rely on very diverse understandings of the world and how best to affect positive change. This is a potential barrier to both the teaching of applied social psychology and the development of change-oriented research programs. In this session, we will discuss the nature of these challenges and ways to address them. In particular, we will cover: Differences in epistemological foundations of applied social psychology; The need for pluralism in applied research; Overcoming challenges to being pluralistic in applied social psychology; Overcoming challenges to teaching applied social psychology; Sharing experiences of successful applied social psychological research and practice.”]

3pm - 3:50pm **Graduate and Undergraduate Student Meetup**

[Make use of Division 1’s suite space to connect with other Psychology students! All students and early career scholars are welcome and encouraged to make an appearance!]

6pm - 7:50pm **Division 1 Social // Meet the New Review of General Psychology Editors (Drs. Wade Pickren & Thomas Teo)**

[Division 1’s main social event of the 2019 convention! This will also be a chance to make acquaintance with the incoming co-editors of Division 1’s longstanding, peer-reviewed journal *The Review of General Psychology* (RGP). Come celebrate as the convention draws toward its close!]
Sunday (August 11)

9am – 10:50am Fellows’ Breakfast and Farewells

[Come have a light breakfast snack and drink, as we invite our Division’s Fellows for a general convention farewell!]